

6-4
119

一 資料の用ひ方

この資料は問題研究者にとって、単に二の手引として用ひらるべきものである。如何なるクリテリオンにも必ず現はれる或項目について、考へた處をリストとして記したに過ぎないものであるから、モデルとして作成したものでない。

その上米国人の考へ方を表はすものであつて、クリテリアについての最後の草案は未だ未だ限り日本人の考へを表現したものである事が幾重にも望まれる。

二 合衆國に於けるアクレディテーションの歴史的背景 認定機関の方法と原則

認定機関が初めてお来た時それは標準機関と呼ばれた。そしてこの名称はかたがり明瞭に、その當時の機関の動き方と原則とを説明してゐる。當時標準や學課程が秩序の状態にまつたためにこの機関がお来たわけである。

その頃この國には教育施設のために、学校、大学の實際の任務に當る人々とのやうな風儀でも養成し得る教育界の權威者と云ふものがなかつた。

當時の學課程は大部分普通道を築踏したものであり、長い間時代後れのものとなつてゐた。それは解体しかりて、他の學課程にその位置を譲つてゐた。

然し、これも大部分は精々、個々の教育者の主觀的な考へ方を表したものに過ぎなく、この問題を系統的に研究した結果から生れたものではなかつた。教育者は行詰つて了つた。彼等には指導が必要であつた。それで權威ある教育者団体の支持してゐるものは何であらふと取入れやうとする状態にまつた。

米國教育界の指導者等はこの混乱に秩序を立てるために熱心に活動した。かくて非常に當然な事ではあるが彼等は地方の状態や、その差異等を十分に考慮する事なく、國全体のために融通性の高い標準とクリテリアとを立てるやうな

畏に落ちこんで了つた。然しながら彼等はよく力を盡し又大いなる罪を犯した。何故ならば今日クリテリアが一層自由な精神とその基礎となる異つた原理とをもつて適用されてはゐるが考慮するべき主要な點と考慮のためになされる方法とは

根本的には同であるからである。かくして中等学校で評價するに當り、調査は考慮されねばならぬ主要な點は詳細な點には入らないうが、通常次の如くである。

春山 4

組織と運営上の企画、教師の授業、學課程の性質、個々の教師の時間表と教授の準備、有形の設備等。大學については、運営、學課程、財政等について更に複雑な設備も有つてゐるため、その評價の方法は一層困難である。

大學の視学官は次の事を周到に調査せねばならない。入學に關する事項、教授者の員の訓練と學者的活動、教授法と授業、編纂學課程、図書館の性質及び後述の方々の建物、科學實驗室、卒業に要求される必修科目、周到に作成され公布される一覽表、學生活動の在り方と、これを効果ありしめる方法、聖堂の形態と、これを有力ならしめる方法、學校の財政的檢査、建物と敷地。

非常な熱意をもつて米國の教育編制の計画をみるべきり、或學校が小學校も中學校もカレッジもユニバーシティも、それらの場合に於て標準級の學校として記録される事も望む場合は、嚴然に之を実行せねばならぬ處の一定の指令が発せられた。例へば、中學校が標準級の中學校として記録される事も望む場合、一定の最少限の書籍数も有する図書館や、バカウーの學位をもつた一定の教授教員も揃へねばならなかつた。

其他の般の事がこれに準じてわけてある。五つの要求が量に係るもの。その称が方策が非常な進歩をもたらし、事は明らかである。が同時に又途方もない事情をも引起し、よく解をともたらし、事となつた。今日でも監督といふもの、凡ゆる形に及ぼす、令ばこの基準化の事柄に對して、それは不合理だと云つてゐる。監督団の現在の方法は、いふものは、一世紀或はそれ以前に於ては、女當りであつたかも知れないが、現在流行の基準化の施行は、全く不可能なものであると云つて、それらの監督者団に疑念を起させ採としてゐる。

前例もない称が状態の下で、全國到る處に凡ゆる種類の教育施設が増加して来たので、嚴しく規定され、標準下に従つての施設を評價するといふ方法は、その施設の担当者といふ、意をせ、又監督の責任にある人々自身にとつてさへ、注意に及ばない物となつて来た。その上、各縣を通つて次の事が現はれるに到つた。或學校がその時掲げられてゐる量的要求を満す事は、全く可能であつた。これに依つて、その基礎を立つては、正當に認定を要求する事が出来る。

