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新學制

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新學制的討論(上)

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評新學制草案

今歲首孟祿博士過滬，余幸承教誨，於新學制問題多所請益。頃博士自美寄示此文，屬爲譯登本誌，並許爲更撰數文，陸續賜登。按博士此次來游，於我國教育前途，關係至鉅；其一字一句，均大有價值。博士嘗語余，此行視察所得，率口授他人筆錄，從未自行屬稿。今於舟次獨爲本誌撰此文，此固本誌之光，亦我教育界之幸也。草率譯載，深愧不文，唯讀者諒之。

岫廬識 十一年二月二十六日

近世公共教育制度，乃人工的產物，成於經意的舉動，而又爲國法所規定。就此根本關係而論，中國近世教育制度，固無殊於他國也。然其間自有重大差別焉。泰西諸國，於此項制度嘗爲長期試驗。由私人之創意，或教會之努力，而有種種建設，甚或成爲制度；自此建設制度，更產出許多計畫、理想。舉凡教材、教法以及組織形式，罔不多方試驗，用能合於國民特性與社會之複雜生活。然在中國，則近世教育制度，完全與古制相違反。舊教育之元素，無有加入於新教育者，即其經驗亦鮮利用，因是，不得不以他國教育經驗爲研究之資，而假借其理想習慣，斟酌損益，使適於本國之應用。又不得不就本國對於新制度之經驗加以研究，而依此經驗所得，將教法、教材及組織形式，不甚適合或不充分適合於本國現狀者，繼續修改整理之。

建設國家教育制度之一大難題，即關於規定之過密與執行之過嚴是已。此一難題也，於成立甚速之制度中，殊爲顯著；而於大部分憑藉他國經驗而成立之制

度，則尤顯著。大抵表面事物，較隱伏於其中之精神，爲易見易仿。了解動植物機體，自較了解其作用爲易；亦是此理。不寧唯是，凡整齊劃一之制度，不爲各地方、各階級留伸縮之餘地者，其施行亦較少困難焉。

中國現行學制，雖實施甫數年，然其中頗有要點應加改革。今改革之議既提出，且在討論之中矣。此次改革與歐美各國正在進行之改革，極相類似；誠足注意。所以如是類似者，殆由各國共通之民主主義、國家主義及實業主義之根本勢力，相與醞釀而成此改革歟。

前述改革，以小學、中學爲主。小學擬改爲六年繼續之課程；中學年限與之相等。故新制中學校，將包括現制高小末年與專門學校共通之預科一年。六年之中學，果克盡厥職者，則此一年預科殆非必要。然則今次改革僅爲學級改組，並未展長年限也明矣。

今請將新學制課程暫置不論，先就此次改革之重要關係一研究之。

新學制之第一利益，在其伸縮性之強。夫以中國幅員之廣，各地方實業狀況、生活情形種種不同，其對於伸縮性需要之切，自不待言。且改革之速如中國者，有伸縮性亦殊適宜。余意中假定，六年級小學係專供志願升入中學者之肄業。如此，則各地方得依其財力，變更所設學校。有四年之小學，有六年之小學，亦可有七年之小學。有三年之中學，亦可有六年之中學。就中尤以高級小學及高級中學得隨地而大有變更。質言之，各地方對於六年小學教育，得隨意以任何年限之職業教育加諸其上。其大旨在於普通計畫範圍內，容許種種不同之試驗，俾依現在趨勢造成種種模型，而不求其盡歸一律焉。

新學制之第二利益，在其擬議之計畫能許生徒向種種殊異方向進行。美國教育制度，成於唯一模型，而以民主主義爲之基礎。然民主國家的教育，仍須按種種方向發展，無殊於階級制度盛行之國家也。六年級小學所施之教育乃萬衆一律；而個人與社會則均需歧異之教育。但由最低程度以至兒童必須離校營生之程

度，其間進程，亦有籌顧之必要。此進程之方向，自是多多益善：高級中學之課程既歧爲數系；高級小學以後，亦可有一系之補習課程，與初級中學平行而不重複。如是之進行階級，乃於數方向分途並進者。或且可照菲立賓學校辦法，自高級小學卽輸入如是之分異課程。然中國文字問題若是其難，目前此舉尙未見適宜也。

