

A Study of Student Problems
at
International Christian University
1961

Based on Findings
from
The Mooney Problem Check List
By
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I Foreword

In order to secure an objective view of the problems which trouble university students, The Mooney Problems Check List was devised. It is based on the philosophy that the university is concerned with the "whole student", and is designed to help counselors in the process of understanding the student and his real problems.

The Check List consists of 360 problems to which the student is asked to respond by underlining those problems which are of concern to him, and circling those which are of most concern. Opportunity is also given to the student to write a summary of his problems in his own words.

Some universities, including Tokyo University and Doshisha University have given this check list for several years and thus have have data for comparison of different student groups. Not

only are problems and unmet needs of students revealed, but also the reactions of students to the educational program of the university.

From the data revealed on the Check Lists, counselors may find useful information for use in counseling their advisees.

Appreciation is sincerely expressed to all those who so kindly cooperated in the preparation of the report on this study.

II Abbreviations Used

Areas

H P D	Health and Physical Development
F L E	Finances, Living Conditions and Employment
S R A	Social and Recreational Activities
S P R	Social-Psychological Relations
P P R	Personal-Psychological Relations
C S M	Courtship, Sex, and Marriage
H F	Home and Family
M R	Morals and Religion
A C W	Adjustment to College Work
F V E	The Future: Vocational and Educational
C T P	Curriculum and Teaching Procedure
P P S	Politics, Philosophy, Student Activities

Divisions

H.	Humanities
S.S.	Social Science
N.S.	Natural Science
L.	Language
G.	Graduate

III Procedure

The Mooney Problem Check List* was administered in April 1961 through the following means:

1. Through General Education classes
2. Through dormitory meetings
3. By advisers whose advisees had not been included in the above two groups.

Seven hundred check lists were distributed among the Japanese students. There was no English version of the Check List available for Non-Japanese students. Four hundred and fifty blanks were completed and returned, approximately sixty-five percent.

In June, the following letter was sent to those Advisers whose Advisees had underlined seventy-five or more items:

Dear Adviser:

We are making a study of the problems of our students as revealed in the Mooney Problem Check List which was administered at the beginning of this term.

The data is not complete, but we find that some students indicated a very high number of problems, as many as one hundred in some cases. Among these students were some of your advisees. If you wish to see your advisees before the term closes, you will find the names of those who indicated a high number of problems, on the attached report. The data is confidential and is kept on file in the Personnel Office, Room 218. If you wish to read the particular Problem Check list which was checked by your advisee, you may secure it on loan from our office.

For research purposes, we would also appreciate it if you would have your secretary send us the attached slip (below) at the end of this term.

* As revised by the Tokyo University Counseling Center

Appreciating your cooperation,

Sincerely yours,

(Signed) Marie F. Bale

Personnel Office

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I interviewed_____ (number) of advisees about their important problems as revealed in the Mooney Problem Check List.

Advisor's Name

IV Classification of Students

Divisions Class	H.		S. S.		N. S.		L.		Totals		Grand Total
	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.	
Freshmen	16	29	53	21	22	10	14	29	105	89	194
Sophomore	3	14	41	23	2	1	5	11	51	49	100
Junior	6	12	22	15	5	4	2	12	35	43	78
Senior	4	11	14	17	5	4	3	5	26	37	63
Graduate									7	8	15
Total	29	66	130	76	34	19	24	57	224	226	450

Distribution of Students by Residence

Class	Men				Women			
	Home	Dorm.	Lodging House	Total	Home	Dorm.	Lodging House	Total
Freshmen	45	30	30	105	51	36	2	89
Sophomore	10	19	22	51	18	25	6	49
Junior	11	15	9	35	16	25	2	43
Senior	4	10	11	25	10	25	3	38
Graduate	2	4	0	6	2	3	4	9
Total	72 32.4%	78 35.2%	72 32.6%	222 100%	97 42.5%	114 50%	17 7.5%	228 100%

Age of Students

Class	Men		Women	
	Median	Range	Median	Range
Freshmen	19	33—18	18	24—17
Sophomore	20	33—19	19	21—17
Junior	21	26—20	20	22—20
Senior	22	25—21	21	24—19
Graduate	23	25—22	25	31—23

