

AN ANALYSIS OF CAUSALITY

Taiyū Nakagiri

Causality, or causal relation betwixt cause and effect has been regarded as the foundation of our inference from one to the other. Hence our most knowledges concerning the world have been achieved upon it. And we have attained a number of our practical controls of things and events in the world by means of causal knowledges. Viewing from these points, causality, or causal relation seems to be one of the most important categories.

But, it is not always clear what is the meaning of causality, or what is the idea of causal relation. In this paper, an analysis and clarification of the proper meaning of causality is attempted. The aim of the early part of our arguments is the analytic clarification of the meaning of our usual statements expressing causal relations.

In the middle part, descriptions and critical investigations of empiricist's theories of the meaning of causality are developed. As a whole, various empiricists have proposed similar theories. They may be called the succession-theory. As well known, Hume and Mill are famous representatives of the classical empiricism and keen critics. Their theories of causality, also, seem to be reduced to the succession-theory. Here, mainly Hume's and Mill's theories are treated.

The representatives of the new empiricism, who are modern logical-positivists, also, try to reduce causality to meer succession. Among them, Schlick is famous. His radical theory of causality is worthy of our considerations. In the last part of our arguments, Schlick's theory is investigated.

In the end, we are forced to say that Hume's, Mill's and Schlick's interpretations of the meaning of causality, respectively, do not offer the proper clarifications of it. Generally empiricist's interpretations seem to be insufficient. In order to offer the adequate and sufficient interpretations, they would need the support of the ontological *Begründung* of the idea of causality.

PESTALOZZI'S VIEW OF RELIGION

Katsuya Inoue

To understand Pestalozzi's theory of education his view of religion must be appreciated. Judging from this point of view it has been studied thoroughly. This report is attempted to be divided into four sections. In the 1st section his notion of God was grasped chiefly through „Abendstunde eines Einsiedlers.“ In the 2nd I mentioned the domestic and social circumstances as the influences which affected on him in the process of forming such a notion of God. In the domestic circumstances I examined the influences from his pious mother and grandfather, a clergyman of the Protestant sect; and in the social ones the influences from some professors of his college and from Switzerland where he lived, especially from Zürich in which the religious reformation was performed by Zwingli and Protestants had their powers. In the 3rd I sketched the images of man in the days of Renaissance and Reformation, and by comparing them with Pestalozzi's ideal image of man I attempted to clarify his view of religion. In the 4th and as a conclusion, I examined his way of thinking on Original Sin, Baptism and Catechism which are of importance in Christianity. His principle of education depends upon Christianity, however, his view of Christianity is a Bible-centered one, not that which people made much of doctrine and church in his days.

A STUDY ON THE DEVELOPMENT OF JOHN DEWEY'S THOUGHT (II)

— During the years from 1884 to 1888 —

Akihiro Mori

This treatise is the second part of my historical studies and research for about four years on Dewey's thought. The time which Dewey spent at the University of Michigan falls into two periods. The first period embraces the years 1884—1888 when Dewey was first an instructor and then an assistant professor. The second period means the years 1889—1904 when Dewey was professor of philosophy and chairman of the Department of Philosophy.

This treatise aims to make objectively clear and interpret the general structure and characteristic process of his educational thought and philosophy. In this treatise I intend to investigate the following meanings: During this period Dewey was a confirmed neo-Hegelian, and, together with George Sylvester Morris, made the Department one of the outstanding strongholds of idealism in America. Also, his interest in primary and secondary education began for Dewey during the years. What attracted Dewey to Hegel was both the principle of Hegel's organic unity and his theory of growth. The former is the organic view of the world and the latter the logic of dialectic development. Because of the close correlation between achievements in high schools and the training received in the grade schools, Dewey was led quite naturally to a study the elementary schools. The conviction which sent Dewey in search of an educational theory which would reconcile the demands of education, psychology, and philosophy was to occupy a major portion of Dewey's attention throughout his long philosophical career.

In explanation of above features, I reported the following topics:
(a) Situation in the Department of Philosophy. (b) Cooperation with Morris.

(c) Dewey's activity in the Student Christian Association. (d) Dewey's principal address of the philosophical Society. (e) Activities as members of the Michigan Schoolmaster's Club. (f) Dewey's points which expressed in "Psychology" and "Leibniz's New Essays Concerning the Human Understanding."

