

外部評価

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2006（平成18）年10月までの活動を英文の報告書冊子としてまとめ、国内外6名の著名研究者に2冊の英文書籍（日本人研究者にはさらに和文書籍3冊）とともに送付し、11月に外部評価を依頼した。評価に当たっては、Score Sheet への記入と自由なコメントの記述を依頼した。5名の評価者から評価結果が寄せられた。次ページ以下に、Score Sheet への回答とコメントをまとめる。

送付物リスト（外国人には1～3、日本人には1～6）

1. 英文報告書： *The 5th-Year Report of MEXT 21st Century COE Program “Center of Excellence for Psychological Studies (Kyoto University Psychology Union)”*. Main Body 194pp. + Appendix (published papers) 662pp. (心理学連合の HP からダウンロード可)
2. Osaka, N. (ed.) (2003). *Neural Basis of Consciousness*. John Benjamins Publishing Company. 225pp.
3. Fujita, K., & Itakura, S. (eds.) (2006). *Diversity of Cognition: Evolution, Development, Domestication, and Pathology*. Kyoto University Press. 414pp.
4. 船橋新太郎 (2006). 前頭葉の謎を解く. (心の宇宙 1) 京都大学学術出版会. 245pp.
5. 杉万俊夫 (編著) (2006). コミュニティのグループ・ダイナミックス. (心の宇宙 2) 京都大学学術出版会. 274pp.
6. 山中康裕 (2006). 心理臨床学のコア. (心の宇宙 3) 京都大学学術出版会. 291pp.

評価委員（アルファベット順）

Dr. Alan M. Baddelry, Professor, Department of Psychology, University of York, U.K. (Cognitive Psychology)

Dr. Frans B. M. de Waal, Professor, Living Link Center, Yerkes National Primate Center, Emory University, U.S.A. (Cognitive Ethology)

Dr. Hazel Markus, Professor, Department of Psychology, Stanford University, U.S.A. (Cultural Psychology)

Dr. Michael Tomasello, Professor, Max Planck Institute for Evolutionary Anthropology, Germany. (Developmental Psychology)

Dr. Keiichiro Tsuji, Professor Emeritus, Nagoya University, Japan (Comparative Psychology)

評価用シート問い

- Q1. How do you rate the present quality of the academic activity of the Kyoto University Psychology Union (KUPU) in terms of numbers and contents of the published work ?
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Extremely poor
- Q2. How do you rate the present quality of the educational activity of the KUPU in terms of publications and presentations of the graduate students ?
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Extremely poor
- Q3. Do you think that this COE program has been successful in strengthening the academic activity of the psychologist group of Kyoto University since the start of the program in 2002 ?
☐ Yes ☐ Perhaps ☐ Neutral ☐ Doubtful ☐ No
- Q4. Do you think that this program has been successful in strengthening graduate students who major in psychology in Kyoto University since the start of the program in 2002 ?
☐ Yes ☐ Perhaps ☐ Neutral ☐ Doubtful ☐ No
- Q5. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups in Japan ?
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Extremely poor
- Q6. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups outside Japan ?
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Extremely poor
- Q7. Do you think that the KUPU deserves the “Center of Excellence for Psychological Studies?”
☐ Yes ☐ Perhaps ☐ Neutral ☐ Doubtful ☐ No
- Q8. Please provide the overall rating of the KUPU.
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Extremely poor

外部評価 Score Sheet 回答まとめ

Question	Baddeley	de Waal	Markus	Tomasello	Tsuji
1. Current academic activity	Good	Excel/Good	Excellent	Excellent	Excellent
2. Current educational activity	Excellent	Excel/Good	-	Excellent	Good
3. Increase in academic activity	Yes	Yes	Yes	Yes	Yes
4. Increase in strength of students	Yes	Yes	Yes	Yes	Yes
5. Strength in Japan	Excellent	Excel/Good	Excellent	Excellent	Excellent
6. Strength outside Japan	Good	Excel/Good	Excellent	Excellent	Good
7. Deserve COE?	Yes	Yes	Yes	Yes	Yes
8. Overall rating	Excellent	Excel/Good	Excellent	Excellent	Excellent

External Evaluation Score Sheet

Re: MEXT 21st Century COE Program, D-10 to Kyoto University

"Center of Excellence for Psychological Studies" (Kyoto University Psychology Union)

Program Leader: Kazuo Fujita, Graduate School of Letters

Your Name: Prof. Alan Baddeley

Affiliation: Department of Psychology, University of York

Date Filled: 30/11/06

Please mark one for each question.

