

双语版

教育部高等学校心理学教学指导委员会推荐用书

Fundamentals of Cognitive Psychology

认知心理学基础

第七版

[美]

里德·亨特 (R. Reed Hunt)

亨利·埃利斯 (Henry C. Ellis)

著



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第 7 版

[美] 里德·亨特 著
亨利·埃利斯



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**This book is dedicated to
my wife, Florence,
and to our children,
Joan, Diane, and John Ellis
and to my parents,
Nancy and Robert Hunt**

总序

王 垒

中国心理学有一个很早的开端，却有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，20世纪50~60年代一些对心理学的不公正对待和后来的文化大革命，中国心理学“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈加速度扩张。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，几乎是每10年翻两三番！发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不强大，教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对我国心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保持高

等教育的水平有举足轻重的作用。相比来看，我国内地一些地区心理学师资匮乏，一些自编教材低水平重复，对教、学质量均有很大负面影响，情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构，负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神，我们与国内外多家出版机构合作，作为一个长期的工程，有计划、分期分批地引进外版教材，以期推动我国心理学教学的快速高效发展。

麦格劳－希尔出版公司在出版心理学教材方面富有经验，此次引进的教材均是麦格劳－希尔多年再版，被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐，这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意！

希望这套教材对高校的心理学教学有所帮助，并祝愿我国的心理学高等教育事业蓬勃发展！

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

序

所有探索心智（mind）奥秘的人都会对认知心理学有一定的兴趣。认知心理学是20世纪60年代兴起的心理学研究取向，与人工智能、语言学、逻辑学、哲学认识论、神经生理学等学科有密切的关系。认知心理学不仅研究心智活动的“软件”（即心智活动的过程，如人对信息的编码、储存和提取），而且研究心智活动的“硬件”（即心智活动的结构，如认知功能的脑定位或脑机制），提出了极富特色的理论，促进了对人类心智活动的细微剖析和准确理解，成为现代心理学的主流方向。

作为一名合格的心理学专业的学生，学好认知心理学、心理统计学和心理学研究方法等课程是基本的要求。目前，国内已经出版了数本《认知心理学》著作。这里，我想再向大家推荐一本由人民邮电出版社北京新曲线出版咨询有限公司和麦格劳—希尔高等教育出版公司（McGraw-Hill Higher Education）在中国合作出版的《认知心理学基础》英文双语版。因为，这本书有其独到之处。

首先，该书在国外心理学专业的大学生中很受欢迎。它在1972年就发行了第一版。2002年时，它已经修订到了第七版。该书内容精挑细选，文笔简洁流畅，事例丰富恰当，使用方便。就这次影印的第七版而言，作者里德·亨特和亨利·埃利斯对每一章都进行了精心的修改，使其涵盖了相关领域的最新研究成果。

其次，该书注重阐释认知心理学的基本原理。该书作者认为，要吸引学生的注意力，激发学生的好奇心，就必须详细地阐释认知心理学的基本原理。通过详尽深入地讨论精心选择的实验范例，说明它们在阐释概念问题中的作用，作者鼓励学生领会和欣赏认知研究中问题解决的奥妙。作者确信，与其让学生们湮没在大量的实验和相关数据中，还不如引导他们研读若干重要的实验，更好地把握理论问题和实验数据的关系，构建扎实的理论基础，进而在未来的学习和研究活动中获取更多的知识，实现更透彻的理解。在我看来，这可能是目前我国认知心理学教学与研究中最欠缺的。事实上，学习认知心理学，最重要的就是要学习认知心理学家研究人类心智活动的思路和方法，学习研究者提出了哪些科学问题，处理问题时采用了哪种研究取向，提出了哪些研究假设。显然，在问题不清楚的情况下，简单地报告大量的数据并不能帮助我们理解其中有价值的东西。

第三，该书注重理论联系实际。该书几乎每一章都从一个熟悉的故事或实例

开始。作者着意在对抽象的基本概念的论述中增加具体的实际案例、现场研究以及重要问题的关键实验，帮助学生更好地理解新概念。当我们阅读该书时，我们能看见认知心理学与社会事务的直接关联，了解认知心理学在社会事务中的潜在作用，能将自己的个人经验与认知心理学的基本原理相联系，从而得到对后者的深刻理解。

最后，该书的各章自成体系。即使读者跳过某些章节，也不会影响对其他章节的学习和理解。因此，教师可以灵活地选取书中若干章节组织一门课程，学生也可以随意选择该书中的某些章节做专门的阅读。该书每章前面都有大纲，阐明该章的内容结构；每章后面都有小结，概括该章的主要内容；每章最后还附有精心设置的思考题，引导读者巩固和加深对该章内容的理解。在全书最后，作者还提供了简明的术语表和丰富的参考文献。

