

## Newsletter of History of Applied Psychology

### IAAP Division 18

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#### President's Corner

#### Editorial Welcome



Dear colleague,

It is a pleasure to send you this new issue of our Newsletter, number 4, which is dedicated to a short outlook to the **History of Psychology in China**.

Psychology in China is developing fast and Chinese psychologists are contributing significantly to help the country meeting its demands while it is immersed in the process of vast economic development.

After years of cultural and political isolation during the Mao Zedong's regime, China is placed currently among the fastest-growing economies in the world, and will soon become a leader in many fields such as manufacturing, research and development. The psychology development had been influenced by the past isolation of the country; and now, it is growing rapidly and rising in international status. During the Cultural Revolution (1966–1976) psychology was abandoned due to its Western roots. In the late 1970s psychology was rehabilitated and new fields were opened up for study. Several senior Chinese researchers returned from studying abroad to work in universities or in the Institute of Psychology of the Chinese Academy of Sciences (IPCAS). Currently, Chinese psychology is adopting a multi-dimensional approach to meet the demands of China's modernization effort.

Psychology as a scientific discipline has existed in China for 95 years since the establishment of the first psychological laboratory in Beijing (Peking) University in 1917. But, psychological thinking in China originated 2000 years ago when Chinese philosophers debated about the good and evil of human nature. First evidence of psychological contributions in China comes from the Ancient classical literature such as Tao Te Ching, or the Classic of Word and Virtue (written by Lao Tze around 463BC, at the beginning of the Shang Dynasty), and Confucian Analects (a collection of Confucius' teachings written by his students, edited from 436BC to 402BC), are all rich in wisdom with respect to intelligence, mental ability of self-control, balancing human relationships, and management at personal, group, and state level. In the 16th and 17th centuries the Jesuit missionaries introduced the Catholic scholastic psychology into China.

We are greatly indebted with the authors of the important contributions on Chinese psychology we offer here. So, we thank Dr. Cheung, Dr. Blowers and Dr. Han for their articles in this Newsletter. We take this opportunity to invite all of you to look for and then send us information and news related to those historical sites at which psychology was created thanks to the efforts of our masters and giants around the world. You might also suggest new topics for the coming issues. Our newsletter tries to be our common work, and also an important piece for our common memory.

Very cordially,  
Professor Helio Carpintero, Ph.D.

### Articles

- **A short History of Psychology in Hong Kong**
- **Wilhelm Wundt and generations of Chinese psychologists**

### A short History of Psychology in Hong Kong



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### Fanny M. Cheung

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### Historical Background

Hong Kong was ceded to Great Britain in 1842 and remained a British colony until it was returned to China in 1997 as a Special Administrative Region under the principle of One-Country-Two-Systems. The British influence on the educational and professional institutions was pervasive in the early days. The teaching and practice of Psychology in Hong Kong has nonetheless continued its own and developed a closer relationship with China since Psychology was resumed there in 1979 after it has been suspended during the Cultural Revolution.

### Teaching of Psychology

Psychology courses were first taught in 1939 at the University of Hong Kong (HKU), the oldest university in colonial Hong Kong. After the Second World War, a full-time lectureship in Psychology was established for philosophical studies. Dr. J. C. Tsao who studied Psychology in Tsinghua University in China and the Cambridge University in the UK took up this position in 1948, but he returned to China in 1950 to assume the Deputy Directorship of the Institute of Psychology at the Academia Sinica.

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(\*\*) Geoffrey Blowers is Associate Dean of Social Sciences and Professor of Psychology at The University of Hong Kong, and is also Founding President of the Hong Kong Institute of Analytical Psychology.

In 1953, Erik Kvan, a scholar from Denmark, took up the teaching of psychology originally under the Department of Philosophy, until Psychology was split into a separate department in 1967. Mr. Kvan had a pervasive influence on the development of the Department of Psychology at HKU, building a liberal eclectic perspective without overspecialization, covering Experimental Psychology, General & Social Psychology, and Philosophical Approaches to Psychology. In 1967, J. L. M. Dawson was appointed as the first Chair of Psychology at HKU. Given his interest in bio-social psychology, he promoted the development of cross-cultural psychology and helped to set up the International Association of Cross-cultural Psychology in 1972 which held its first conference in August that year in HKU. The Department of Psychology at HKU has grown into a department with 24 faculty members. In addition to the undergraduate degree and postgraduate research degrees at the MPhil and PhD levels, there are also specialist postgraduate programs in Clinical Psychology and Educational Psychology.