故唯進至高級中學，而後歧異的與進行的課程可同時並舉。若初級中學，則當設置劃一之課程，或祇許有微小之歧異；當斯時也，無論志願何種專門職業之生徒，皆當熟習本國文、外國文、科學、算學以及歷史、地理等項社會科學：凡此皆爲社會各種優秀人物所必需之基本學問也。至高級中學，則於研究此項科目時，當將各種專門或職業，特別注意。其所分門類，當以志願研究工程、醫學、農業者爲第一類，行政、法律、商業爲第二類，文學、教育、新聞學及高等藝術爲第三類。關於以上各科之課程要點，當別以一文專論之。

今請續述新學制之第三利益；卽此項改革使生徒有充分之修課動機是也。今

中國中小學校所授功課，除英文外，生徒殆不覺其有何等之切身關係。彼其所見者，祇爲教師所派定之若干功課；但求試驗及格，便已盡其能事。按實察之經驗與心理之分析，苟學者能領會研究任何一科之目的，且由自己經驗中確知其重要關係；則所成就者必更多，而於研究之科目亦可有確實造詣。此即吾人將高等中學組爲各種專門或職業預科之目的也。此種激動之力，且可推及初級中學，但須爲教師者明白此道耳。即降至高級小學，苟其科目之選擇教授咸得宜，亦未嘗不可均沾此利益也。然此問題對於幼年之關係，不若對於青年之嚴重；以彼時年事漸長，欲強留在校修業已非易易矣。爲學生者，於所學苟具意識的動機，而與所學相連，則許多關於學生之問題，爲中國學校所大患者，將不難迎刃而解。

此外尙有一種利益，即由於中等教育年限之延長。按中等學校，爲將來優秀國民所由淘擇訓練。現制四年究嫌過短；改爲六年斯可矣。四年中學，於生徒之淘擇雖無礙，而於必要之訓練恐猶不足。少數分子將繼續修業於大學專校；然一般優

秀國民，則以中學校爲其養成所。中國之中學校，今尙無能爲是。其原因大部由於方法之缺點，容後另行討論；但此中一部實由修業的年限太短，新學制當可補救之。

新學制之利既如前述，然亦自有其不利者在。不利之第一端，爲吾人所宜時時戒備者：即吾人對於已有之教育利益，不可因制度改革而剝削之是已。查各鎮鄉，鮮有能維持四年以上之小學者，故不宜強令改辦六年小學；蓋恐現在以絕大犧牲始克維持四年小學者，將因新制增加年限，以致停辦。余意，四年級之小學，宜仍准其存在。一面對於許多地方不能添辦三年高小者，或可誘令增加二年之課程。又現制三年之高等小學，除對於預備升入中學之生徒外，不當縮爲二年。此事亦甚易布置；蓋實際上無須減少高小年限，不過將一部分之第三年學生移至中學修業而已。

新學制之第二危險，即以其活動過甚，恐滋誤會。實則任何一地方，並無遍設各

式學校之必要。凡各地方，均可發揮自己之理想，而於新學制範圍內滿足自己之需要。一地方而欲遍設各式學校者，無論如何地廣人衆，結果終至不可行；良以學級之種類紛繁，欲求措置得宜，縱非不可能，亦甚難能矣。

第三危險宜加注意者，即以吾人每傾信制度過甚。實則新學制之不能自起作用，無異於舊學制也。彼所能者，僅令中國教育之某種目的較易達到耳；於中國教育之真難題，固未能解決也。所謂真難題，乃隱伏於較深之處；即關於教師之方法不善，學生之動機不足，教材之不充分，行政之能率不高，語文之學習不易——凡此種種，余將以另文論述之。

PROPOSED CHANGES IN THE SCHOOL SYSTEM

By PAUL MONROE

MODERN public school systems are artificial products. They have been built up by conscious effort. They are the products of legislation. In this fundamental respect the modern school system of China does not differ from those of other countries. There is, however, this fundamental difference: all Western countries had long experience in experimentation. Private initiative, or the efforts of the church, had built up many institutions, even systems, which had worked out many plans, many ideas. Subjects of study, methods of teaching, forms of organization had all been tried in many forms. These had been fitted to the genius of the people and to the complex institutional life of society. In China, however, the modern educational system is a complete breach with the past. None of the old educational elements and little of its experience enters into the new. This necessitates that China should learn through the study of the educational experience of other lands, that she must borrow ideas and practices and adapt them to her own use. It also means that she must learn from her own experience with the new system, and continue to adapt and adjust as she finds in her own experience instances

where methods, subjects of study, forms of organization are not well adapted or sufficiently adapted to her present conditions.

