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SYNOPSIS

LA PHILOSOPHIE DE J.-J. ROUSSEAU ET SA METHODE (1)

Hisaaki Katayama

J.-J. Rousseau ne nous laissa pas, comme Descartes, son discours de la méthode et son ouvrage contient les thèmes très divers : philosophique, littéraire, sociologique, politique, pédagogique, et de plus il s'étend jusqu'à la musique et la botanique. Il semble donc que Rousseau n'a pas sa propre méthode ou qu'il ne prend pas conscience de problème de la méthode. Mais en est-il ainsi ? et n'y a-t-il pas la cohérence dans sa pensée ?

Nous essayons de constater, d'abord qu'il ya, dans la pensée de Rousseau, un centre de tourbillonnement qui se développe en diverses voies, et puis qu'il a la conscience assez claire de la méthode.

A la fin de son premier discours, en effet, il écrit : « O vertu, science sublime des âmes simples, ... Tes principes ne sont-ils pas gravés dans tous les coeurs ? et ne suffit-il pas pour apprendre tes lois de rentrer en soi-même, et d'écouter la voix de sa conscience dans le silence des passions ? Voilà la véritable philosophie ... » Voici toute son idée centrale et les moyens de l'exprimer et la prouver. La défense de la vertu est son sujet principal. S'écouter dans la profondeur de soi-même, c'est sa méthode essentielle.

Dans son deuxième discours sur l'Inégalité, il exprime plus clairement sa méthode. A la recherche de l'origine de l'inégalité parmi les hommes, il poursuit l'histoire du progrès de la société humaine ainsi que de la conscience humaine. Il compare sa propre méthode avec celle de physicien. Sa méthode, ici, s'étend et a trois aspects : méditation de soi-même, considération historique et observation de la société actuelle. (à suivre)

A STUDY OF THE GENETIC PROCESS OF PERCEPTION IN SCHIZOPHRENICS AND NEUROTICS

Haruyo Hama

This study was aimed at analyzing the genetic process of perception by means of the tachistoscopic presentation of 10 Rorschach Cards. The exposure levels for each card were: 10 msec., 30 msec., 1 sec. and free exposure. Three subject groups were used in this study: schizophrenics (800), neurotics (320), and normals (800). (Since in-patient neurotics are few, experiments with only cards I, III, VI and VIII have been as yet completed.) Only one exposure time of one card was given to each subject. Each subject was asked to tell the experimenter what he saw in the stimulus. Each subject was then asked to explain what determined his response without reshewing him the card. Each response given by the subject was rated by the Klopfer system. Only the initial responses were analyzed in this experiment.

The major results are as follows:

- 1) Whole (W) responses were the dominant locations at all exposure levels in each group.
- 2) The schizophrenic and neurotic groups gave more indefinite responses at shorter exposure levels. In the schizophrenic and neurotic groups, color responses, shading responses and movement responses appeared only in the longer exposure levels, while in the normal group they appeared in the shorter exposure levels.

These results suggest that schizophrenics and neurotics have different genetic processes of perception from that of normals.

FREQUENCY OF APPEARANCE OF ASSOCIATED-RESPONSE
WORDS BY SENSORY- AND FEELING-IMPRESSION TO
MEANINGFUL TWO-SYLLABLE HIRAGANA WORDS

Kiyoshi Akita

A measure of the verbal material for the study of verbal concept formation was made using the procedures of Underwood & Richardson, and Sakuma. Male and female students were required to respond within 10 sec with two associated-words for the character (sensory-and feeling-impression) of things to each 304 meaningful word of two-syllable hiragana.

The experiment consists of two investigations. Prior to the experiment, the Ss in the 1st investigation were given general instructions for the associated-response of the character of things, and in the 2nd were given 61 response-categories which were in high frequencies of associated-responses (shown in Table 1). The number of Ss to each stimulus in each investigation was 100.

The contents and the frequencies of associated-words to each stimulus are shown in Table 2. Examples of stimulus words which aroused a specific response-category are shown in Table 3-12.

The reliability between the 1st and 2nd investigations in Table 2, and between the results of Sakuma and this table was verified by the experiment of learning of the method of paired-associates.

There was significantly high correspondence between the responses of the 1st and 2nd investigations. This result seems to be partially contrary to the assumption of Sakuma.