Q1. How do you rate the present quality of the academic activity of the Kyoto University Psychology Union (KUPU) in terms of numbers and contents of the published work ?

- ☒ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Extremely poor

Q2. How do you rate the present quality of the educational activity of the KUPU in terms of publications and presentations of the graduate students ?

- ☒ Excellent
- ☒ Good
- ☐ Fair
- ☐ Poor
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Q3. Do you think that this COE program has been successful in strengthening the academic activity of the psychologist group of Kyoto University since the start of the program in 2002 ?

- ☒ Yes
- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q4. Do you think that this program has been successful in strengthening graduate students who major in psychology in Kyoto University since the start of the program in 2002 ?

- ☒ Yes

- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
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Q5. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups in Japan ?

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Q7. Do you think that the KUPU deserves the "Center of Excellence for Psychological Studies?"

- ☒ Yes
- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q8. Please provide the overall rating of the KUPU.

- ☒ Excellent
- ☐ Good
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- ☐ Poor
- ☐ Extremely poor

Please describe your free comments in about 2-3 separate typewritten pages.

Thank you very much for your evaluation.

Comments on the Fifth Year Report on COE Program D10 by Kyoto University

I found this report impressive both in the quantity and quality of research reported, and perhaps even more so in the efforts made to establish international links, and to facilitate the use of such links by graduate students. I was also impressed by progress made over the period in number of publications in English, and in number of presentations by members of the group. I was for example recently a discussant at a meeting between Kyoto and Lancaster on collaborative projects, and was very impressed by both the content and quality of the presentations by the Kyoto contingent. Overall then I would regard the program as highly successful.

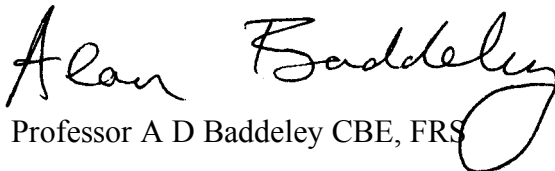
I will comment further by elaborating on my responses to your questions:

1. Academic activity I rated this program as representing a good though not excellent centre of excellence. My reason is that, perhaps not unnaturally, not all the groups achieve the same standard of international excellence. In so far as I am capable of judging, I would regard the imaging and single unit recording as being of a very high standard, publishing extensively in top journals. I see this of being an area of traditional strength in Japan, whereas my own area cognitive psychology has in the past featured less strongly on the international stage. I am very pleased to note that this is beginning to change, with the Kyoto group producing highly original work that is now beginning to appear in top journals. This seems to be a group that is likely to continue to develop in Kyoto. I am less familiar with comparative psychology, but note that this appears to be a highly active and respected group. The social and clinical work seems to be rather less strong, although interesting issues are tackled, and some papers appear to be of a high quality. My lack of enthusiasm for other aspects of the work may simply reflect the fact that I am not well attuned to some qualitative approaches to psychology. Furthermore it is always difficult to combine teaching, clinical practice and a substantial research agenda, making high quality research difficult in this area.
2. Educational activity I am not sufficiently familiar with the Japanese system to give a very informed view here, but the graduate students appear to be developing and publishing at a very good rate.
3. Strengthening My contact with Kyoto has been relatively recent, but the evidence presented here, together with own experience suggests that the program is having a major positive impact. In particular, its encouragement of international contacts both through meetings and through collaborations seems to be an excellent development.
4. Graduate students I assume that this must be improving the performance of graduate students, but cannot speak with authority here.
5. Japanese comparison I am not sufficiently familiar with Japanese psychology to make a sensible comparison, but I know of no stronger group.