The Chinese University of Hong Kong (CUHK) was inaugurated in 1963, and a Psychology Section was set up in 1973 under the Department of Sociology with four faculty members to offer a minor program. As with HKU, in preparing for the establishment of the major program, the British Psychological Society was consulted to ensure that the coverage of the curriculum would be adequate for the eligibility of its graduates for membership in the British Psychological Society which had until the mid 1990s reciprocal membership with the Hong Kong Psychological Society. A balanced coverage of the scientific basis of Psychology in experimental, social, developmental and health

psychology is offered together with vigorous research training. Prof. I. M. Liu from Taiwan was appointed as the first Chair Professor when the Department of Psychology was established in 1982. With a current faculty of 20, the Department of Psychology at CUHK now offers undergraduate and postgraduate research degrees at the MPhil and PhD levels, as well as specialist postgraduate programs in Clinical Psychology and Industrial-Organizational Psychology. Psychology degrees are also offered in a number of other universities, including the City University of Hong Kong, Baptist University, and the Open University but these programs are not offered under a separate Department of Psychology. In 2010, the Hong Kong Institute of Education set up a Department of Psychological Studies; it expects to be granted University status by the Hong Kong Government in a few years' time (?).

### Practice of Psychology

The first professional training in psychology established in Hong Kong was in clinical psychology, shortly after the first Clinical Psychologist was appointed by the Government in the Social Welfare Department in 1970. A Master's level training was set up in the Department of Psychology at HKU in 1971, with an intake of students every other year. A similar program was set up in the



Department of Psychology at CUHK in 1988, which now takes in students every year. Doctoral training in Clinical Psychology is now offered at both universities, although professional practice only requires a 24-month master level training. A third program set up in 2007 by Alliant International University, (formerly the California School of Professional Psychology) and partnered with City U's School of Continuing and Professional Education offers a four year part-time PsyD clinical training. Training programs offered by overseas institutions pose new challenges to the local profession that

echo the international discussion on core competencies of professional psychology in a globalized world. Clinical psychologists are employed by major public and non-government service providers, including the Hospital Authority, Social Welfare Department, Department of Health, Correctional Services Department, the Police Force, social service agencies, physical rehabilitation agencies, and educational institutions. A growing number of clinical psychologists now work in private practice.

Educational psychology became a distinct profession in 1981 when HKU established a master program in Educational Psychology. A second master program in Education and Child Psychology was set up at the Department of Applied Social Studies of the Hong Kong Polytechnic University in 2009. Both programs take in students every other year. Educational psychologists are employed by the Bureau of Education, the school system and social service agencies to work with students with special needs, as well as their teachers and parents. Industrial-Organizational psychology was offered in a master-level postgraduate program at the Department of Psychology at CUHK in 1995. It takes in students every other year. Although a professional title of Industrial-Organizational Psychologist was not created by employers, these graduates are appointed in management, training and consultant positions in corporations and consulting firms.

Counselling psychology is offered as a Masters program at Shue Yan University with a yearly intake, along with undergraduate degrees in Counselling and Psychology, both in combination and with psychology taught as a separate discipline. As with the Open University, Shue Yan, formerly a post secondary college, is a private university while all the others mentioned above are funded by the Government through its University Grants Council.



Psychological testing in terms of intelligence, aptitude, attainment, personality and other clinical functions constitutes an important aspect of the work of professional psychologists especially in Educational and Clinical Psychology. Originally, most of the psychological tests used locally were translated from the English language. As the profession of psychology becomes more mature, higher standards of test translation, adaptation, and standardization have been adopted. Local norms have been developed for some tests, notably the WISC and the MMPI, and new tests have been developed for the local cultural contexts, including the Chinese Personality Assessment Inventory, and tests for assessing memory and cognitive deficits.