故に教授田を審査する時にも問題は各種の学位の数にあるのではなくて、むしろ学校が果すべき事を実行するにむけ、彼等が十分に訓練されてゐるかどうかといふ点に、かゝつてゐるが、ある。図書館については視学官はその建物や書籍数が何々、学校を考慮せずに立てた独断的標準に合ふかどうかを調べるよりは、むしろその建物や蒐集された図書が問題のその学校の要求を十分満たしてゐるか、どうかを調べる。見解は調査のどの面に於ても厳格に、学課程外の活動に対しては把握される。万ゆる学生生活動は学校の第一義の目的に対して何物かも、考へせねばならない。さもなくばその学校に存置されるに足る理由も有たない事となる。

オニ確めねばならぬ事は、その学校が公に目的を十分に成し遂げてゐるかどうかといふ事である。これを知る事はその団体と設備とが真に適切なものであるかどうか、又その団体が有効にその任務を果してゐるか又その設備は有効に使用されて居るかどうかを知るに非常な助けとなる。或人又、或物を知るにはその人或は物が成し遂げに事、即ちその果実によつて

知るべき事は古くから行はれてゐる原則である。相当長期間に於ける卒業生の公的生涯を綿密に調査する事又、各校が一つの団体として地方的国家的運動に於てそれに適した役割を分擔する事に依つて成し遂げられたる事を研究し、知る事は大いに役に立つであらう。

或学校が認定されるべきか否かと云ふ最後の決定は一つの要素の上にならざるべし。評價は称々の要素を含まぬもの、上に置かれ或是にある弱さは他方にある強さによつて平衡せしめられるであらう。主観は出来るだけ排除されねばならぬ。すると眞の評価が出来る限り効果的にその決定を左右する称になされるのである。これによつてみると且つて学校は或程の確定的量的要求を充たす事を求められ、今や状況は逆転した。学校は認定機関が十分に理解し得るために、それ自体について凡ゆる知識を提供する事を求められる。そして多くの学校が特に合致すべく立てられた標準

に従はなくてもよい様に十分な考慮が持たれ、どの学校をも個々の問題として
考へた上で、裁量がよへられる。すなわち、校間の 校間の 校間の 校間の 校間の
前に持つべき資格を示すよりかは、むしろ、校間の 校間の 校間の 校間の 校間の
求められる。

Ⅱ、基準化の意図

- A. 教育目的を明徴にする事
- B. 大学教育の標準を高める事
- C. 一学校が既設の標準に合致するかどうかを決定するより、基準を適用
するための機関を設ける事。
- D. 実際のな学生交換を促進する事

Ⅲ、基準化の方法

- A. 現在の大学を分解的に調べる事によつて
- B. 現在の大学を判定し、新らしいものを決定するため、クリテリアを立てる事に
よつて。

1. 認定機関の委員によつて適用されるクリテリアといふものは、認定を求める
学校に關聯してはそのクリテリアが、たつた 修正 修正 修正 修正 修正
いふクリテリアでなければならぬ。
2. 指導となりうる様なクリテリアである事。それによつて学校自身がその
の標準を上げ、完全な承認をかうするものとなりうる様なクリテリアで
なければならぬ。

3. 最後にこのクリテリアは凡ゆる基準化された学校から選れた代表者等に依
り作り出され、たつた 修正 修正 修正 修正 修正
クリテリアについての提唱

A. 学校の目的と意図

B. 必修条件

1. 入学

- a. 必修科目単位の数と配分
- b. 質的に要求されるもの (実数)

c. 入学試験

d. オリエンテーション・プログラム

(新入生に対して本校の精神文化、沿革、特徴、設備、其の他の心得等について話す権。オリエンテーション・プログラム等と称する一週間の設け上級生が様々な活動を通して新入生に本校の精神習慣等を教示し、各クラブがそれづくにその目的をもって催す。一学期とする。そのもふふ適當の談話なきにめこれに記す 談者)