总而言之，该书是一本非常好的认知心理学教科书，可用作我国高等院校心理学专业学生（包括本科生和研究生）以及其他学科或专业的老师和学生学习认知心理学的教材或教学参考书。

傅小兰

中国科学院心理研究所
认知心理学研究室主任

2006年8月

PREFACE

前言

The purpose of this book is to introduce the substantive fundamental issues of cognitive psychology. It is written with the conviction that students can be introduced to cognitive psychology so that its fundamental principles are revealed in bold relief. We want to portray cognitive psychology as an exciting, problem-solving enterprise that will engage and stimulate students. To accomplish these objectives, we have chosen to discuss basic conceptual issues in detail, believing that the reporting of data makes little sense unless the problems and issues are clear. We think this approach is very important in introductory cognitive psychology where, in many cases, the conceptual issues tend to be very abstract. Empirical work, however, is thoroughly covered. Our approach is to discuss selected experiments in depth and their implications for the conceptual issues rather than attempt an exhaustive survey of the empirical literature. Again, we have found this approach to be effective when introducing students to cognitive psychology. Detailed discussion of selected experiments allows students to appreciate the intricacies of problem-solving activity in cognitive psychology. We also think students can more readily grasp the relationship between theory and data if given extensive discussion of a few experiments rather than if overwhelmed with a large amount of data. Following such an introduction, students should have a firm foundation on which to build additional knowledge and understanding in advanced courses.

The book is also written with the belief that the principles of cognitive psychology should be introduced in such a way that students see their direct pertinence to and potential impact upon human affairs. Illustrations and practical

applications are liberally provided, with the hope that students will gain a fuller and richer understanding of the principles as they relate them to their personal experiences. These illustrations cannot, of course, perfectly reflect principles derived from laboratory settings, but they can approximate them, and thus, we hope, lead students to think of other illustrations as well as of potential exceptions.

This book is aimed principally at the undergraduate who is taking a basic course in cognitive psychology, in memory and cognition, or in human memory. It would also be appropriate as a text in an introductory graduate course when the students lack a background in cognitive psychology or memory. Supplementary readings can be assigned by instructors who want more detail on specific topics. The book is written so that certain chapters can be omitted without disrupting the flow of topics. In this sense, the chapters can “stand alone”; however, interconnections among the chapters are made but can be understood by the prevailing context in each chapter. Finally, the text is written for the typical one-semester or one-quarter course.

This book can be used flexibly by instructors who wish to use certain portions of it and not others. For example, if an instructor teaches a comprehensive survey of Cognitive Psychology, all chapters would be appropriate. In contrast other combinations are possible. Here are a few of the possibilities:

	<i>Chapters</i>
Comprehensive cognitive survey	1–13
Memory survey	1, 3–8
Basic cognition	1–9

NEW TO THIS EDITION

- The chapter on Forgetting and False Memory provides up-to-date coverage of research on false memory.
- The chapter on Implicit Memory covers major theories of test dissociation and recent research from these theories
- The chapter on Meta-Cognition addresses theory and research on monitoring and control of cognitive processes.
- The coverage of cognitive neuroscience of perception, attention, memory, and knowledge is expanded.
- Each chapter has been thoroughly revised to provide updated research.

FEATURES RETAINED FROM THE LAST EDITION

Most chapters begin with a familiar story, example, or illustration that helps students think about their mental processes. These introductions are designed to help students understand new concepts and add interest to the material. Each

chapter is prefaced with an outline that the student can use as an advance organizer to assist the student in better understanding the material. Each chapter also ends with a summary that highlights the chapter's main feature. Thought questions are placed at the end of each to be used by the student. A handy glossary also is included along with an extensive bibliography.

TEACHING PACKAGE

Instructor's Manual with Test Bank on CD-ROM has been prepared by Dr. Susan McDonald. The *Instructor's Manual* contains key terms, demonstrations, ideas for student research projects, handouts, and sources of additional reading for each chapter. The Test Bank section contains multiple-choice, true-false, and essay questions for each chapter.

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We are grateful to the many people who contributed to the preparation of the 7th edition of the *Fundamentals of Cognitive Psychology*. We especially thank Jeffrey Toth who wrote the neuroscience sections for the book, John Dunlosky who wrote Chapter 8 on metacognition, and to Katherine Rawson who extensively revised Chapter 11 on language comprehension.

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