6. International comparison Internationally, I would rate this as a good centre of excellence, but not at this point outstanding. First, because as described above I would not regard all the groups as being of an equally high international standard. Secondly, although it is hard for an outsider to judge, I do not get the impression of an integrated centre in which the parts interact to produce a stronger whole. I suspect that this may be for historical institutional reasons, and hence not easily changed. I wonder also whether the categorisation into groups is optimal. It would of course be highly impressive if genuine and positive interaction could be observed between the range of levels from neuroscience to psychotherapy, but experience suggests that this is unlikely. Perhaps it would be better to be less ambitious and group the different areas together, but with a remit to carry out a number of joint programs across areas. I suggest this only tentatively as I know it is very difficult to make institutional changes that are truly constructive.
7. Centre of excellence? I do think that this is a centre of excellence in psychology studies.
8. Overall rating I would deliver an overall judgement of “excellent”.

I hope you find these comments useful, and that this admirable program will be continued.

Yours sincerely


Professor A D Baddeley CBE, FRS



LIVING LINKS

Center for the Advanced Study of Human & Ape Evolution

Prof. Kazuo Fujita
COE Program
Graduate School of Letters
Kyoto University
Sakyo-Kyoto 606-8501
JAPAN

November 26, 2006

Dear Professor Fujita,

The Center for Excellence for Psychological Studies at Kyoto University, established in 2002, constitutes a truly ambitious undertaking. Even though many universities here in the US have the same sorts of interests represented on campus – development, mind and brain, comparative cognition, and so on – I have never seen the sort of integration as represented in this COE Program. The program may therefore well be unique.

The theme label “*Cosmos of the Mind*” gives a general impression of the program’s topic, but what I see represented in the 5th Year Report is in fact quite focused. The main interest of the various researchers seems how the human mind operates, and by extension how it compares with the nonhuman mind. So, there is attention to mental images, the relation between body and mind, social communication, the evolution of intelligence, the effects of culture, and the role of emotions. One unique strong point is the collaboration with the University of Michigan, known for its cultural psychology expertise, and another unique strong point is the extensive contact with the excellent Primate Research Institute, in Inuyama.

Let me start by saying how incredibly active and productive this program has been. Reading through the long list of conferences, workshops, and lectures one gets the idea of continuous activity and intellectual stimulation. Given the list of publications and student lectures at conferences it is obvious that productivity is extraordinary. This program delivers big time, and must offer highly fertile ground for both students and faculty. The report includes a rich variety of excellent published articles, which is very impressive even though it offers only a small sample of what has been produced. Overall, I feel that the Ministry of Education is receiving an excellent return on its money - both in terms of science and education.

In reading the articles, I was struck how up to date are most of the questions addressed and methodology selected. Bringing in outsiders for meetings and sending students abroad obviously means that Kyoto psychologists are fully informed about the themes of research that

are most active in the world. The result is a modern academic outlook that otherwise might be hard to attain.

These international contacts also have the effect that students learn to read and write in English. As I have experienced during my visits to Japan, students are at ease with international visitors and at English-speaking conferences. This is very important for the international standing of Japanese science, and quite an improvement from how things were fifteen years ago.

I must say that I find it hard to detect weaknesses in the program. Obviously, the program has brought together existing scientists on campus - it probably has not opened new faculty lines or set up new directions. If this ever happens, Kyoto University should consider adding more neuroscience to its psychology. A substantial neuroimaging component would round out the interests of the program. For example, there is a rapidly growing field of affective (or social) neuroscience that would nicely fit with the rest of the program. In addition, the role of emotions in behavior is increasingly being studied in both human adults and children, and also in animals. Greater emphasis on these two areas would greatly strengthen the program.

Another point - but this a question rather than a comment - is how the graduate program(s) are integrated. Can students move between advisors, rotate across laboratories, and do students have shared sessions where they test ideas out on each other? It is unclear how the graduate education is standardized and integrated across campus, even though it is obvious that students are very much part of the program, active participants in the science, and productive in their writing and presenting. The educational component of the program looks strong.

All in all, I give this program a very high rating. It has succeeded marvelously in bringing together different strands of psychology on Kyoto campus into a harmonious whole that must be a pleasure to be part of. I therefore wish this program a long future built upon its current foundation.

External Evaluation Sheet

Questions 1,2,5,6,8: Excellent/good

Questions 3,4,7: Yes

Sincerely,



Frans B. M. de Waal, Ph. D.

