



中国传统文化

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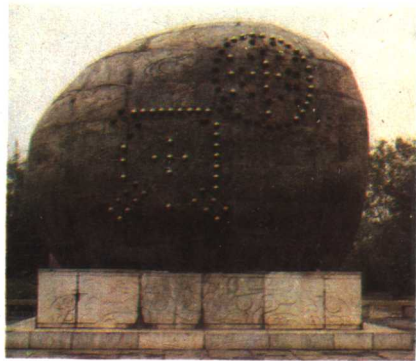
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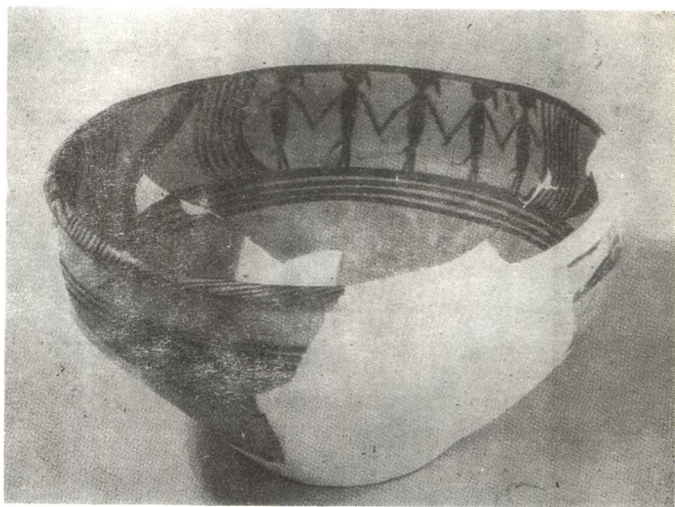
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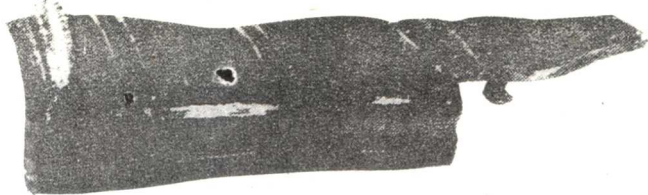
黄河流域是中国古代
文化的发祥地



刻在这块大石头上的“八卦图”，来源于伏羲氏时代的“河图洛书”。远古时代产生于洛阳的这一图案，是传说中的中国最早的历史文献。



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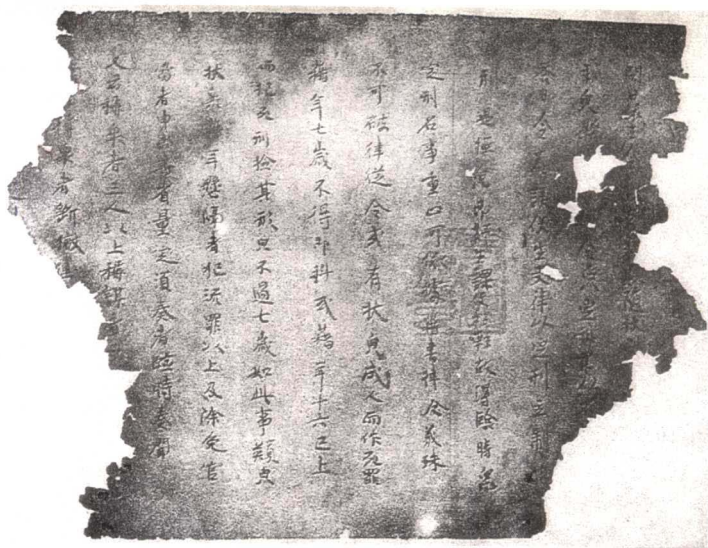
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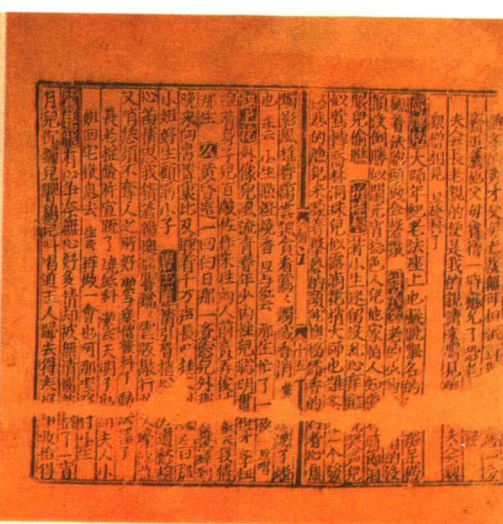
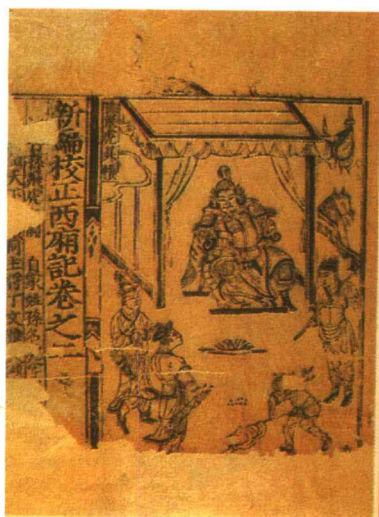
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中国文化的瑰宝——秦化兵马俑