V Highest 100 Underlined Items

Item Area	Item No.	Rank	Men	Women	Total	%	Description of Item
S R A	74	1	78	86	164	36%	Want to improve my mind
M R L	159	2	73	88	161	35%	Can't grasp my real self image
F V E	50	3	78	70	148	33%	Feeling anxious about the future
H P D	1	4	61	83	144	32%	Get tired easily
F V E	230	5	67	70	137	30%	Need to know vocational abilities
F V E	168	6.5	62	66	128	28%	Not knowing what I really want
S P R	139	6.5	64	64	128	28%	Worrying how people feel
S P R	80	8	52	73	125	27%	Seeking for a real friend
P P S	57	9	72	49	121	26%	Feeling distrustful and disappointed in politics
A C W	102	10.5	50	64	114	25%	No confidence in my abilities
M R L	100	10.5	48	66	114	25%	Wanting to know the Bible and other religious books
A C W	222	12.5	56	57	113	25%	Unable to concentrate well
H P D	4	12.5	66	47	113	25%	Not getting enough exercise
P P S	239	14	65	46	111	24%	Too many public immoral people existing
S R A	315	15	54	49	103	22%	Wanting very much to travel
S P R	140	16.5	45	57	102	22%	Feeling inferior
M R L	39	16.5	38	64	102	22%	Wanting to feel close to God
P P S	298	18	58	41	99	22%	Japanese lacking social training
P P S	237	19.5	58	40	98	21%	Too many indifferent people existing
S R A	191	19.5	48	50	98	21%	Wanting to learn music and painting
P P R	22	21	43	54	97	21%	Worrying about unimportant things
S R A	73	22.3	45	51	96	21%	Wanting to improve myself culturally
A R A	254	22.3	54	42	96	21%	Too little chance to read what I like

Item Area	Item No.	Rank	Men	Women	Total	%	Description of Item
ACW	43	22.3	40	56	96	21%	Not planning my work ahead
ACW	44	25.5	48	45	93	20%	Having a poor background for some subjects
PPR	262	25.5	43	50	93	20%	Can't make up my mind about things
FLE	306	27	71	21	92	20%	Needing a job during vacation
PPR	82	28.5	41	50	91	20%	Failing in so many things I try to do
MRL	157	28.5	35	56	91	20%	Confused in ways of life and goals of life
ACW	225	30.5	46	43	89	19%	Poor writing letters
PPR	263	30.5	29	60	89	19%	Lacking self-confidence
PPR	299	32	59	29	88	19%	Feeling hatefull to principle of success in this world
MRL	158	36.5	48	39	87	19%	Feeling contradiction between real way of life and ideal way
ACW	104	33.3	38	47	85	18%	Weak in language study
PPR	23	33.3	50	35	85	18%	Nervousness
SPR	136	33.3	41	44	85	18%	Feeling too easily hurt
MRL	278	36.5	32	52	84	18%	My behavior not depending on self-autonomy
PPS	179	38.5	46	37	83	18%	Having the contradiction in the existing social system
SRA	131	38.5	39	44	83	18%	Awkward in meeting people
FVE	46	40.5	37	45	82	18%	Worrying about starting future vocational life
CTP	173	40.5	38	44	82	18%	Not enough chances to talk to teachers
PPS	58	42	37	43	80	17%	Wondering how to think political problems as a student
ACW	42	43	35	44	79	17%	Easily distracted from my work
SPR	203	44	36	42	78	17%	Being lazy
SRA	255	45.3	32	44	76	16%	Wanting more worthwhile discussions with people
FVE	350	45.3	37	39	76	16%	Feeling anxious about social life after graduation
ACW	223	45.3	35	41	76	16%	Unable to express myself well
SRA	15	48.5	35	40	75	16%	Too little time to myself
PPS	236	48.5	44	31	75	16%	Too much injustice in the world
SPR	199	50	34	39	73	16%	Speaking or acting without thinking
MRL	336	51.2	48	24	72	16%	Sometimes not being as honest as I should be
MRL	98	51.2	40	32	72	16%	Don't know what to believe about God
ACW	105	51.2	39	33	72	16%	I am slow in reading
PPS	358	51.2	38	24	72	16%	Irritated by over-running mass communication
SPR	316	55.5	48	23	71	15%	Too self-centered
HPD	3	55.5	40	31	71	15%	Being underweight or overweight
ACW	45	57	44	26	70	15%	Inadequate former training
ACW	344	58	42	27	69	15%	Slow in mathematics