Director, Living Links and C. H. Candler Professor
of Primate Behavior, Psychology Department

National Academy of Sciences since 2004

External Evaluation Score Sheet

Re: MEXT 21st Century COE Program, D-10 to Kyoto University

“Center of Excellence for Psychological Studies” (Kyoto University Psychology Union)

Program Leader: Kazuo Fujita, Graduate School of Letters

Your Name: Prof. Hazel Rose Markus

Affiliation: Department of Psychology, Stanford University

Date Filled: December 1, 2006

Please mark one for each question.

Q1. How do you rate the present quality of the academic activity of the Kyoto University Psychology Union (KUPU) in terms of numbers and contents of the published work ?

☒ Excellent

☐ Good

☐ Fair

☐ Poor

☐ Extremely poor

Q2. How do you rate the present quality of the educational activity of the KUPU in terms of publications and presentations of the graduate students ?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

☐ Extremely poor

Q3. Do you think that this COE program has been successful in strengthening the academic activity of the psychologist group of Kyoto University since the start of the program in 2002 ?

☒ Yes

☐ Perhaps

☐ Neutral

☐ Doubtful

☐ No

Q4. Do you think that this program has been successful in strengthening graduate students who major in psychology in Kyoto University since the start of the program in 2002 ?

☒ Yes

- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q5. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups in Japan ?

- ☒ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Extremely poor

Q6. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups outside Japan ?

- ☒ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Extremely poor

Q7. Do you think that the KUPU deserves the “Center of Excellence for Psychological Studies?”

- ☒ Yes
- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q8. Please provide the overall rating of the KUPU.

- ☒ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Extremely poor

Please describe your free comments in about 2-3 separate typewritten pages.

Thank you very much for your evaluation.



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Jordan Hall, Bldg. 420
Stanford, California 94305-2130

Hazel Rose Markus
Davis-Brack Professor
In the Behavioral Sciences
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The 5th-year report of the MEXT 21st
Century COE Program

December 1, 2006

Dear Dr, Fujita,

I was first introduced to the 21st Century COE Program D-10 at Kyoto University when I had the opportunity to attend an international symposium on "Socio-cultural Foundations of Cognition" in December 2002. In 2003, I participated in the first Kyoto-Michigan Collaboration in Psychology on "Self, Cognition, and Emotion." Both of these events were truly impressive and among the best conferences I have had the opportunity to attend. The qualities of the science and also of the presentations themselves were nearly uniformly excellent. I was struck by the holistic and interdisciplinary approach evident in each conference. What I observed and what appears as a highly successful and defining feature of the 21st Century program is the concerted effort to examine phenomena central to psychology, e.g., self, emotion or cognition by combining the insights of experimental, field and clinical approaches. In my view, this is exactly what is necessary in psychology. Everywhere, the field of psychology is rapidly expanding and simultaneously becoming increasingly fragmented. Social psychologists talk to social psychologists, neuroscientists to each other, and developmentalists only to other developmentalists. Yet as these conferences revealed, when carefully selected, psychologists with different approaches can stimulate and markedly extend and enhance each other's thinking. The funding of these relatively small and focused interdisciplinary conferences that create and maintain interaction among scientists and develop networks of scientists from a variety of universities is one of the very significant outcomes of the program.

The 2003 Kyoto-Michigan conference presented new, cutting-edge research on attention, cognition, emotion, self, and culture. Because the conference was designed to include both Japanese and American psychologists on each topic, the discussion was very lively and highly productive. I know that the American participants experienced the conference as extremely valuable and hoped that this type of collaborative conference would continue. Many of the

American psychologists learned more about the sophisticated methods, theories and approaches of their Kyoto colleague in the two days of the conference than they had learned in the previous five years. Some collaboration was begun during this time, and the Americans developed a high level of respect for the creativity and the rigor of psychology at Kyoto University. The American psychologists at this conference were particularly struck by fluid and broad theorizing of the Kyoto psychologists, and their willingness to integrate insights from various sub-areas of psychology, to consider, for example, the interdependencies among environmental activities and mental activities, or to consider the role of mental representations in both humans and diverse nonhuman species,

If a goal of KUPU is to strengthen its reputation outside Japan, the activities of the “Center of Excellence for Psychological Studies” are an excellent mechanism for doing so. In my observation, American scientists do not always take time to consider and incorporate work done outside the U.S. Small international conferences that pair leading scientists from two or three countries on particular topics can quickly establish important working relationships that could well develop into jointly funded, collaborative research. Whenever possible, such conferences should provide funds so that graduate students can participate. Early exposure may help develop habits of interdisciplinary and cross-national engagement. I am imagining that the various COE activities have promoted the research activities of graduate students, although I cannot make this judgment from the materials included here.