### Psychological Society



The Hong Kong Psychological Society (HKPS) was formed in 1968 to promote the development of psychology and maintain professional standards. It established reciprocal membership rights with the British Psychological Society. Similar to the BPS, it consists of three categories of membership, Graduate, Associate, and Fellow. Since it was set up under the leadership of Prof. Dawson, it was closely affiliated with the Department of Psychology at HKU originally. As the membership grew, the HKPS became incorporated as a limited company as

both a learned society and a professional association. It is a full member of the International Union of Psychological Sciences as well as of the International Test Commission. It issues a Code of Professional Conduct and maintains a register of psychologists who meet professional qualifications.

It now consists of four specialist divisions: Clinical Psychology (formed in 1982), Educational

Psychology (1987), Industrial-Organizational Psychology (2000), and Counselling Psychology (2006). There are currently 1117 members. This number represents a six fold increase over the membership 28 years ago. Nonetheless it might be considered low in a population of over 7 million, and given that national societies for the most part are made up of members engaged in psychological practice dealing with people's problems of adjustment in the home, school and workplace, the question of how effective psychologists are in meeting the needs of the local population remains a subject of some debate. It could be argued that because Chinese typically present "psychological" problems as the expression of bodily symptoms, a process known as somatization, and therefore seek a medical doctor rather than a psychologist to help them, a good deal of disturbance goes undetected -- at least initially. It then requires that medical doctors become adept at distinguishing genuine physical symptoms from those of a more functional kind, for which a referral to a psychologist might then be made. The psychologist's task is to help the patient move from the realm of the physical to the psychical overcoming resistances that such an intervention might invoke. At the same time the vast majority of people caught in a myriad of life's problems are much more likely to make visits to a temple (Buddhist or Daoist) where a soothsayer is likely to provide the solace needed for those enshrined in the belief of a destiny foretold.

But psychological services across the social spectrum continue to expand and their reception is perhaps best understood in the context of the historical distinction Chinese have always made about the need to retain the essence of their culture against the more practical learning they can obtain from the west, forcing then, a perspective of western psychology as a set of practical skills for the enhancement of performance, rather than as a barometer of the deeper understanding of our human nature and life's meanings.

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Wilhelm Wundt and generations of Chinese psychologists: In search of the missing information of Johannes Lindworsky and Joseph Goertz

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Wilhelm Wundt was the founder of modern psychology (specifically experimental psychology) as a discipline. It has been common knowledge for psychologists in the world. However, I never realized that I have a personal relationship with him until I wrote Professor Qicheng Jing’s biography (Jiang, Han, and Wang, 2011). Professor Jing (Ching C. C., 1926-2008) was former Vice President of the International Union of Psychological Science (IUPsyS) in the term from 2002 to 2006, and he also was my supervisor for my PhD (1993). In figuring out the connection between Wundt and me, I found that there was few information about Johannes Lindworsky and Joseph Goertz – apparently it will be another story to talk. Before that, let me briefing the idea here.

**1. From Wilhelm Wundt to Qicheng Jing**

Professor Qicheng Jing was majored in psychology in Fu Jen Catholic University (Founded since 1925 by Vatican) in 1941. From the 3rd year in the University, Jing Qicheng was appointed with Professor **Fr. Joseph** Goertz’s teaching assistant. After graduated with a bachelor degree in psychology in 1947, he was provided a position in the Department of Psychology as assistant professor for about three years. In the meantime, he was enrolled as a graduate student under the supervision of Professor Goertz (<http://cas.usc.edu.ph/psychology/founder.jsp>). He was issued master degree in 1950 by the dissertation titled ‘Prehistoric painting and children’s drawing compared: A contribution to the psychogenetic problem of development’. After that, he became a full-time faculty member at the Institute of Psychology, Chinese Academy of Sciences since 1950 until 2008.



Group picture of Qicheng Jing (standing 1st from right in the back row) and Professor Joseph Goertz, 1948.

Professor Houcan Zhang was also seated 1st from the left of front row.



