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## Synopses

著者 (英)	The Literary Association Doshisha University
journal or publication title	Doshisha University Jinbungaku (Studies in Humanities)
number	91
page range	57-64
year	1966-12-31
URL	<a href="http://doi.org/10.14988/pa.2017.0000002663">http://doi.org/10.14988/pa.2017.0000002663</a>

## SYNOPSIS

### THE SOURCE MATERIAL OF THE DUAL-CEMETERY SYSTEM OF THE VILLAGE IN EDO PERIOD: HIKAEMURA, YAMAGUNI-GO, KUWATA-GUN, TANBA

*Chōshu Takeda*

Source material concerning cemeteries in Japanese during the feudal period is almost non-existent, but a fair amount of literature is available for the village cemeteries of Hikaemura, Tanba. This is due to the unique history of the cemetery system of the village. In the village the cemeteries were closely related to temples, although they in theory belonged to feudal lords, and there was developed an extensive use in common by the villages of the cemeteries. Disputes arose as to who should control the cemeteries over several occasions, which is responsible for the relative abundance of records concerning the forms of cemetery use in this village.

A COMMENTARY OF THE  
KITANO-TENJIN-KONPON-ENGI (北野天神根本縁起)

*Masaaki Kasai*

Many legendary tales of Kankō (菅公) have been told since the Fujiwara (藤原) Era, and they were compiled in the form of a history in the Kamakura (鎌倉) Era.

This historical story was painted in a scroll painting for the first time between the year 1219 and 1221. Kitano-Tenjin-Konpon-Engi, the scroll painting is often so called, means a fundamental text of History of Kitano-Tenjin Shrine.

This legendary history consists of many episodes that have been told since Fujiwara Era, the author of this commentary intends to trace the history of its compilation by picking up each episode, and through a comparative study of each of them, to trace the change of the form of worship to Kitano-Tenjin Shrine.

The author of this commentary has made clear the source-books of Kitano-Tenjin-Engi in my commentary which appeared in *Jinbun-Gaku* No. LXII, LXX, and LXXIV. This commentary is supplementary to them.

The source-books of Kitano-Tenjin-Engi are Kenyō-Taikairon-jo 顯揚大戒論序, Kanke-bunsō 菅家文章, Kanke-Gosō 菅家後草, Takusen-ki 託宣記, Jōzōden 淨藏伝, Nichizō-syōnin-Meidoki 日藏上人冥途記, Soni-den 尊意伝, Honchyōmonzui 本朝文粹, Gōdansyō 江談抄, Kanke-gyoden-ki 菅家御伝記, Ôkagami 大鏡, Kojidan 古事談, and Fusōryakuki 扶桑略記 that cites some of above-mentioned books.

And, the part of Kankō which extract from Gukanshō 愚管抄 will offere us many suggestions as to the formation of Kitano-Tenjin-Konpon-Engi.

THE MEANING IN EDUCATION HISTORY OF THE  
FOUNDATION OF "KANKYO DOSHISHA EI GAKKO"  
(DOSHIHA ENGLISH SCHOOL, LICENSED) IN 1875

*Akihiro Mori*

This thesis is to make clear what meaning the foundation of "Kankyo Doshisha Ei Gakko" (Doshisha English School, Licensed), opened on November 29, 1875, has, at the time of its foundation, in the history of education.

The word "Doshisha" means the union of people of the same object and of the same mind, which was decided as the name of the school by Joseph Hardy Neesima (1843-1890) and Kakuma Yamamoto (1828-1892) who made exertions to help him on its foundation. The author tries to make clear the character of this "Doshisha", and he believes that "Doshisha" and "Doshisha Ei Gakko" should be distinguished because "Doshisha" was the association whose purpose was to establish "Ei Gakko" and to assist it financially. Thus, the foundation of Doshisha should be August 23 or September 4, 1875 rather than November 29 when Doshisha Ei Gakko was opened, in his opinion.

Doshisha Ei Gakko was based on the regulations of "Education System" promulgated by the Government in July, 1872. The author sheds light on the meaning which the "Kankyo" (Licensed), and on its social meaning as Ei Gakko at the time. This school had no definite subjects to teach, no regulations, but was merely a private school where English and mathematics were taught. But it is said that some were taught Bible, mythology, philosophy and that Joseph Hardy Neesima and Jerome Dean Davis (1838-1910) gave lessons at the time of its foundation.

Joseph Hardy Neesima, Jerome Dean Davis and six students had gathered and held a prayer meeting at Neesima's (40 Kasira-cho, Shin-Karasuma, 22nd-ku, Kamigyō-ku, Kyoto), before they had classes publicly on the first day of Doshisha Ei Gakko. The author looks upon this fact as very mean-

ingful and gives historical contemplation on it. He also shows the educational ideas and activities of Neesima, Yamamoto, Davis in those days, who were representative persons in their efforts to establish Doshisha Ei Gakko. Much effort is made by the author to clarify positively through the writings of Neesima that the school was established, not as one with the purpose to train christian missionaries, but as one with the purpose to train liberalistic scholars of western learning, conscientious youth.