Highest 100 Underlined Items, continued

Item Area	Item No.	Rank	Men	Women	Total	%	Description of Item
C S M	270	59.5	34	34	68	15%	Wanting to date fairly
A C W	224	59.5	33	35	68	15%	Vocabulary too limited
S P R	137	61	17	50	67	14%	Too strong self-esteem
S R A	72	62.5	25	40	65	14%	Not using leisure time well
F V E	47	62.5	35	30	65	14%	Doubting wisdom of my vocational choice
S P R	200	64	34	30	64	14%	Sometimes acting childish or immature
H P D	185	65.3	27	36	63	14%	Weak eyes
M R L	36	65.3	28	35	63	14%	Weak in Faith
A C W	41	65.3	30	33	63	14%	Not knowing how to study effectively
S P R	143	68.5	35	27	62	13%	Daydreaming
F V E	167	68.5	27	35	62	13%	Needing to plan ahead for the future
S P R	320	70.5	34	27	61	13%	Lacking leadership ability
F L E	66	70.5	43	18	61	13%	Wondering if I can get a scholarship
H P D	122	72.5	22	38	60	13%	Poor face and body
P P R	202	72.5	25	35	60	13%	Being careless
P P S	180	74.3	36	23	59	13%	Wondering what the ideal society is
S R A	176	74.3	39	20	59	13%	Irritated by wishing society would be clear and fair
S R A	253	74.3	29	30	59	13%	Too little chance to pursue a hobby
H F	93	77.3	31	27	58	12%	Worried about a member of my family
A C W	161	77.3	34	24	58	12%	Not spending enough time in study
A C W	165	77.3	23	35	58	12%	Trouble with oral reports
P P R	142	80.2	16	41	57	12%	Living in an inner world
C T P	292	80.2	31	26	57	12%	Dissatisfied with credit system
C T P	293	80.2	39	18	57	12%	Too many rules and regulations
C T P	295	80.2	27	30	57	12%	Forced to take courses I don't like
M R L	40	80.2	34	23	57	12%	Doubt the significance and meaning of religious functions
P P S	120	80.2	39	18	57	12%	Worrying about the future of Japan
H P D	63	86.3	21	35	56	12%	Allergies, hayfever, asthma
S R A	195	86.3	25	31	56	12%	Trouble in keeping a conversation going
P P S	56	86.3	44	12	56	12%	Government neglecting public opinion
H P D	61	89.5	31	24	55	12%	Not as strong and healthy as I should be
C S M	28	89.5	33	22	55	12%	No suitable ways of having dates
P P R	264	91.2	25	29	54	12%	Can't forget an unpleasant experience
M R L	340	91.2	34	20	54	12%	Lack self-control

Item Area	Item No.	Rank	Men	Women	Total	%	Description of Item
ACW	283	91.2	21	33	54	12%	Lack self-confidence
PPS	119	91.2	35	19	54	12%	Some students being too unconcerned
SRA	311	91.2	29	25	54	12%	Too little chance to do what I want to do
CTP	113	96	35	18	53	11%	Too many poor teachers
CSM	90	97.5	24	28	52	11%	Wondering in I'll ever find a suitable mate
ACW	282	97.5	20	32	52	11%	Slow with theories and abstractions
ACW	284	99	24	28	52	11%	Not smart enough in scholastic ways
PPS	296	100.5	26	25	51	11%	Want to have a pride in Japanese
PPS	357	100.5	29	22	51	11%	Feeling anxious about war