Main building at the entrance of Fu Jen Catholic University in former site in Beijing

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There is one clear continuous line, which can be traced back to Wilhelm Wundt, concerning the theoretical and methodological tradition in experimental psychology from the Institute of Psychology, through Fu Jen Catholic University, to the University of Leipzig (Please refer to Table 1 for details). Professor **Joseph Goertz**, as Head of the Department of Psychology and Director of the University Library, got his PhD in the German University in Prague under the supervision of **Johannes Lindworsky** (1875-1939). Lindworsky got his PhD in 1915 at Munich under the supervisions of J. Fröbes, but then worked with Oswald Külpe at the Würzburg institute. **Oswald Külpe** (1862-1915) earned his PhD in 1886 with **Wilhelm Wundt** (1832-1920) as supervisor in Leipzig University, and then worked together with Wundt as his assistant for about eight years until he moved to Würzburg in 1894 for a professorship.

Table 1. Basic features of knowledge flow from W Wundt to QC Jing

Name	Picture	Study place and major	Working place and period related
Wilhelm Maximilian Wundt (1832 - 1920)		University of Heidelberg (1851-1856) in Medicine	University of Leipzig (1875-1917)
Oswald Külpe (1862 - 1915).		University of Leipzig, PhD (1886), and then Wundt's assistant, 1887-1894	In Würzburg (1894 - 1909)
Johannes Lindworsky (1875 – 1939)		Ph.D. in 1915 at Munich under the supervisions of J. Fröbes. Co-worked with Oswald Külpe	German University in Prague (1928-)
Fr. Joseph Goertz (?)		German University in Prague (?)	Head of the Psychology Department and director of studies, <b>Fu Jen Catholic University (1933-1951)</b>
Qicheng Jing (1926-2008)		<b>Fu Jen Catholic University, (1942-1950), Master degree (1950) in Psychology</b>	Professor of the Institute of Psychology, Chinese Academy of Sciences (1951-2008)

Note: Information was retrieved from webpage as follows:

[http://www.psychologie.uni-wuerzburg.de/w\\_schule/WSCHOOL2a.html](http://www.psychologie.uni-wuerzburg.de/w_schule/WSCHOOL2a.html)

<http://psychclassics.yorku.ca/Koffka/Perception/glossary.htm>

[http://en.wikipedia.org/wiki/Wilhelm\\_Wundt](http://en.wikipedia.org/wiki/Wilhelm_Wundt)

[http://www.uni-leipzig.de/~psycho/hist\\_eng.html](http://www.uni-leipzig.de/~psycho/hist_eng.html)

## 2. Experimental psychology in the line of heritage

Wundt has been called the “father of experimental psychology”, because he founded the first laboratory of psychology in the University of Leipzig, for studying spiritual theories, investigating abnormal behaviors and identifying specific mental disorders. The laboratory successfully developed a new discipline- psychology - in science community. Wundt also create the first journal of psychology in 1881. (<http://www.goodtherapy.org/famous-psychologists/wilhelm-wundt.html>) According to the records, there were at least 184 students (for whom he had written expert reports for doctoral candidates) studied in Wundt’s Lab , including 60 from other countries. Among them, 85 focus their dissertations on Fechner’s psychophysics and measurements of reaction times. Oswald Külpe stayed rather long time from 1887 to 1894 ([http://www.uni-leipzig.de/~psycho/hist\\_eng.html](http://www.uni-leipzig.de/~psycho/hist_eng.html)) . There was no Chinese scholar on the list. However, there was indeed one and the only one Chinese scholar, whose name is Yuanpei Cai, who had audited eight of Wundt’s lectures, according to the records in the University of Leipzig. This will be another story for the newsletter.

Oswald Külpe established the “Würzburg school”, where Johannes Lindworsky co-worked with him and taught the theories and experimental skills to **Joseph Goertz**. Goertz studied psychology in Prague and Vienna and taught psychology and philosophy at the St. Augustine Seminary in Sankt Augustine-bei-Bonn, Germany. He received theological training at the SVD seminary St. Gabriel at Mödling near Vienna. He was sent to Beijing and appointed as director of studies, head of the Department of Philosophy and Psychology. He worked there for eighteen years and then left China in 1951 for a position at the University of San Carlos in Cebu City, Philippines, where he established the Psychology Department in 1954 and taught until his retirement in 1976.