唐律残卷 1973 年在新疆吐鲁番出土



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楊州解夢詩
 為語人徒
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 公孫
 鄭燮
 畫



少林绝技

郑板桥：墨竹



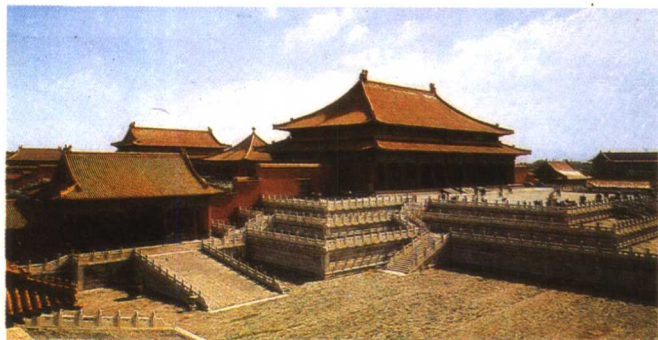
珠海焗全螺



韭菜炒豆芽

荷花拼盘





故宫三大殿



水乡绍兴



武汉大学的外国留学生
观赏中国文化的绮丽风光

序

刘 纲 纪

中国文化的介绍，是一件相当艰难的事。

首先，中国文化具有悠久、博大、精深的特点。悠久是指中国文化有漫长久远的历史源流，因此，对每一个问题的介绍几乎都必须作很长的历史考证与叙述。博大是指中国文化有《周易》所说“弥纶天地”的特点，无所不包，涉及的方面十分广泛。精深是指中国文化在每一方面、每一领域都有一套精细的理论，并且不是纯经验性的，渗透着中国人特有的哲理、智慧，如只作纯经验性的描述，很难得其精义。

其次，对待中国古老的文化，应采取“取其精华，弃其糟粕”的方针。但究竟什么是精华、什么是糟粕，需要作实事求是、细致深入和高度审慎的分析。不论是给以肯定还是给以否定的方面，都应尽可能做到恰如其分。再加上精华与糟粕在不少情况下是交织在一起的，这就更增加了分析工作的难度。

最后，为了认识中国文化的特点，它的优长与局限，以向前发展中国文化，并使之为世界各国所了解，需要将中外文化进行比较。这当然也是一个相当艰巨的工作。

本书是为了给到中国留学的学生介绍中国文化而写的。主编和参加编写者都是武汉大学的年轻学者。他们勇敢地担负起介绍中国文化这一并不轻松的任务，作了许多努力，终于写出了这本书，取得了令人高兴的成绩。他们注意到了上述研究、介绍中国文化的几个难点，吸取了多年来许多中国学者研究中国文化取得的成果，抓住了与中国文化相关的各个重大问题，对中国文化的

诸方面作了分门别类的介绍，并力求将知识性的介绍与哲理性的分析结合起来。通过此书，读者可以对中国文化有一个较全面、较具体的了解。当然，由于中国文化本身的复杂性与丰富性，本书的介绍很难处处都周到、妥贴。主编和编写者们都衷心希望听取广大读者和各方面专家的宝贵意见，以便将来进行修改，使本书更加完善。

1992年10月

于武汉大学

PREFACE

Prof. Gangji Liu

The introduction to the Chinese culture has always been a far-from-easiness job.

First and foremost, the Chinese culture bears the characteristics of "Remoteness", "Extensiveness" and "profoundness". "Remoteness" refers to the historical root of the Chinese culture which can be traced back to the primitive period, as a result, almost every problem shall be analyzed with detailed archeological evidence and long narration. "Extensiveness" refers to the wide scope of the Chinese culture, which involves many respects, while "Profoundness" refers to the set of precise theories of the Chinese culture in every respect and field, furthermore, they are not purely experiential, but embodies the peculiar philosophy and wisdom of the Chinese people. The purely experiential description can hardly make the readers absorb its essence.

Secondly, so far as the ancient Chinese culture is concerned, we should adopt the principle of "absorbing the cream and discarding the bad", however, we should attempt to seek truth from facts and make some detailed and profound while prudent analy-

sis. Concerning what is the cream and what is the bad, no matter whether it is positive or negative, we should be appropriate, besides in many cases, the cream and the bad are blended together. This makes the analytical work very complicated.