VI Highest 25 Circled Items

Item Area	Item No.	Rank	Men	Women	Total	%	Description of Item
MRL	159	1	31	38	69	15%	Can't understand myself
FVE	168	2	31	23	54	12%	Not knowing what I really want
FVE	230	3	20	32	52	11%	Need to know vocational abilities
SRA	74	4	21	27	48	11%	Want to improve my mind
SPR	80	5	14	33	47	11%	Seeking for a real friend
MRL	157	6	17	29	46	10%	Confused in ways of life and goals
FVE	50	7	17	22	39	9%	Feeling anxious about the future of life
ACW	102	8.5	11	25	36	8%	No confidence in my abilities
ACW	222	8.5	18	18	36	8%	Unable to concentrate well
MRL	217	10	17	13	30	7%	No belief in my mind
ACW	44	11	11	18	29	6%	Having a poor background for some subjects
PPR	22	12.5	12	16	28	6%	Worrying about unimportant things
PPR	263	12.5	4	24	28	6%	Lacking self-confidence
HPD	114	11	11	16	27	6%	Get tired easily
FLE	70	15.5	22	3	25	5%	Too many financial problems
SRA	15	15.5	7	18	25	5%	Too little time to myself
SPR	140	17.5	11	14	25	5%	Feeling inferior
PPR	82	17.5	12	13	25	5%	Failing in so many things I try to do
MRL	39	19	7	18	25	5%	Wanting to feel close to God
ACW	104	20	14	10	24	5%	Weak in language study
MRL	278	21	12	11	23	5%	My behavior not depending on self-autonomy
ACW	42	22.25	9	13	22	4%	Easily distracted from my work
FVE	46	22.25	11	11	22	4%	Worrying about starting future vocational life
SPA	131	24.25	10	11	21	4%	Awkward in meeting people
SPR	316	24.25	5	16	21	4%	Too self-centered

VII Sum of the Underlined Items by Classes

Area	Freshmen			Sophomore			Junior			Senior			Graduate			Grand Total		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
	105	90	195	51	49	100	35	43	78	25	38	63	6	8	14	222	228	450
HPD	81	242	323	103	114	217	100	79	179	49	87	136	11	14	25	344	536	880
FLE	295	198	493	119	49	168	101	42	143	82	24	106	9	18	27	606	331	937
SRA	461	428	889	184	203	387	131	125	256	105	107	212	35	23	58	916	886	1802
SPR	399	372	771	110	190	300	11	131	142	63	143	206	13	18	31	596	854	1450
PPR	283	319	402	116	194	310	96	128	224	66	128	194	17	19	36	678	788	1466
CSM	221	138	359	81	87	168	56	44	100	36	53	89	14	5	19	408	327	735
HF	191	131	322	57	56	113	41	45	86	46	33	79	1	7	8	336	272	608
MRL	479	365	844	155	227	382	119	118	237	65	120	185	18	14	32	836	844	1680
ACW	466	347	813	175	250	425	153	176	329	83	164	247	23	26	49	900	963	1863
FVE	299	249	548	98	141	239	103	88	191	104	125	229	15	17	32	619	620	1239
CTP	219	131	350	114	99	213	126	80	206	91	53	144	15	11	26	565	374	939
PPS	569	312	881	187	106	293	121	105	226	99	112	211	17	18	35	993	653	1646

VIII Sum of the Circled Items by Classes

Area	Freshmen			Sophomore			Junior			Senior			Graduate			Grand Total		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
HPD	72	40	112	15	12	27	13	11	24	1	12	13	2	0	2	103	75	178
FLE	78	43	121	30	5	35	20	5	25	17	5	22	1	1	2	146	59	305
SRA	85	77	162	20	28	48	23	12	35	13	14	27	2	1	3	143	132	275
SPR	83	76	159	16	29	45	3	23	26	6	18	24	0	3	3	108	149	257
PPR	71	41	112	8	25	33	16	14	30	3	25	28	0	4	4	98	109	207
CSM	33	27	60	22	18	40	18	10	28	3	11	14	1	1	2	77	67	144
HF	38	43	81	8	6	14	3	3	6	9	7	16	1	1	2	59	60	119
MRL	122	82	204	18	53	71	30	19	49	9	25	34	2	2	4	181	181	362
ACW	109	75	184	41	49	90	32	29	61	10	24	34	1	7	8	193	184	377
FVE	102	63	165	7	28	35	14	14	28	18	38	56	1	7	8	142	150	292
CTP	19	9	28	8	6	14	13	5	18	3	4	7	0	0	0	43	24	67
PPS	115	45	160	16	6	22	18	4	22	1	8	9	0	2	2	150	65	215