A CRITICAL REVIEW ON HUMAN MOTIVATION

Yoshinori Matsuyama

Experimental psychology contains the fields of perception, learning, and motivation as their major field. The study of motivation was originally related to physiological basis of hunger, thirsty, sex and so on. Therefore, it was easily treated with experimental operation, however, its theoretical construction was rather far from scientific way of thinking.

The study of behavior, though it started from the problem of emotional learning, has tried to exclude the conceptions of emotion and motivation, and to transform these into S—R quantitative relationships. On the other hand, the study of perception was not also necessary to use the concept of motivation in the theory construction. Only after Lewin, the idea of tension system between subject and perceptual field revealed the relation to the study of motivation.

In contrary of these contemporary theories of psychology that tried to exclude the concept of motivation, Freud, McDougall and recently European ethologists established the theories of motivation.

It would be presented here three problems as major study of motivation. First, the development of physiological psychology of motivation, second, the extension of theories of motivation, and third, the construction of theory and gathering the experimental data in human motivation.

The research method of human motivation is seemingly to use the psychotherapeutic process as research technique and to use various kinds of testing, especially TAT as McClelland and Atkinson mentioned. The others are behavioral study of human motivation by Taylor, psychodynamic study of stress by Lazarus, and field-tension theory by Lewin.

One of the lack of systematic study on human motivation seems to be the developmental aspect of motivation. Contrary to the extensive study of intellectual aspect of development, there is no data and theory of development of motivation except Freud. It should be pointed out that the developmental study of motivation has to extend its data and to try to construct more rigorous theoretical framework.

A STUDY OF TYPE OF CONFLICT USING THE TAT CARD

Haruyo Hama

The present study was designed to illustrate the conflict experimentally induced by two TAT cards. Three stories for this purpose were specially devised to typify the three conflict situations (approach—approach, approach—avoidance, avoidance—avoidance). These stories were to be related to the figures represented on the cards.

Forty subjects (students) were divided into four groups (A, B, C, D,) each containing ten subjects. Group A was given the story typifying the approach—approach conflict; Group B was given the one typifying the approach—avoidance conflict; and Group C was given the one typifying the avoidance—avoidance conflict; while Group D was a control group to whom the ordinary TAT procedure was applied. Each subject was asked to complete the story orally in the way in which he would think the hero or heroine would act. These conclusions of the story given by the subjects were recorded on the tape to be later reproduced and subjected to analysis.

The analysis was made by the following major points: the reaction time required for the subject to commence following up the story; the number of words he used; the number of intermittent pauses; and the type of solution on the subject would have taken.

The main findings were as follows;

1. As to the reaction time, the approach—approach conflict subjects (Group A) began responding faster than the approach—avoidance conflict subjects (Group B) and the avoidance—avoidance conflict subjects (Group C).
2. As to the number of the words and intermittent pauses, the avoidance—avoidance conflict subjects (Group C) required more words to continue the story.
3. The simple type of conflict solution was the most dominant response among all experimental groups.

The data generally confirmed the possibility that an experimental conflict can be induced by projective test materials. Finally, consideration was given to the appaopriateness of the stories which were primarily prepared for the conflict types.

THE NON-ASSOCIATION VALUES AND
MEANINGFULNESS OF 676 ENGLISH
TWO-LETTER SYLLABLES

Kiyoshi Akita

This report was designed to revise the tables of non-association values and meaningfulness of English two-letter syllables in Japan. The non-association values and meaningfulness of all possible English two-letter syllables were measured by 120 men and women students of Doshisha University according to the previous procedure of Akita (1964). Therefore the percentage of the number of subjects who had no response on a given syllable was the index of non-association value of it (Table 1), and the percentage of the number of associated words to a syllable was the index of meaningfulness (Table 2). The time allowed for association task was 10 sec. per syllable. And this time was equally divided into two parts, so the percentage of response on the first half was shown in row I and the one of second half in row II.

To evaluate the reliability of these tables, we computed the correlations between the first and second enforcement, between row I and II of these tables, and between non-association values and meaningfulness. As a result, we found a considerably high correlation (0.78 ~ 0.97) in either case.

A significant correlation was taken between table of Underwood et al. and ours (0.35~0.41).

And to re-evaluate the validity of these tables, two experiments were conducted. Materials of experiment I were three lists of 12 items, each being depend on three different degrees of non-association values. And those of experiment II were three lists of 12 mixed items, each containing 4 items from 3 different degrees of non-association values. Consequently, we found an anticipatory tendency (Fig. 3 and 4).