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la pratique. Sa philosophie est donc une philosophie de notre élan moral et religieux.

Notre présente étude vise à éclairer cette différence essentielle et profonde entre ces deux philosophies.

Intelligentsia in Barock

Yasuo Yokoyama

This is a sociological study of imputing two thinkers, Jacob Böhme and Spinoza, in the social system of the 17th century. The Barock social system is outlined here with to analyse the problem in the subsystems of the guild town system of East Germany and the rising civil society system of Holland.

In East Germany, the religious intelligentsia class in the 17th century, which had not ripened into modern citizenship, required their emancipation not in the political sphere, but in the inner life—in mysticism. By examining the view of life of the hand-worker guild in the closed social systems innately connected with that of the mystical group, we find the basis of thinking of a guild master Böhme. Furthermore it is found that strong individuality is likely to be awakened in an absolute authoritative society, as against the general proposition that, in an absolute state, man's originality is repressed or man is likely to support an authoritative power (court intelligentsia).

The Netherlands, on the other hand, was the most advanced country at that time, but two groups, great citizens and small citizen, stood against each other, the former being connected with nobility and latter with royalty. It was not always necessary for the great citizens to represent the ideology of the royalty. In concert with the nobility, however, they

assumed an ambiguous attitude, both radical and conservative, practical and speculative. Spinoza who lived in the time of reconstruction reflects this dual attitude in his political and religious views. When a basic premise of civil life is being realised, human life is always deeply ruled by the actual situation.

A Guide-post to the Sociology of Education

Yasvshi Naka.

Education has been studied in different ways from many aspects. But when we consider education as a function of society, a new field in the study of education comes to the front of our eyes. And this field may be chiefly connected with the sociology of education. That is, what is here called the sociology of education is a study of relations between education and society in which it takes place.

It is concerned with educational aims, methods, institutions, administration, and curricula in relation to the economic, political, religious, social and cultural forces of the society in which they function. But if we attend to the education of the individual, we must not forget that it concerns the influence of social life and social relationships on the development of his personality.

The main problems of the sociology of education thus will be divided in two as the following.

- (1) school and community.
- (2) personality and culture.

In this paper we will start from the consideration of the concept of community and personality.