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## 胡寄南教授简历

胡寄南，祖籍安徽太平(今黄山市)，汉族，1905年11月18日生于上海，1989年12月20日于上海病逝，享年84岁。

1925年毕业于复旦大学首届心理学系并取得学士学位，1930年获美国俄亥俄州立大学心理学硕士学位，1934年获美国芝加哥大学博士学位。同年回国，先后任浙江大学心理学副教授，浙江省民众教育实验学校校长，中央大学教授，中央政治学校教授，暨南大学教授兼教务长，东南联合大学筹备委员会委员，复旦大学教授兼生物系主任等职。1949年后，先在复旦大学任教，1951年全国院系调整后，除1958年至1961年任北京中央教育科学研究所研究员和北京师范大学心理学兼任教授外，一直任华东师范大学教授。其间除担任普通心理学博士点负责人兼博士研究生导师外，曾任普通心理学教研室主任、心理学实验室及条件反射实验室主任、普通心理学研究生班主持人、普通心理学硕士研究生导师。在社会职务方面，曾任中国社会心理学会副会长兼上海社会心理学会会长、中国心理学会理事兼上海心理学会副理事长、中国思维科学学会筹备组成员兼上海思维科学学会(筹)理事长、中国心理卫生协会理事、上海文艺心理学会顾问、中国和上海气功科学研究会顾问、上海人工智能学会顾问、上海市科技

术协会委员、《心理学报》编委、《心理科学通讯》顾问、《中国大百科全书》社会学卷编委与社会心理学编写组主编、《英汉大词典》心理学词目编译负责人。1987年胡寄南教授被美国国际人际关系实验训练学会授予永久荣誉会员称号。

## **A Brief Account of Prof. Hu Chi-nan**

Prof. Hu Chi-nan was born on Nov. 18, 1905 in Shanghai and died of cancer on Dec. 20, 1989 in Shanghai at the age of 84. His native place was Taiping County (now Huangshan City), Anhui Province, and he was of Han nationality.

四 He graduated and received a BA from the Department of Psychology of Fudan University in 1925 (he was among the first graduates of the department). He earned his MA in 1930 from the Ohio State University of USA, and a PhD in 1934 from the University of Chicago, USA. He returned to China upon his graduation in 1934 and became associate professor of psychology of the Zhejiang University, President of the Experimental School of Popular Education of Zhejiang Province, professor of the Central University and the Central Political Institute, professor and dean of Jinan University, member of the Preparatory Committee of the Southeast Coalition University, professor and dean of the Department of Biology of Fudan University. After 1949,

he first taught in Fudan University, then after the nationwide adjustment of universities in 1951 until his death, he was professor of the East China Normal University (except for being research fellow of the Central Institute of Educational Sciences in Beijing and also part-time professor of the Beijing Normal University from 1958 to 1961), during which time he not only acted as supervisor of PhD graduates and the person in charge of PhD graduates in general psychology, but also as head of the Teaching and Research Section of General Psychology, head of Lab for Psychology and Conditional Reflex, chairman of the training class for post-graduate students in general psychology and tutor of post graduates for master's degree in general psychology. Besides he was vice-president of the National Association of Social Psychology, president of the Shanghai Association of Social Psychology, council member of the Association of Psychology of China and vice-president of the Association of Psychology of Shanghai, member of the Chinese Preparatory Committee of the Sciences of Thinking and board chairman of the Shanghai Preparatory Committee of the Sciences of Thinking, council member of the Association of Psychological Hygiene of China, adviser to both the China and Shanghai Committees of the Study of QiGong Science, adviser to the Shanghai Association of Artificial Intelligence, committee member of the Shanghai Association of

Science and Technology, member of the Editorial Board of the Chinese Encyclopedia, Volume of Social Sciences, and chief editor of the Volume of Social Psychology, special adviser of psychology to the English-Chinese Dictionary. Prof. Hu Chi-nan was conferred Permanent Honorary Member by The International Human Relations Training Institute of USA in 1987.