Eventually, the comparison between the Chinese and foreign culture should be conducted to fully realize the features of Chinese culture, especially its merits and demerits, so as to further promote the advancement of Chinese culture and make it understood by the outside world. This of course is rather a painstaking work.

This book is compiled for the purpose of introducing the Chinese culture to the international students. The editor-in-chief and the compilers are the young scholars of Wuhan University. They bravely shoulder this laborious task, and make a lot of efforts before the final accomplishment of this book. They have made remarkable achievements, since they have noted the above-mentioned points with great attention in the explanation of some difficult points of the Chinese culture. Furthermore, they have absorbed the achievements in the research of Chinese culture made by the Chinese scholars and have grasped the key points related to the Chinese culture and thus have made a classified introduction to the various aspects of the Chinese culture and exerting themselves in combining the introduction of knowledge and the analysis of philosophy. Through this book, the readers might have gained a comparatively comprehensive and concrete understanding of the Chinese culture. However, it is as a matter of course that owing to the complexity and richness of the Chinese

culture, this book might not be satisfactory and proper in any places. The editor-in-chief and the compilers earnestly wish to heed the valuable suggestions put toward by the readers and specialists from all circles so as to make revision to perfect this book in the future.

Oct. 1992
at Wuhan University

序

吴志达

中国传统文化历史悠久，光辉灿烂，在中国各族人民的共同努力下，曾经为全人类的物质文明和精神文明作出伟大的贡献。而如今，正在以自强不息的精神谱写文化史的新篇章，它具有鲜明的中国特色，同时又汲取了人类文化的优秀成果，这也正是中华民族自信心的表现。

各国青年不远万里来华留学，学习我国既古老又充满生机的传统文化，这是中外文化交流的可喜现象。因此，编写这部《中国传统文化》教材，用于对留学生的教学，就具有特别重要的意义。

本书共分三十六章，大概是取天罡之数吧！各篇具有相对的独立性，合拢来却浑然构成有机的整体，生动地勾画出中国传统文化的基本面貌及其特色。中国传统文化丰富多采，广义的传统文化更是浩瀚无垠。本书以中国传统文化的内在精神为纲，以文化的各个主要层面为目，参照世界文化背景，向外国留学生阐释中国传统文化的精华，并揭示历史原因造成的某些弱点，深入浅出，雅俗共赏。这是一次很有意义的尝试。

主持本书编写的张杰，因为在攻读硕士学位期间，是主攻中国古典戏曲的，与中国传统文化的关系非常密切，所以曾潜心钻研中国传统文化，涉猎有关典籍较多，多所创获。1989年以来，他在武汉大学留学生部主讲中国传统文化课程，受到了广泛的好评。这本教材，尽管是集体智慧的结晶，但是也与张杰数年来专心致

志的教学实践分不开，从中可以看出他缜密的思路，凝结着他辛勤的劳动。

就张杰所擅长的专业性质而言，如果由他来写文学艺术诸篇章，可谓驾轻就熟；但是他却把这些篇章让给别人来写，他自己则承担起营构全书大框架的任务，并具体撰写若干有关全局或有一定难度的篇章。这也是一个主编应有的风范。

本书虽出自众人之手，但经主编精心经营，显得天然浑成。全书文笔流畅自然，激情奔放，韵致悠然，读来颇有赏心悦目之感。他们的工作态度，是严肃认真的。

当然，此书并非无懈可击，某些观点尚可商榷，我也并不是完全赞同，有的问题则需继续深入研究；但是，看到一批青年人撰写的一本有意义的书，总是感到欣慰的。我相信读者会开卷有益的。只要在对外中国文化教学中起积极作用，就是这部教材的一大成功。

1992年7月
于武汉珞珈山

PREFACE

Prof. Zhida Wu

Owing to the joint efforts of the Chinese people of all nationalities, the traditional Chinese culture, with its great magnificence and brilliance, has made tremendous contributions towards the human material civilizations and spiritual civilization in the past historical period, however, even at the present time, with its spirits of unremitting efforts in self-improvement, it is now adding new illustrious chapters to the annals of cultural history, since it bears the striking Chinese characteristics, and has absorbed the actual elite of the whole human cultural development, in which the self-confidence of the Chinese people is fully demonstrated.

The young people from the various countries make light of travelling a long distance to China for the purpose of exploring deeply into the ancient while energetic traditional Chinese culture, which is a gratifying phenomenon in the inter-cultural exchanges, therefore, the compiling of this book: *The Traditional Chinese Culture* is of particular significance to the teaching of the international students.