五. 学位

a. 在学期間(年数)

b. 一学期の時間表

c. 質的に要求されるもの(英数)

d. 必修科目数

e. 選択科目数

f. 体育

C. 教授団

1. 訓練

2. 生徒負擔(教授する等級数と各級在籍者数)

3. 研究発表

4. 本校内の奉仕

5. 学会研究所の会員

6. 捧給並に退職資金

7. 学課程外の責任

8. 教授助教授教師講師の数

D. 学生団

1. 教授陣と設備の大工による責任数

2. 学生の組織する諸種の会と研究発表

3. 社交生活—個人指導のための立案

4. 学生政談会

5. 優等生会

6. スポーツプログラム

E. 設備施設

1. 学校の任務遂行のに敷地の広さや直営であるか
2. 学校の任務遂行のに校舎の広さは直営であるか

α. 教室

β. 実験室

γ. 運動施設

δ. 社交に用ふる場所

3. 寄宿舎の設備

α. 折角として居るか

β. 監督されておるか

γ. 生徒収容数

δ. 食事施設

ε. 医療施設

F. 図書館

α. 直営か建物であるか

(1) 燈火

(2) 一般座席数

(3) 研究施設

β. 訓練されるライブラリアン

γ. 授業課題に関する書籍の内容

δ. 一般用の図書の内容

ε. 定期刊行物の内容

ζ. 図書貸本の統計

η. 図書撰採の方法

G. 財政

1. 収入源

α. 政府補助金

五 簿記

1. 投資業務

(1) 個人納附の分

(2) 投資業務の全収入

之支出

・ 1. 年次予算

(1) 編成法

(2) 編成者

2. 一生徒に与つた支出

3. 支出の詳細分析或は利得

4. 会計検査——長期に亘る年度の不足額

5. (原簿への項目) 誤差

6. 職員の資格

2. 財政管理

a. 投資

b. 購入

c. 保償と償却

d. 負債(資本金の)

3. 経営

1. 一般的機構

a. 理事長、総長、教授等の責任

b. 秘書、事務、労務の取扱

2. 年鑑

3. 施行の方法に於ける順序への提議

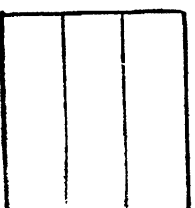
4. 基準化調査委員会等の設立

5. 各主要項目のほかに査照表 Check List を上記委員会或は

委員会に依り順進する事

- C. 右査照表を各大學へ註解提案(批評勸告の長めに提せず。
基準化目的との査照表の使用法との説明を添へ)
- D. 恒久的な基準調査団の設立
- E. 上記基準調査団中の審査委員合による大學の基準適用。

ACCREDITATION



I. Use of this material:

This material is to be used merely for guidance in the problem before the group. It is not intended that it be used as a model since it is a mere list of suggestions of some items which ought to appear in any criterion. Furthermore it represents the thinking of Americans and it is highly desirable that the final draft of criteria should be as representative of Japanese thinking as possible.

II. Historical background of accreditation in the United States:

When the approving agencies first came into existence they were called standardizing agencies, and this term describes fairly accurately the nature of their procedures and principles at the time. They came into being chiefly because of the existing chaos in standards and curricula. At the time there were no educational forces in the country who could in any way train administrators and executives for educational institutions. Existing curricula were largely traditional and long since outmoded. They were breaking up and being superseded by other curricula which for the most part represented at best only the subjective thinking of individual educators and not the result of a systematic study of problems. Educators were at their wits' end. They wanted guidance and were ready to accept almost anything that had the support of a group of educators of recognized integrity. The leaders in American education were eager to place order into confusion, and thus very naturally they fell into the trap of setting rather inflexible standards and local differences. They worked well, however, and did much good because, while the criteria are applied today in a more liberal spirit and with a different underlying philosophy, the features to be considered and sometimes the procedures to be followed in considering them are essentially the same. Thus the features to be investigated and considered in evaluating a secondary school, without going into the details of the process, are usually: the plan of organization and administration, the preparation of the teachers for their work, the nature of the curriculum, the daily program and teaching load of the individual teacher, and the physical equipment. With colleges naturally the process is more difficult since it involves a more complex institution as to administration, curriculum and finance. The inspector of a college looks carefully into admission practices; the training and scholarly activity of each member of the faculty; the manner and organization of instruction; the curriculum; the nature, service, and housing of the library; the science laboratories; the graduation requirements; the care with which the catalogue is organized and published; the nature and efficiency of student activities; the form and effectiveness of the administration; the financial structure of the institution; and buildings and grounds.