## 序

这一本增补论文选集搜集胡寄南教授一生的著述和学术活动。在一定程度它又备注近七十年间心理学在中国的坎坷发展历程。从历史角度审量，一个人的事业道路和功绩不过社会洪流中的涓滴，但是，当一个人的工作经验有代表性地反映一项事业在整体社会的发展，并且成为它的重要塑造动力，那么，阐录其经验和智慧的文献，就超越个体的局限而升华普化，变为社会性的文献。这本书实是中国心理学的经典。

本世纪伊始，心理学从其原来的哲学范畴脱颖而出，选用科学实验方法为研究基础，成为独立的学科。最初的二三十年，心理学家摸索如何把具有意识、个性和创见特点的心理活动降缩为科学实验的材料，发展比较缓慢。第二次世界大战结束迄今的几十年间，人类思想和情绪冲击剧烈，人类社会的变化急速而复杂，人与人的关系和人与大自然的关系，都大幅度脱离固有的模式，不论在个人的福利和需要层面出发，或是牵涉到社群以至全人类的融和安全范畴，亟待解决的问题都跟随时光流转而增多增大。心理学既是研究人的学科，其所肩负的责任愈来愈重。这一使命刺激起心理学的快步而广面的发展。为求解答错综牵连的诸多问题，心理



学的研究方法演变得多学科和繁方法性，其研究对象也从人的行为扩衍到人具有反应生存而且创造生命意义。抽象世界和神灵信仰的人所独备的多维多种现象。

胡先生从二十年代启幕进入复旦大学开始做心理学的工作，毕业后旋即到美国俄亥俄州立大学和芝加哥大学深造，历时九载，在心理学宗师K.S.拉希莱教授的指导下研究大脑的记忆功能。那时候美国的学术风气如日中天，炽烈光芒。来自欧洲的资深学者充斥各著名学府。心理学在这么一个地方萌芽得最为茁壮多姿。然而，传统的势力对于新生事物从来不轻易让就。像哈佛大学这样的著名学府，心理学究竟应附属哲学，还是以科学面貌独立生存，还是众意纷纭，争论不定的。等到拉希莱博士受敦聘为其第一位心理学教授才得到定夺。在此之前，芝加哥大学和康奈尔大学的心理实验室早已凌驾在其他大学之上。胡教授在这段时期在芝加哥得到拉希莱教授亲身指导，可谓适逢盛会矣。因此，他所受的严格而全面的训练，奠定支撑他终生研究心理学的坚实基础。

学成归国，胡教授面临的是一个四分五裂、战火延年和精神困惑的局面。在以后半个多世纪的漫长岁月中，胡先生历经患难，却守之以恒，默默地站紧岗位，为开拓中国心理学进行教学、研究、组织和联系各方面的工作，那怕是在怎么困难的时刻，亦不稍有疏懈气馁。这是学者人格超卓的表现，也是他热爱祖国、人民和事业的真实写照。

近半个世纪中，正当心理学在西方国家积极回应时代的需要，结合其他学科的进步，以水银泻地之势向多元多维挥发之际，中国国内的特殊环境给自己的心理学队伍重重束缚，

使原有的动力阻碍难前，新生力量间断轻产。全面讲，心理学处于受嫌和禁锢的被动逆境中，苟有成果出现，亦是零碎而缺乏系统和衍生能力的。鉴于如此景况，胡教授这数十万字贯通中外和时序的著述，是特别值得我辈珍惜和承受的宝藏。胡先生所培养起的千百新生心理学工作者，也必能秉承他那不屈不挠的志气和鞠躬尽瘁的精神，为中国的心理学开垦新的疆域。

胡先生早年专心研究神经心理的大脑功能，取得国际公认的成绩。归国迄今的半个多世纪里，顺应中国心理学亟待开发而人才缺乏的情况，独立地着重投入教育心理学和社会心理学这两大领域的众多专门，勤奋学习、研究和培育后进。解放后，特别在近十年内，他更以充沛的创造力，拿心理学的综合研究方法去检验针麻和内功这些玄妙却又见功效、既是生物物理又是精神意识交合出现的现象。近来，他更壮志千里，要为中国做智力开发研究，希望以最有效的办法培育高智能的精英人才。他年迈力退而不屈限制所表现出的创造和发奋精神，将光辉地照耀后辈，领引他们锐意追求，攀取预期的成功。这样，他给我们留下的遗产，要比任何东西都更能推动中国心理学前进。

一九七二年，我从多伦多大学请假到香港中文大学当教育学院院长，想到“文化大革命”给中国知识分子的残酷打击，于翌年夏组织第一批海外华裔学者到国内访问，在华东师范大学初次同胡教授见面。当时的空气不很自然，我们客套地交谈后只留下一个“中性的印象”。