One great difficulty in building up a government system of education is in formulating regulations in too great detail and then adhering to them too rigidly. This is especially true of a system which is built up rapidly and even more true of a system which must depend largely upon the experience of other countries. Externals are much more readily perceived and imitated than are the real vital processes back of the externals, just as it is much more easy to study and to understand the structure of an organism in animal or vegetable life than it is to understand the function. Also it is much easier to administer a system which is uniform and which does not make allowance for varying interest and needs of different parts of a country or of different classes of the people.

So it comes about that China may need to modify certain features of her system, though they may not have been in practice more than a few years. Certain modifications of the Chinese system have been proposed and are now under consideration. It is interesting to note, however, that these changes are very similar to those which are going on in other countries both in Europe and America. The similarity of these changes is probably due to the fact that it is the fundamental forces of democracy, nationalism and industrialism, common to all these countries that is forcing these changes.

These changes relate primarily to the primary and the middle school. It is proposed that the primary school be organized into a six-year continuous course and the middle school into a similar period of six years. Thus the middle school would absorb

the last year of the higher primary and the preparatory year now universal with all higher institutions. This year would not be necessary, if the six-year middle school actually did the work assigned to it. Consequently the change would be simply a reorganization and would not involve a lengthening of the school course.

Without considering specifically the curricula involved in the new schools, let us consider the significance of the proposed changes.

The first advantage is a greater flexibility, a quality greatly needed in a country as large as China, one which varies so in its characteristic industries, forms of agriculture and modes of life as do the sections of China. Also flexibility is desirable in a country which is changing as rapidly as in China. It is assumed that the six-year elementary school will be set up only for those children who will go on to a secondary school training. So a community may vary its schools according to its financial ability. There may be a four-year primary, a six-year primary or a seven-year primary. There may be a three-year middle school or a six-year middle school. And these schools, especially the higher primary and the senior middle schools, may vary greatly in different communities. In fact, a community may add on vocational schools of any desired length to the six-year primary schools. The main idea is to allow a variety of experiments within the general scheme, so that in time a variety of types may be worked out, instead of the one, according to the present tendency.

A second advantage is that the proposed scheme will permit the progression of the pupil along a variety of lines. The American system of schools was worked out on a

single pattern on the basis of democracy. But it has been found that a democracy needs to provide a variety of lines of educational development as truly as does a country where the class system of society prevails. So long as a six-year elementary school provides a uniform training for all of the people, a diversified training is demanded both by the interests of individuals and of society. But it is necessary to provide a progression from the lowest point to the point wherever the child must leave school for the activities of life. And it is advantageous to have this progression along as many lines as is possible, with a diversified program in the senior high school, and even the possibility of a series of continuation courses following the higher primary and paralleling the junior middle school but not identical with it. Such a series of progressions is provided in several lines. It may even be found profitable, as was found in the Philippine schools, to introduce such diversified courses in the higher primary. However, the language problem is so difficult in China that this does not seem feasible or desirable at the present time.

It is in the senior middle school, as the second three years is usually called, that both this diversity and progression are provided. The junior middle school should offer a uniform course, or at least with but slight diversification, where the student in all lines of professional and vocational work would acquire that mastery of language, both native and foreign, of science, of mathematics and of the social science of history and geography that are demanded as foundations for all lines of leadership in society.

The second three years, or the senior middle school, should provide for the study of these with special reference to the various professions and vocations. Such lines would

be those of engineering, medicine and agriculture in the science group; government service, law and commerce for a second group; literature, teaching, journalism and the higher arts for the third. A subsequent article will be needed to discuss the significant point of the curriculum for these courses.