Prof. Qicheng Jing served as the vice-director of Institute of Psychology, CAS, and the president of the Chinese Psychological Society. His study on “Visual Perception of Color” not only has a world-wide influence but also plays an important role for the industrial development of China. He has won numerous international prizes and distinctions and is the first psychologist among TWAS academicians, that has been a remarkable leader of psychological science in China.

## 3. From Wundt to generations of Chinese psychologists

Chinese Psychological Society hosted the 28th International Congress of Psychology (ICP2004) under the auspices of International Union of Psychological Science (IUPsyS) in Beijing from August 8 to 13, 2004. Professor Qicheng Jing, as President of the ICP2004, led three generations of Chinese psychologists (see picture as follow) working together for over 10 years for the success of this great events. Chinese psychologists have never been so happy as now to host and being in communication with colleagues from other countries. It was 24 years after Professor Jing attended the 100 anniversary of Wundt built the first Lab of psychology in Leipzig, and 53 years after he got master degree under the supervision of Professor **Fr. Joseph Goertz**.



**Organization committee and volunteers in the closing ceremony of the ICP2004**

We need to explore the contingency and necessity of experimental psychology taking the initiation of creating psychology as a discipline and expanding its fields in the scientific community not only in Germany but also in other countries. Most of all, the role of those key figures (their personal interests, vision, and personality) in the prolongation of psychology as a discipline and a profession. Should we, psychologist from different countries, work out a road map of psychology in according its development in chronological history while crossing the border? As to me, it is time to figure out Professor **Goertz's** historical contribution in the development of modern psychology in China.

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**Names & Places:**

- Cai Yuanpei
- A visit to Cai Yuanpei's house at Beijin

**CAI YUANPEI (1868-1940)**

**Richard Mababu**  
**Universidad a Distancia de Madrid (UDIMA),**  
**Spain**

**Main Dates**

- 1868 Was born on 11 January in Shaoxing, Zhejiang Province (China).
- 1890 earned the title of jinshi (doctorate).
- 1894 Began turn away from compiling the classics and working on translations of European books in order to understand the reasons behind Western successes in science and technology.
- 1903 Organized China Education Society in collaboration with Jiang Guanyuan and other people. He also set up a school and an association for women in Shanghai where he served as general manager.
- 1904 Helped organize and became the first president of the Restoration Society (Guangfuhui), a revolutionary group dedicated to the overthrow of the Qing dynasty.
- 1907 Went to Germany and enrolled at Leipzig University where he took courses in philosophy, aesthetics, anthropology and experimental psychology.
- 1911 Was appointed as Minister of Education by the Republican government of China.
- 1912 Resigned from the post of Minister of Education as a protest against Yuan Shikai's autocratic rule and returned to his studies in Germany.
- 1913 Moved to France where he studied French and assisted in running the Educational Institute for Chinese Labourers and in organizing the Sino-French Educational Association.
- 1916 Was appointed Chancellor of Beijing University (and held this position until 1926).
- 1927 Was named President of the Daxueyuan (the University Council), which replaced the former Ministry of Education.
- 1927, Co-founded the National College of Music, which later became the Shanghai Conservatory of Music.
- 1936 Fell ill after his retirement from public life.
- 1940 Died of illness in Hong Kong at the age of 72.

**Facts**

- Cai Yuanpei's job as a proofreader at Guyue Library in his teenage years enabled him to read classics extensively.
- At age of 21 years old, Cai passed the imperial civil examination conducted at the provincial level and obtained the title of Juren or Recommended Man. Three years later, he obtained the title of Jinshi or Presented Scholar, as a graduate of the imperial palace examination.
- Cai paid great attention to the development of educating children, women and the masses.
- He was opposed to imperialist exploitation of China and was in favor of wiping out feudalism. It eventually became the prelude to the founding of the Communist Party of China in 1921.
- While teaching in Shanghai, Cai also participated in political movements advocating civil rights. Later, he joined the United League, a revolutionary organization with the goal of

overthrowing the Qing Dynasty (1644-1911) and establishing a republic in China.