From reading the high quality materials sent to me, I am certain that the COE program has strengthened the academic and scientific activity of the group of psychologists at Kyoto University. The book, Diversity of Cognition edited by Kazuo Fujita and Shoji Ikakura which is a product of a conference on “Diversity of Cognition: Evolution, Development, Domestication and Pathology” is very well done. The book is nicely organized and the chapters are clearly written and easy to read (unlike many books from conferences). It is an appealing volume with attractive photos and illustrations. Together the chapters examine a variety of provocative issues about cognitive flexibility and about behavioral and cognitive adaptations across species. If the book is properly advertised and marketed, I can predict it will be widely read and cited.

The four sub-projects: 1) nature and function of mental images and representations; 2) embodied mind; 3) interaction with cultural and social milieu; and 4) evolution and life-span development are appropriate in that together they capture and highlight most of the exciting new developments in psychology. All four projects reflect the understanding that the minds, brains and selves are diverse and change with time. Moreover, minds are conditioned by and

contingent on social situations and cultural and evolutionary contexts. This framework marks a move away from a more fixed and static view of mind that has been psychology's implicit model and represents an important paradigm shift with far-reaching consequences.

Overall, the productivity of COE members is strong and appears to have grown impressively since the beginning of the program. As an American with limited non-English language skills, I am pleased to see the large number of English publications. The number of articles in tier one or top-level journals is notable. A useful aim for subsequent years of the program might be books that are single or dual authored and that integrate these findings in products with little jargon and highly accessible language. Such books can help foster the overall significant goal of studying "the cosmos in the mind." I would also hope that COE members would pursue the idea of an inclusive theory. Psychology could benefit from some new grand theories.

The report authors report that they believe "we have obtained satisfactory results in both quality and quantity, in both research and educational activities." Perhaps it is only my American tendency for hyperbole, but I evaluate the program much more highly. I think this COE program has obtained exemplary results. I would urge its members to keep very careful notes on the history of the program because it may well be experienced as a tipping point for psychology in Japan.

Sincerely,

A handwritten signature in blue ink that reads "Hazel Rose Markus". The signature is fluid and cursive, with the first name "Hazel" and last name "Markus" clearly legible.

Hazel Rose Markus, Ph.D.
Davis-Brack Professor in the Behavioral
Sciences
Stanford University

External Evaluation Score Sheet

Re: MEXT 21st Century COE Program, D-10 to Kyoto University

“Center of Excellence for Psychological Studies” (Kyoto University Psychology Union)

Program Leader: Kazuo Fujita, Graduate School of Letters

Your Name: Prof. Michael Tomasello

Affiliation: Max Planck Institute for Evolutionary Anthropology

Date Filled: Nov. 12, 2006

Please mark one for each question.

Q1. How do you rate the present quality of the academic activity of the Kyoto University Psychology Union (KUPU) in terms of numbers and contents of the published work ?

- ☒ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Extremely poor

Q2. How do you rate the present quality of the educational activity of the KUPU in terms of publications and presentations of the graduate students ?

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- ☒ Yes
- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q4. Do you think that this program has been successful in strengthening graduate students who major in psychology in Kyoto University since the start of the program in 2002 ?

- ☒ Yes

- ☐ Perhaps
- ☐ Neutral
- ☐ Doubtful
- ☐ No

Q5. How do you rate the current strength of the KUPU as compared with other relevant institutions or groups in Japan ?

- ☒ Excellent
- ☐ Good
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Q7. Do you think that the KUPU deserves the "Center of Excellence for Psychological Studies?"

- ☒ Yes
- ☐ Perhaps
- ☐ Neutral
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Q8. Please provide the overall rating of the KUPU.

- ☒ Excellent
- ☐ Good
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Please describe your free comments in about 2-3 separate typewritten pages.

Thank you very much for your evaluation.