Here may we point out one further advantage, namely, that the change will provide for a sufficient "motivation" of the student. At present in the primary and middle schools of China, aside from the study of English, the student is hardly conscious at all of any personal reason for studying the subject of the program. They represent to him so much work to be done, assigned by outside authorities, a requirement adequately met if he passes the examinations set. We have discovered both from practical experience and from psychological analysis that much more work can be accomplished and a real mastery of the subject can be obtained, if the student himself is conscious of the purpose of the study and realizes its significance in his own experience. This would be the purpose of organizing the subject of the senior high school into pre-professional or pre-vocational programs. But the same incentive would then reach down into the junior high schools, or could be made to, if the teachers were conscious of it. The same advantages may be made to inhere in the higher primary if the subjects are properly selected and presented. The problem here, however, is not so serious as it is in the adolescent period, when the difficulty of holding the pupil in school arises. Giving the students a conscious motive for their studies, and one connected with their studies, will solve many of the student problems afflicting many of the schools of China.

An additional advantage of the proposed change is that it gives a longer period for the secondary school training. The secondary school is where the future leaders of a country are selected, tried out and trained. A four-year period is too short for this. A six-year period is adequate. A four-year period may make the selection but it cannot give the training necessary. A small proportion continues into the higher institutions. Consequently it rests upon the middle schools to train the rank and file of the leaders of a country. The middle school of China are not doing this at present. A larger part of the difficulty lies in the defect in method, which also we will discuss later; but a part of it is due to the too short period that they are in training. The new system will remedy this defect.

These are the advantages of the new system: there are possible disadvantages. The first of these, and a danger which should ever be kept before us, is that the change should not bring about any curtailment of educational advantages that exist. Few of the villages and towns can support more than a four-year primary school. The requirement should not now be put to six years, with the result that those now supporting a four-year school with great sacrifice, should give it up. The four-year school should be allowed to stand of itself. On the other hand, many communities will be induced to add on a two-year primary, when they could not aspire to a three-year higher primary. In a similar way the present three-year higher primary should not be reduced to two except for those pupils who are going on to a middle school program. This will be very readily arranged. There must be no reduction of years of the higher primary, but simply the transfer of those pupils who are to continue to a middle school course.

A second danger is that the present system provides for so wide a variation that it may be misunderstood. It is not supposed that all these types of schools are to be tried by any one community. It simply provides that a community may work out its own ideas, and fill its own needs within these limits. A community, no matter how large, that attempted to work out every variety of such schools would have an unworkable school system on its hand. There would be so much variation that efficient administration would be very difficult, if not impossible.

A third danger to be kept in mind is that we are all prone to trust too much to system. This system will not work itself any more than the old one did. It will render more readily attainable some of the purposes of the Chinese educational system. But it will not solve the real difficulties of Chinese education. They lie deeper. They are to be found in the methods of the teacher, in the inadequate motives of the students, in the insufficiency of materials of study, in inefficient administration, and in the difficulties of the language. These difficulties must be discussed later.

新學制草案評議

李石岑

這幾年來，國內教育運命的危險，真可謂「千鈞一髮」了。政府的麻木，軍閥的摧殘，舊頑固的反抗，和教育界自身不良分子的內訌，無處無時不與教育以最大的

打擊。在這種「險象環生」的境地，教育界人士居然本「窮且益堅」的精神，產生這新學制草案系統；這不能不使我對於此次教育聯合會諸代表和直接間接與這議決案以熱心的助力者加以欽佩。但我們取研究的態度，不作盲目的恭諛，則新學制決不是中國教育的萬應膏或救生丹，我們承認新學制是改進國內教育的一種方策，在討論的期間，應該盡量的加以批評或修正，使將來實施的時候，積極的可以增加效能，消極的不致發生弊端。因為這種緣由，所以我將我個人對於新學制贊許、懷疑或商榷的意見，一一條舉於下。

一

(1) 在說明新學制草案本身優點之前，我對於這次提議和議決的態度，覺得很可贊許。我國民因為數千年處於政體壓迫之下，素沒有政治的訓練；十年來雖然掛起共和招牌，但無論什麼事，一採用會議式，不是鬧意氣，就是像兒戲；但這次