On account of the historical background of our country of those days, there was a sort of restriction for Doshisha Ei Gakko, and a kind of limitation for their ideas, but it is necessary to evaluate it with consideration on our senses of national polity of those days, which is told here by the author. Through teaching at the school he founded with Yamamoto, Davis, Dwight W. Learned (1848-1943) and others, Neesima always served his country in trying to adopt western civilization, introduced thoughts and learnings of foreign countries into his country, and especially pushed forward christian education through the English language.

The author evaluates highly these things and tries to make clear their meaning in education history in this thesis.

## EFFECT OF STIMULUS CONTEXT ON DISCRIMINATION CONFLICT

*Yoshinori Matsuyama*

This paper evaluated the effect of the stimulus context during conflict training on subsequent conflict performance. Inconsistent stimulus context in prior training should lead to more conflict in a subsequent conflict situation than a consistent stimulus context, as we assume that the former produces more dynamogenic function in accordance with the relative reinforcement theory (Perkins, 1955). The stimulus contexts were differentiated in six groups. They are high, intermediate and low consistent conflict stimulus contexts and inconsistent contexts including high and low conflicts; and moreover, gradual increasing group from low to high and gradual decreasing one from high to low conflict situation.

The apparatus is similar to Worell's (1962). As were required to press a button for the brighter of two stimuli. Ss were 60 College students. Groups were Low, Low, Low (LLL stimulus context group), LHL, LH-LL inconsistent stimulus group, LH to LL decreasing, LL to HL increasing and LML groups. There were 16 trials in each performance period of preconflict, conflict and postconflict performance.

Analysis of variance of reaction time on the three performance periods showed on Table 4. The Fig. 1 showed the performance curves of six groups. The mean latent times of the 33rd trial of six group were presented on Table 5 and their t testings of differences between groups on Table 6. The strongest effect of prior conflict stimulus context was high consistent group, contrary to our prediction, and the next were gradual increasing context, and intermediate, inconsistent, decreasing, and low conflict group. The continuous effect of higher conflict functioned stronger influence to the post conflict situation.

## DYSFUNCTION OF SHADING PERCEPTION IN SCHIZOPHRENIC PATIENTS

*Haruyo Hama*

It is said in the psychiatric field that a patient who has a cortical impairment sometimes lacks ability in perceiving difference in shading.

The present study has been undertaken to examine experimentally the hypothesis that schizophrenic patients may reveal a similar tendency because of their general dysfunction of perception although they show no organic symptoms.

18 schizophrenic patients were used for the experimental group, and for the control group, 7 college students were used.

The Rorschach Cards IV, VI & VII were photographed in black and white, and 3 prints of each card were made, each representing with different degree of contrast, (A) greatest, (B) normal and (C) least.

These printed cards were presented to each subject one by one. The subject was asked to tell what he saw in each stimulus card and then to explain what determined his response. For the scoring, Klopfer's system was adopted.

Table 1 shows the mean response frequency to each card for the two groups, and Table 2 shows the analysis of variance for the data of Table 1. The analysis of variance of the determinant of each response is shown in Tables 3. Tables 4 & 5 show the analyses of variance of the determinant for the two groups. In Table 6 is shown the difference between the response frequencies which were determined by the shading factor of the stimulus and the response frequencies determined by other factors.

Fig. 1, 2 & 3 are the psychograms of the determinants of responses for each card respectively.

The most interesting result is that there was no significant difference in response change in the schizophrenic group corresponding to the change of shading contrast. While the responses of the control group were deter-

mined by shading, they increased significantly with increase in contrast. This tendency was also found in the change of content.

The schizophrenic patients had little change while the control subjects changed according to the degree of contrast.

These results support our hypothesis that schizophrenic patients lack the ability to deal with differentiation in shading.



## A HISTORICAL PROSPECT OF RESEARCH ON MOTOR SKILL

*Kiyoshi Akita*

Making an attempt at a review of a history of research on the acquisition of motor skill, we followed devotedly the review by Irion (1966).

Irion divided the historical brief of research on motor skill into three periods. Main fields on the first period (1890-1927) consisted of various problems, that is, distribution of practice, whole and part method, transfer of training, and process of retention etc. On the second period (1927-1945) were studied problems about distribution of practice, transfer of training, measure of skill, retention and forgetting, and knowledge of result etc. Main fields on the third period (after 1945) were as follows, distribution of practice, transfer of training, process of retention, knowledge of result, and measure of skill etc.