春山 4

VI - - -

In the great enthusiasm of launching a program of organization for American education, definite instructions were set forth which an institution had to carry out to the letter, if it wished to be listed as a standard primary or secondary school, college or university, as the case might be. If a secondary school, for example, wished to be listed as of standard grade, it had to have a library of a set minimum number of volumes, a set number of members of the faculty with a set number of bachelor degrees, and so on. Nearly all requirements were in terms of quantity. Obviously such practices did much good at the time but also led to ridiculous situations and often to abuses. Even today opponents of all forms of supervision tell absurd stories about accrediting practices, seeking to bring discredit upon supervising groups and their present practices which may well have been true a generation or more ago but would be utterly impossible with the processes of accreditation now in vogue.

As educational institutions of all kinds throughout the country increased in number, often under unprecedented conditions, the practice of evaluating an institution according to rigidly fixed standards became more and more irritating to the administrators of the institutions and less satisfying to the persons themselves responsible for the work of supervision. Experience has shown, moreover, that it was quite possible for an institution to meet the prevailing quantitative requirements and thereby rightfully demand approval on that basis, and yet fundamentally not be the kind of institution which the supervising agencies believed should be approved. Such an institution would possess everything tangible that a good school should have, but the spirit of the administrators and of the institution generally was not fittingly academic; and the actual achievements of the school were unimportant. In other words those in charge of the institution did not know their job, and naturally this was reflected on all sides within the institution even though it might have possessed all of the quantitative requirements. Furthermore, it became very evident that no fixed pattern could be applied to every school even of a very restricted type. Thus the term "standardize" became very distasteful to all. It was at first replaced by the word "accredit", but accredit also has in recent years been thought not to reflect exactly the new philosophy of the supervising groups, and it is being gradually superseded by the term "approve".

The new attitude can be explained very easily. In fact it is so simple and so evidently sound that we wonder that it was not adopted long ago. (Incidentally, the North Central Association of Schools and Colleges under the leadership of Dr. George F. Zook, is largely responsible for it.) In attempting to evaluate an institution of learning one must first discover what the aims and purposes of the institution are. Obviously, if the authorities cannot readily set these forth in a clear and convincing manner, the institution does not deserve to be approved. Surely no school can be expected to be doing good work if the persons responsible for its activity have no definite understanding of the reasons for its existence. When the aims and purposes are clearly understood, then the institution should be investigated according to the general plan explained above, but always in the light of the stated aims and purposes. Thus, when examining a faculty, the question is not so much how many degrees of various kinds does it contain, but rather how well is the faculty trained to carry on the work which the institution has set out to do.

In the library, the inspector seeks to learn not whether the building or number of books meets some arbitrary standard set up without thought of any single school, but rather whether the building and collection of books are adequate to meet the needs of the institution in question. This point of view is maintained most rigidly throughout the investigation, even to the matter of extra-curricular activities. Every student activity must contribute something to the primary aims of the institution. Otherwise it has no good reason for existing in that institution.

The next step is to ascertain how well the institution is attaining its avowed objectives. This information will assist greatly in learning how really adequate the organization and equipment are, and how effectively the organization is functioning and the equipment is being used. It is the old principle of knowing a person or institution by what he or it accomplishes, by the fruits. A careful examination of the careers of the graduates over a period of years will disclose much, also a study of what the institution as an institution has accomplished in local and national movements in which it could fittingly participate.