**MAX PLANCK INSTITUTE FOR
EVOLUTIONARY ANTHROPOLOGY**
Deutscher Platz 6
D-04103 Leipzig GERMANY

tomas@eva.mpg.de

November 12, 2006

Kazuo Fujita, D.Sc.
Program Leader of the 21st Century COE Program "Center of Excellence for
Psychological Studies", D-10, Kyoto University.
Graduate School of Letters
Kyoto University
Kyoto, Japan

Dear Dr Fujita,

I am writing in response to your request to evaluate the scientific performance of your 21st Century Center of Excellence Program for Psychological Studies at Kyoto University. Let me say first of all that I have no specific connections to this program, either financial, scientific, or personal. I know some of the scientific staff from professional contexts only. My evaluation may therefore be considered objective.

First and most importantly, the scientific productivity of the program is excellent. The core members and students both produce excellent, world-class research published in the best journals and books in the field. There is also a reasonable amount of research published in Japanese as well, which makes it less accessible internationally, but more accessible to the Japanese public, which is a good thing. It therefore strikes me that this is an excellent balance.

Many of the members of the group - if not the group itself as an entity - are highly visible and highly respected internationally. The number of international meetings and international guests who have visited Kyoto University is truly impressive. This is good for everyone, but especially the students who need to experience scientists from all different cultures to develop their skills to the maximum possible.

There are many important collaborations among the members of the group, and this is the most important thing. It would appear, however, that collaborations with international scientists are not so numerous, and this should be encouraged more. International collaborations ensure that the full range of scientific knowledge and expertise is brought to bear on the scientific problems being

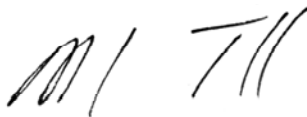
investigated.

I know that in programs this big there will quite naturally be much diversity of interests. The current four research teams represent a wide range of scientific disciplines and methodologies, and this is one of its great strengths. But it can also be a weakness, if the members have too little in common to interact productively. I think this is not a problem, as the record demonstrates. I will say, however, that the clinical work is on the far edge of the mission of this scientific group, and should not take up too many of its resources for investigating basic scientific questions.

In all, it is clear from the materials and record that this is one of the best and most productive scientific groups in the world studying human and primate behavior, affect, and cognition. Keeping this group funded at a high level should be a top priority for the relevant funding agencies in Japan. The international scientific community will benefit greatly from the continued productivity of these top-flight scientists.

Thank you for your time and attention, and please let me know if there's anything further I may do to help you in evaluating your program.

With best wishes,

A handwritten signature in dark ink, appearing to read 'M/T', with stylized, overlapping loops and strokes.

Michael Tomasello
Professor & Director

External Evaluation Score Sheet

Re: MEXT 21st Century COE Program, D-10 to Kyoto University

“Center of Excellence for Psychological Studies” (Kyoto University Psychology Union)

Program Leader: Kazuo Fujita, Graduate School of Letters

Your Name: Prof. Keiichiro Tsuji

Affiliation: Professor Emeritus, Nagoya University

Date Filled: 30 November, 2006

Please mark one for each question.

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Program Leader: Kazuo Fujita, Graduate School of Letters

Your Name: Prof. Keiichiro Tsuji

Affiliation: Professor Emeritus, Nagoya University

Date Filled: 30 November, 2006

Free comments on the activities of KUPU

【本プログラムの位置づけ】

大学審議会答申「21世紀の大学像と今後の改革方針について－競争的環境の中で個性が輝く大学－」（1998年10月）は、高学歴社会を視野に収め、社会的ニーズに応えるべく高等教育を拡充する必要性を指摘した。特にその第2章では、大学院が我が国の学術研究水準の向上や社会・経済・文化の発展にとって重要な使命を担うとして、大学院教育研究の高度化・多様化の推進を勧告した。これを承け、4項の具体的方策が勧告されたが、その一つが卓越した教育研究拠点としての大学院の形成・支援である。また、学術審議会答申「科学技術創造立国をめざす我が国の学術研究の総合的推進について－知的存在感のある国をめざして－」は、20世紀型科学技術を基盤とする文明から、自然などとの調和を内包する持続的発展に適した「21世紀型科学技術」と精神的充足感に重点を置いた価値体系による「新しい豊かさ」を達成する文明への転換の必要性を述べ、その実現によって知的存在感のある国づくりを実現するために、先導的・創造的学術研究の推進を急務とした。このような経緯で予算措置が講じられ、「21世紀 COE プログラム拠点形成が実現した。