- After the failure of the Second Revolution, he exiled himself to France, where he and Li Shiceng co-founded an organization for Chinese students engaged in work-study programs.
- He summarized his critique of traditional education by using six ideograms: bi (vulgar), luan (disordered), fu (superficial), xi (fearful), zhi (discouraging) and qi (deceptive).
- The Chinese leader Mao Zedong, who once worked as an assistant in the library of Peking University, called Cai "an academic leader and a role model for mankind."

### Achievements

- Cai Yuanpei became a member of the Hanlin Academy, the highest honour accorded to a scholar in feudal China.
- Helped to establish the Institute of Psychology in 1929, when he was the President of the Academia Sinica.
- He was the first Minister of Education of Chinese Republic, and Chancellor of Beijing University.
- He was a great revolutionary educator in the late 19th century and early 20th century in China.
- He was a Chinese educator known for his critical evaluation of the Chinese culture that led to the influential May Fourth Movement.
- Cai's first book specifically on education was *Xuetang Jiaoke Lun* (On School Curriculum).
- He was interested in adopting the western education system and promoting a co-education for boys and girls in the same school.
- He wrote 'The History of Chinese Ethics', and translated several German books into Chinese.
- He is Well-known for his devotion to independent thinking, his innovative experimentation and encouragement of young talent helped to develop Beijing University into the major institution of higher education in China.
- As Chancellor of Beijing University, Cai carried out many practical reforms that had a profound impact on the development of higher education in China.
- He made a proposal on educational policy for the Republic of China, characterized by the unity of five types of education: military/citizenship, utilitarian, moral, a world view, and aesthetic education.
- He advocated the equal importance of five ways of life: "Virtue, Wisdom, Health, Collective, and Beauty"— core values that are still taught in some schools today in Taiwan, Hong Kong, and Macau.
- Cai Yuanpei's former residence in Bifei Lane in the city proper of Shaoxing is now a memorial in his name.
- His works are collected under the title of the Complete Works of Cai Yuanpei.

### Further Readings.

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Wikipedia [http://en.wikipedia.org/wiki/Cai\\_Yuanpei](http://en.wikipedia.org/wiki/Cai_Yuanpei)

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### A visit to Cai Yuanpei's house at Beijin

Helio Carpintero

Office of the Vice-Rector for Research  
Universidad a Distancia de Madrid (UDIMA), Spain

A professional meeting on international psychology brought me to Beijin for the second time in my life in the summer 2012. I had previously been there with occasion of the 2004 International Congress, of Psychology, and had gained some familiarity with that enormous city, full of life and also difficult to understand for those not initiated in the task of deciphering Chinese characters and sounds.



Figure 1. Cai Yuanpei's house.

Among my goals, I brought with me the purpose of visiting some historical relics of the past of Chinese psychological tradition. And a friend and *connoisseur* redirected me towards the house, now little museum (Figure 1), in which lived for a few years professor Cai Yuanpei, the Chinese student that attended the Leipzig University and the classes there of Wilhelm Wundt, before coming back to Beijin, to be the head of its University, and a reformer of education.

A sunny morning, well suited for a research trip to the heart of the city, my wife and me decided to carry on the visit, that apparently had no major problem at all. We took the metro, and

approached the Dongchen district, looking for the historical site of Dongtangzi Alley, where the house is located (if my notes about that address are not erred). We turned around for a while, looking here and there, without success, until a very kind man, in a very correct English, offered himself to help us in our search, and put us in front of the main entrance.

It is a typical middle classe house at the Beijin downtown. Rooms are disposed around various yards, enriched with plants and flowers, and a marvelous silence that wraps the inhabitants, and gives to them a calm and pleasant feeling. The various spaces are connected with corridors, at which it is possible for the visitors to seat, and talk, and, for a few moments, to have the illusion of being the owners that are enjoying the sunny air, resting between two domestic tasks.