The final decision on whether the institution should or should not be approved is then rendered not on the basis of any single factor but from a consideration of the institution as a whole. Values are placed on the various factors involved, and weaknesses in some respects may be counterbalanced by strengths in others. The subjective is eliminated as much as possible, and real values are permitted to influence the decision as effectively as possible. Whereas at one time an institution was asked to meet certain very definite quantitative requirements, the situation is now reversed. The institution is asked to furnish the approving agency with all possible information about itself, that the agency may understand it thoroughly; and the verdict is rendered on every institution as an individual problem, every effort being made to avoid making it conform to standards set up as proper for a large group of institutions. Briefly, an institution is asked to furnish reasons why it should be approved, rather than have the agency present to the institution the qualifications which it must have before obtaining approval.

III. Purpose of accreditations:

- A. To clarify educational aims.
- B. To raise standards of university training.
- C. To establish an agency for applying criteria to institutions to determine whether or not they meet the established standards.
- D. To facilitate the international exchange of students.

IV. Method of Accreditation.

- A. By analyzing present universities.
- B. By establishing criteria by which present would be judged and new determined.

V I I I

1. Such criteria to be applied by a committee of the accrediting agency with power to modify the criteria in relation to the institution seeking accreditation.
2. Such criteria to become guides, by which institutions themselves can raise their academic standards and achieve full recognitions.
3. Ultimately such criteria should be the product of representatives chosen by all accredited institutions.

(T) Suggested criteria.

- A. Aims and purposes of the institutions.
- B. Requirements.
 1. Admission.
 - a. Number and distribution of required units.
 - b. Qualitative requirements - (grades)
 - c. Entrance examinations.
 - d. Orientation program.
 2. Degree.
 - a. Residence (years)
 - b. Semester hours
 - c. Qualitative req. (grades)
 - d. Number of prescribed courses.
 - e. Number of elective courses.
 - f. Physical education.
- C. Faculty.
 1. Training.
 2. Student load (number of classes taught and student enrollment in each)
 3. Publications.
 4. Community services.
 5. Membership in learned societies and institutes.
 6. Salary and retirement fund.
 7. Extra-curricular responsibilities.
 8. Number of professors, assistant professors, instructors, lecturers.
- D. Student Body.
 1. Number in relation to size of faculty and equipment
 2. Student Organizations and publications.
 3. Social life - personal guidance program.
 4. Student government.

VI - I - I - I

- 5. Honor societies.
- 6. Sports program.

E. Plant and Equipment.

- 1. Suitability of ground space for functional purposes of the institutions.
- 2. Suitability of buildings for functional purposes of the institution.

- a. Classroom
- b. Laboratories.
- c. Athletic facilities
- d. Social space.

3. Dormitory facilities

- a. Owned
- b. Supervised.
- c. Number of students accommodated.
- d. Food Services.
- e. Medical services.

F. Library.

- a. Adequate building.
 - (1) Lighting.
 - (2) General seating capacity.
 - (3) Study accommodations.
- b. Trained personnel
- c. Quality of books in relation to courses taught.
- d. Quality of books for general use.
- e. Quality of periodicals.
- f. Circulation statistics.
- g. Method of book selection.

G. Finance.

1. Source of Income.

- a. Government subsidy.
- b. Endowment.
- c. Tuition.
 - (1) Individual fees.
 - (2) Total income from tuition.

2. Expenses.

- a. Annual budget.
 - (1) How made up.

VI - I - I - I

(2) By whom.

- b. Expenditure per student.
 - c. Detailed analysis of profit.
3. Audit - annual deficit over period of years.
- b. Is it made public.
4. Personnel qualifications.
5. Financial Management.
- a. Investments.
 - b. Purchasing.
 - c. Insurance and amortizing plans.
 - d. Indebtedness (capital)
- H. Administration.
- 1. General organization.
 - a. Responsibilities of trustees, president, faculty.
 - b. Treatment of secretarial and clerical help.
 - 2. Annual catalogue.

VI. Suggested steps in Procedure.

- A. Establishment of Committee on Accreditation.
- B. Preparation of check list by the above Committee or sub-committees for each major item.
- C. Submission of check list to all universities for comment, suggestion, criticism, advice together with statement of purpose of accreditation and use of such a check list.
- D. Establishment of a permanent accreditation body.
- E. Application of accreditations to the universities by an examining committee of the above accreditation body.