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SYNOPSIS OF JAPANESE ARTICLES

Development of the Concepts of 'English Grammar' in the Early Modern Period

Tetsuro Hayashi

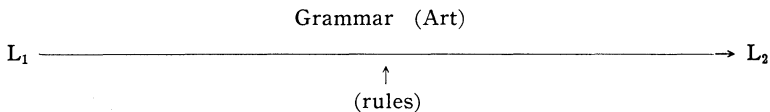
I. 'Ars grammatica' and 'English grammar.' An historical survey is in this essay made of the development of meaning and use of 'Ars grammatica' (γραμματική τέχνη) in the classical and medieval ages in Europe. Then, the process, in which the term 'grammar' came to be extensively employed for any grammars of other languages than Greek and Latin, is examined by means of grammatical works of the 16th- and 17th- century English grammarians.

II. The Definitions of 'Grammar' by Typical Latin Grammarians in the Renaissance. The definitions of 'grammar' by Quintilianus (1 c. A. D.) and other renaissance Latin grammarians are presented and classified. Then follow some discussions concentrating upon the three main themes contained in those definitions: (i) *ars* or *scientia*, (ii) *loquendi* and *scribendi*, (iii) *recte* or *bene*.

III. The Concepts of 'Grammar' by the Early English Grammarians.

1. Grammar as an 'Ars.' The present writer has traced in this chapter the evolution of the traditional concepts of 'grammar' as an *ars* (art) in the definitions of 'grammar' of the 17th- century writers (Ben Jonson, Butler, and Milton), and the 18th- century grammarians (Lane, Greenwood, Murray). The peculiarity of the traditional concepts of grammar as an art is explained in regard to the following formula:

[Figure 1]



The classification of the definitions of the 'ars' grammar is also made, the emphasis being placed upon each of the following aspects of linguistic activity.

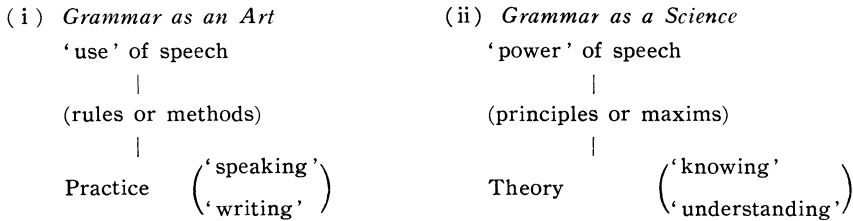
- (i) expression..... (performance)
- (ii) communication (intelligibility)
- (iii) regulation..... (rules)
- (iv) relation..... (structure)

It is thus noticed that the ‘ars’ grammar was basically concerned with ‘the study of language in use,’ while the ‘scientia’ grammar was more definitely concentrating upon ‘the study of language in itself.’

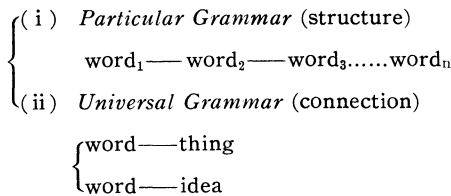
2. Grammar as a ‘Scientia.’ Only a few early grammarians are found to expound the concepts of grammar as a scientia (science). As early as the middle of the 18th century, however, such grammarians as Harris, Priestley, the writer of ‘grammar’ in the *Encyclopaedia Britannica*, 1st edition, and Webster began to develop the scientific view of grammar. It is asserted by them that the ‘ars’ grammar treats skills, methods or techniques in acquiring languages, examining the structural relations between words, while the ‘scientia’ grammar tries to explain the natural connection between words and things, and words and ideas. The latter grammar was more essential to all languages, and was generally termed ‘philosophical or universal grammar.’

In conclusion, the following formulas are given in order to clarify the relative significance of ‘grammar as an art’ and ‘grammar as a science,’ which had been gradually recognized by the early English grammarians.

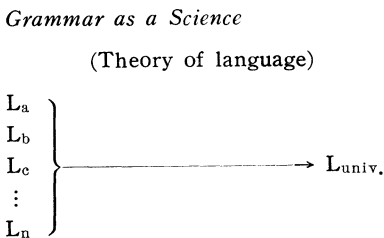
[Figure 2]



[Figure 3]



[Figure 4]



Value dimensions in Japanese college students: A cross-cultural study based on the "Ways to Live" Scale.

Nobuo Ando

The main purposes of this study are to analyse the value structure on the basis of Japanese students' responses to Morris' value scale of *Ways to Live* shown in Table 1, and to compare the obtained factors with the US, Indian and Chinese data reported by Morris & Jones (1955) and Morris (1956).

The centroid factor analysis was made on the basis of intercorrelations of the thirteen *Ways* revealed in Table 2 for four hundred male students accepted as freshmen by Kyushu University for the academic year of 1964. As a result of the factor analysis were given six centroid factors as shown in Table 3-1, and then through the orthogonal rotations of the axes made in order to arrive at a simple structure were obtained five interpretable factors and one residual one, as shown in Tables 3-2, 5, 7, 9, 11 and 13.

Then the obtained factors were compared with Morris' ones (Tables 4-1, 4-2 and 4-3) by using the *coefficients of congruence* (ϕ), which are formulated by Wrigley & Neuhaus (1955), as shown in Tables 6, 8, 10, 12 and 14. Through the comparison it becomes evident that, as revealed in Table 15, the obtained factors I, II and IV are extremely similar to Morris' factors C, D and B, respectively; on the other hand, the factors III and V are similar to some extent to Morris' factors E and A, respectively. The above results prove to be consistent with Morris' hypothesis concerning the "common underlying value structure."

In addition, an intensive discussion was made in order to clarify the significance of the *Way 7* preference which was observed modally among the Japanese sample.

Playing with Words An Approach to "Language-Culture"

Shinji Takuwa

Language is not only a guide to social reality, but also a symbol of the culture of a nation. It is natural that we would not think much of an expert on American culture who controlled no English. In this sense, the matter of cultural interpretation through language, that is, "language-culture" will be all the more important.

Generally speaking, in a country where its culture is disrupted with the lack of confidence between young and old, the use of its language is inevitably confused. More than that, the result of the confused and divided culture will be one of the causes of unsettled problems; for example, the alienation of the young, the danger of repression or a police state. A cruel and unnecessary war also will pour violence into a society. This is unfortunately true with the past Japan as well as the present United States. It is clear, however, that America is experiencing a crisis of the spirit. Americans have become more painfully conscious of what pulls them apart than what holds them together. On the contrary, the Japanese people, especially some of the college young, are playing with words while they are unconscious of what self-centered words-communication brings. As a result, these kids are already degenerating into bloody lawlessness.

Last summer, 1971, we had a notorious word, the Nixon-shock. This kind of newly-coined word might be said to be a symbol of the economic and spiritual surprise and confusion on the part of the Japanese. They seem to be more sensitive towards the foreign pressure than the American people. Needless to say, President Nixon and his agents were forced to take a drastic defensiveness in an effort to protect American dollar. Nevertheless, most Japanese were shocked.

In February, 1972, the "United Red Army," one of the most militant radical student sects in Japan, killed their some twenty comrades mainly because of their followers' trifle behavior and the so-called anti-revolution words, it is said. The killing officers tried to cover their murder by calling 'Summing Up' (Sōkatsu in Japanese), but in vain. Language itself will not be the main cause of murder-lynch, but their 'Sōkatsu' became its cause. It was in playing with words that these kids degenerated into massacre.