一九八零年，国际比较教育学会联会在东京和汉城召开大会，我领导一个国际学者访问团到中国，在沪第二次见到

胡老，他的亲切慰问，以及他表露出对中国心理学开发那种迫切而满怀信心的情怀，深深地感染了我。其后，我们鱼雁往还，交换心理学信息，更谈到许多中国和世界的大小事情，建立深厚的感情。近年，我到过上海两次，他都十分热诚提携，安排我到华东师范大学和其他单位讲学，并邀我到 he 家里与他家人叙会，在他的书房听他弹琴和看他写字。一九八五年我知悉他要到美国接受国际人际关系实验训练学会永久会员的荣誉，特别请他折道到敝多伦多大学访问和讲学，他在加拿大逗留的短短时间，曾在我校三个心理学系结识好多朋友，并商洽建立我校与华东师范大学的友好关系，给加拿大的学者留下十分良好的印象。

对于一位八十多岁的老人，长途跋涉和经常住宿旅馆那种单调环境的滋味，都足以消削原有的意愿的。然而，胡老竟意气风发，要我多作安排，抓紧机会要为华东师大和中国心理学界建立交换关系，真令人钦佩感动。那一次我们有机会数次长谈，我大胆地向他提出我所看到的今后中国心理学界的任务和挑战，请他回国登高一呼，引导大家做好工作。我认为问题不在于赶超国际水平和学习、移植国际的知识与科技，因为一般的移植不但长不出花果，还可能耗损泥土。我提出要动员大量的人力为教育服务，因为心理学积累了可观的应用知识，足以扎实地改良学习和教化的过程，提高效应。这些知识经过开发检证，可以应用到学校和成人教育上，提高人心建筑的效应。

更重要者，我们要认识到“文革”时期的一些反常的人际经验给许多人遗下难于拒散的心理伤害，其中影响最深远者，当年以暴力和谩骂打击自己父母的青少年，今天当上自己孩

子的父母，体会到骨肉情深和养儿育女的辛酸、甜蜜，内心的责咎和罪感，如果得不到心理指导疏通，积压的罪咎将会损害整代人与子女的正常关系。展望未来从社会心理观点看，现行的生育政策要引来人类史无前例的异常社会关系。中国人口过多，一定要坚持一个孩子的生育政策。但是，我们要正视这政策带来的后果，认识到整代的单生孩子要在没有同侪经验中长大，他们成年以后，将要没有六亲关系。心理学知识显示，一个人的生长发展，许多重要学习，包括公平，衡量，合作，自我价值，和爱与恨，都要借重个人与同侪的频密和争执接触，方可获得。单生小孩没有这种接触，我们不可以把他们与多生小孩一般看待，不论在家庭、学校、社会，传统的养育和教育办法都不再适当。我们要提供怎样的心理生长发展补偿，让今后一代又一代的孩子获得必须的学习和完美的人格形造，是当前急不容缓要研究和布署的重大事情。怎样帮助当今的父母、学校养育和教化单生的一代，直接影响中华民族今后在世界的竞存机会，无容忽视，也是中国心理学工作者面临的最迫切而神圣的挑战。

胡老师很能认同我这些见地，时常在我们的叙谈中自我鞭策。他常感慨地说他年纪大了，不宜开创宏观而长远的研究方案，然而他可以漠视他自己余力的微薄，多带研究院生，鼓励他们做好接班人。他又邀我跟他合作在加拿大为中国培育博士生，希望通过强大的接班队伍为祖国的特殊情况提供多维而有效的心理服务。可惜，事与愿违，我们的合作初见成效，他竟不幸与世长辞！

人的生命意义异与其他生物，因为他的存殁意义非客观指派，而是自己选择创造的。如果一个人竭尽所能，在照顾

自己之余，扎实辛勤地为他人利益以至人类文明献出力量，留下实质的或感性的一点东西，那么，他的满足和成就就泽福人间，而他的生命意义也因得到普化、扩衍而庞大丰富。胡先生就是这样处理生命的人，是一个平凡而伟大的人。我认识胡老师时间不多，但是，不论和他通信或交谈，我都深深受到他的感召和教诲。我相信，他的所有学生和朋友，都会得到相同的影响。