In our first visit to Beijing, eight years before, we visited another really nice place, the Lu-Xun Museum (**Figure 2**), near Fuchengmen – another middle class house, of another intellectual and writer, Lu-Xun, (1881-1936), that could also seat to read and meditate in a silent room, with his eyes on the few small trees living in one of his yards, imagining how to improve the Chinese art of writing.

Both houses give us the possibility of letting our imagination free to imagine the lives of the strong personalities of their owners, formed in Western philosophy and human sciences, and then actively fighting for the liberation of their people, but, in the evenings, seating in their yards, enjoying the nature, and recovering the peace of their minds. Now that Chinese psychology is well appreciated everywhere by scientists and technicians, it's also time to turn the gaze to these places at which the present day development was still a desired goal to be achieved.



Figure 2. Lu Xun's house

**News briefing**

- **Congresses, Seminars, ... & more)**

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First World Conference on Personality.  
March 20-23, 2013. Stellenbosch. South Africa.  
[www.perpsy.org](http://www.perpsy.org)

Biennial Meeting of the Society for Research in Child Development (SRCD).  
April 18-20, 2013. Seattle, Washington. USA.  
[www.srcd.org](http://www.srcd.org)

Congreso Internacional de Inteligencia Emocional y Bienestar.  
Mayo 17 - 19, 2013. Zaragoza. SPAIN.  
[www.congresointeligenciaemocional.com](http://www.congresointeligenciaemocional.com)

The 13th European Congress of Psychology.  
July 9-12, 2013. Stockholm (SWEDEN)  
[www.ecp2013.org](http://www.ecp2013.org)

The 13th European Congress of Psychology.  
July 9-12, 2013. Stockholm. SWEDEN.  
[www.ecp2013.org](http://www.ecp2013.org)

7th World Congress in Behavioural and Cognitive Therapies, WCBCT.  
July 22-25, 2013. Lima. PERÚ.  
<http://www.wcbct2013.pe/>

121st Annual Convention of the American Psychological Association  
31 July – 4 August 2013, Honolulu, Hawaii, USA.  
<http://www.apa.org/convention>

54th Annual Meeting of the Psychonomic Society.  
November 14-17, 2013. Toronto, Ontario, CANADA.  
[www.psychonomic.org/annual-meeting.html](http://www.psychonomic.org/annual-meeting.html)

28th International Congress of Applied Psychology.  
July 8-13, 2014. Paris, FRANCE.  
[www.icap2014.com](http://www.icap2014.com)

122nd Annual Convention of the American Psychological Association  
7-10 August 2014, Washington DC, USA.  
<http://www.apa.org/convention>

Biennial Meeting of the Society for Research in Child Development (SRCD).  
March 26 -28, 2015. Philadelphia, Pennsylvania, USA.  
[www.srcd.org](http://www.srcd.org)

**Links of Interest**

Academic & National Library Catalogue  
<http://copac.ac.uk/>

Division of History of Science and Technology of the Union of History & Philosophy of Science  
<https://sites.google.com/a/dhstweb.org/>

World Digital Library  
<http://www.wdl.org/en/>

Psychological Online Documents Classics - Universität Bonn  
[http://www.psychologie.uni-bonn.de/index.php?seite=online-documents/lit\\_oth.htm](http://www.psychologie.uni-bonn.de/index.php?seite=online-documents/lit_oth.htm)

International Association of Applied Psychology  
<http://www.iaapsy.org/>

APA History and Archives  
<http://www.apa.org/about/archives/index.aspx>

The National Archives. Records of the UK government from Domesday to the present  
<http://www.nationalarchives.gov.uk/>

Psychology Museum at the School of Psychology at The University of Sydney  
<http://www.psych.usyd.edu.au/museum>

The British Society for the History of Science  
[www.bshs.org.uk](http://www.bshs.org.uk)

**Membership**

To become a member,  
simply follow the instructions at IAAP official  
Website <http://www.iaapsy.org/>

**Invitation to collaborate to this Newsletter**

If you wish to collaborate to this Newsletter you can send us your comment or topic reaching our co-editor:

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