第2年目に発足した人文学系 COE プログラムにはいくつかの異なるタイプがある。人文学諸分野の統合的方法論の構築をめざすもの（研究科協同型）、哲学・思想系、歴史・文化系、言語・文学系、行動・社会系のいずれかに属する分野に共通する課題を扱うもの（学科単位型）、単一分野の諸領域を束ねた課題の達成を図るもの（分野単位型）、高度に特化したテーマを掲げたもの（特定課題型）がそれである。それぞれの型の COE 形成によって我が国の学術界でどのような動向が促進されるのかは、評者のみならず多くの関心をもつところである。

【本プログラムの成果】

本プログラム「心の働きの総合的研究拠点」形成は、上述の範疇に従えば、分野単位型にあたる。我が国の大学では人文学系組織の規模が欧米諸国に比べきわめて小さく、心理学の場合、学部・研究科規模を要する多様な領域から構成されるはずの教育研

究活動が2～3講座編成の専攻で行われてきた。また、大学によっては、複数部局にこの規模の専攻が設置されているが、部局を超えた連携協力が円滑ではなく、それらを統合し部局化するにも多大の困難がともなう。他方、心理学の領域分化が活動の特化をいっそう顕著にしつつある。

しかし幸いにも、京都大学の場合、文学・教育学・総合人間学研究科をはじめ、附置の霊長類研究所など関連施設に心理学諸領域を専攻するスタッフ・大学院生が所属し、しかも相互交流を尊重する学風がこれまでに培われていた。他にも「心の解明」を標榜する拠点が形成されたが、中でも単独の分野で構成された点が本プログラムの特色となっている。それが可能だったのには、そのような背景要因がプラスにはたらいたのであろう。とはいえ、企画から準備作業を経て今日に至る間、その推進には拠点リーダーを中心としたチームリーダーの方たちの並々ならぬ尽力と指導力が欠かせなかったであろう。

評価シートに記したように、2002年度以降5年間の成果は顕著であり、とりわけ、論文発表や研究集会を通じての国際交流は、以前に比べて格段に活潑になった。総じて、若手研究者が国際的舞台を視野に収めて研究活動を進めるようになったことがその成果から汲み取れる。むろん領域や課題によっては成果の結実に時日を要する場合があります、数量的基準に従って一律に活動を評価することには慎重でなければならないが、それぞれの領域における評価基準を相互認識することが可能になったのも、本拠点がめざす「総合」にとって意義ふかいことであろう。

【今後の課題】

過去5年間の活動を基盤として今後達成すべき課題も明らかにされた。本プログラムでは領域横断的チーム編成を試みたが、「臨床的事例の脳内活動の解析」の研究例にみられるとおり、臨床心理学と基礎心理学の協同になる課題研究が行われるようになったことなどが、その成果として注目される。もともと、20世紀後半に起こった急激な領域分化・課題特化の傾向を是正するのは容易ではなく、十分な実効を挙げるにはなお一層の努力が求められる。今後も引き続き3年程度を目途にチームの再編を繰り返して活動水準を維持することが必要であろうし、その過程で他分野の研究者との協同チームをサテライトとして設けるなどの工夫もあっていいのではなかろうか。

プログラム開始以来、年とともに学術集会開催や研究者の招聘が盛んに行われるようになったが、その一方で、本プログラムのチーム相互の連携をさらに促進するための活動がさらに展開されるよう期待する。その活動は、カリキュラムにおける共通項の設定など大学院教育の在り方を検討する気運を促し、領域間に相互無関心や時には不幸な対立を生じかねない現状を改善する上にも重視されてよい。心理学をトータルにとらえる視座を共有することが、とりわけ次世代を担う研究者にとって必要な素養だと考えるからである。

新しい日本学術会議の心理学・教育学委員会では、その中に「心の先端研究と心理学専門教育」「脳と意識」などの主題を扱う分科会が設置され、心理学の諸課題を鋭意検討する体制が整った。併せて、本プログラムをはじめとする心理学関連COEの成果がそこに反映されるような措置が講じられることを期待する。