文如其人。这里收集的作品，包罗心理学许多方面的实验成果和学说论证，写照出著者治学的广、真、深，他对心理学的毕生奉献。通过本书，我们可以回顾心理学在中国所走过的艰苦迂回道路，并认识杰出的心理学家胡寄南教授的学说体系，尤重要者，我们辨认出他那光辉无染的人格与矢志不移的服务精神，足以帮助我们塑造自己的工作与为人的轨迹，更积极地开拓心理学天地。

江绍伦

一九九〇年七月写于多伦多大学

## PREFACE

This supplemented edition of the Scientific Papers of Professor Hu Chi-nan records the lifelong writings and scholarly activities of its author. It also documents the strenuous and interrupted process of the development of psychology in China during the past seventy years. From a historical perspective, the career path and achievement of an individual is but a small part of the overall development of a society. However, when the experience of a person typically reflects and plays a central role in shaping the development of a profession, the individual's work and insight transcends its personal character to become a comprehensive documentation for the growth of that profession in that particular society. This publication is truly a classical work of psychology in China.

At the dawn of the present century, psychology broke away from its traditional identification with philosophy, adopted the use of the scientific experimental method to transform itself into an independent, scientific

discipline. During the initial two to three decades, psychologists sought to control the conscious, individualistic and creative mental activities of human beings so as to reduce them to materials for scientific experimentation. Progress was slow. Since the end of the Second World War, however, both man and society went through a series of complex, swift changes. Basic human relationships have taken on new turns, and the partnership between man and Nature has moved away from its traditional pattern: even interactions between our thoughts and feelings have assumed a new intensity and alignment. Numerous new problems emerged to impinge on the well-being of individuals, society and the human race as a whole. They await answers and solutions. Since psychology has as its primary objective the study of human beings, its role and functions proliferated to satisfy the expanding needs of modern life. In the face of this growing challenge, psychology developed at an unprecedented pace. Its methodology became eclectic as it adopted a multidisciplinary approach in its study of psychological processes and problems. Even the object of its study has changed from a primary focus on behaviour to embrace man's responsive, conscious, abstract thinking, creative and spiritual dimensions.

Professor Hu began his lifelong career in psychology in the early 1920s when he enrolled at Fudan University in Shanghai, as a psychology major. Upon gra-

duation, he attended Ohio State University and then Chicago University where he completed his PhD. degree under the supervision of Professor K. S. Lashley, specializing in memory functioning of the brain. In all, he spent nine years in the universities. That was the time when the academic atmosphere in the new world was at its best. With an influx of eminent European scholars to fill the chairs of its famous universities, the newly emerged psychology flourished brilliantly. However, tradition dies hard. Even at Harvard University, the debate over whether psychology should be allowed to sever its ties with philosophy to become an independent discipline persisted until the installation of Dr. Lashley as the first Chair of Psychology. Prior to this, the psychology laboratories at both Chicago University and Connell University were already fully developed to claim supremacy over other institutions. It was, therefore, most opportune for Professor Hu that he enrolled at Chicago at that particular time to study under the great 'pioneer, Dr. Lashley. Indeed, the comprehensive, vigorous training that he had received laid the firm foundation to sustain him as he made the study of psychology his lifelong career.

Upon completion of his education in America, Dr. Hu returned to his homeland to find himself embroiled in a country spiritually confounded, and torn by regionalism and foreign invasion. During the ensuing half



century, Dr. Hu endured numerous difficulties in life and work. He persisted, however, quietly pursuing his responsibilities in teaching, research, administration, and fostering relationships to contribute to the development of psychology in China. He was optimistic and unyielding even at the most difficult times. He is an exemplary personality which, in work, as in spirit, reflects his love for his people, his country and his profession.

In the last few decades, the study and practise of psychology in Western countries developed by leaps and bounds as it joined forces with other disciplines to become increasingly responsive to a fastly changing world. In contrast, psychology in China met with one setback after another. Both teaching and research activities in psychology were often hampered by suspicion and ideological strife, and development was stultified altogether. As the atmosphere becomes more positive in recent years, China is faced with an acute shortage of qualified personnel in psychology even though many aging psychologists who had survived the ordeals of denigration renewed their devotion to their profession in an effort to overcome the serious shortage. Under the circumstances, this collection of Professor Hu's writings, which covers his thoughts and his correspondence with the outside world is to be treasured by everyone concerned with the development of psychology in China. We