IX Average Number of Underlined Items *

Area	Freshmen			Sophomore			Junior			Senior			Graduate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
	105	90	195	51	49	100	35	43	78	25	38	63	6	8	14
HP D	.771	2.689	1.656	2.191	2.480	2.333	2.941	2.914	2.529	1.960	2.289	2.158	1.833	1.750	1.785
F L E	2.810	2.200	2.528	2.532	1.060	1.811	2.971	2.167	1.976	3.280	.632	1.683	1.500	2.250	1.928
S R A	4.391	4.756	4.559	3.915	4.413	4.159	3.853	3.472	3.643	4.200	2.816	3.365	5.833	2.875	4.143
S P R	3.800	4.133	3.954	2.340	4.130	3.217	.324	3.639	2.152	2.520	3.763	3.270	2.167	2.250	2.214
P P R	3.648	3.544	3.600	2.468	4.217	3.325	2.824	3.556	3.228	2.640	3.368	3.079	2.833	2.375	2.571
C S M	2.105	1.533	1.841	1.723	1.891	1.805	1.647	1.222	1.413	1.440	1.395	1.413	2.333	.625	1.357
H F	1.819	1.456	1.651	1.213	1.217	1.215	1.206	1.250	1.230	1.840	.868	1.254	.167	.875	.571
M R L	4.562	4.056	4.328	3.298	4.935	4.100	3.500	3.278	3.378	2.600	3.158	2.937	3.000	1.750	2.285
A C W	4.438	3.856	4.169	3.723	5.435	4.562	4.500	4.889	4.714	3.320	4.316	3.921	3.833	3.250	3.500
F V E	2.848	2.767	2.811	2.085	3.065	2.565	3.029	2.444	2.707	4.160	3.289	3.635	2.250	2.125	2.285
C T P	2.086	1.456	1.795	2.426	2.152	2.292	3.706	2.222	2.888	3.640	1.395	2.286	2.250	1.375	1.857
P P S	5.419	3.467	4.518	3.979	2.304	3.158	3.559	2.917	3.205	3.960	2.947	3.349	2.833	2.250	2.500
Total Average Items	37.410			34.542			33.160			32.35			27.006		

* Based on 435 students

X Average Number of Circled Items *

Area	Freshmen			Sophomore			Junior			Senior			Graduate		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
	105	90	195	51	49	100	35	43	78	25	38	63	6	8	14
HPD	.686	.444	.574	.319	.260	.290	.382	.306	.340	.040	.316	.206	.250	.000	.143
FLE	.743	.478	.624	.638	.100	.374	.588	.139	.340	.680	.132	.349	.167	.125	.143
SRA	.810	.856	.831	.426	.609	.516	.676	.333	.487	.520	.368	.428	.333	.125	.214
SPR	.791	.844	.815	.340	.630	.482	.088	.639	.392	.240	.474	.381	.000	.375	.214
PPR	.676	.456	.574	.170	.543	.353	.471	.389	.426	.120	.658	.445	.000	.500	.285
CSM	.314	.300	.308	.468	.391	.430	.529	.278	.391	.120	.289	.222	.167	.125	.143
HF	.362	.478	.416	.170	.130	.150	.088	.083	.085	.360	.184	.254	.167	.125	.143
MRL	1.162	.911	1.046	.383	1.152	.760	.882	.528	.687	.360	.658	.540	.333	.250	.285
ACW	1.038	.833	.943	.872	1.065	.967	.941	.806	.867	.400	.632	.546	.167	.875	.571
FVE	.971	.700	.846	.149	.609	.374	.412	.389	.399	.720	1.000	.889	.167	.875	.571
CTP	.181	.100	.144	.170	.130	.150	.382	.139	.248	.120	.105	.111	.000	.000	.000
PPS	1.095	.500	.820	.340	.130	.242	.529	.111	.299	.040	.211	.143	.000	.250	.143
Total Average	7.941			5.083			4.960			4.51			2.855		

* Data based on 435 students

XI Comparison of Ranks of Problem Areas (Based on Total Items)

Areas	Items Underlined			Items Circled		
	Men	Women	Total	Men	Women	Total
HPD	11	8	10	8	7	9
FLE	7	10	9	4	11	8
SRA	2	2	2	5	5	4
SPR	8	3	6	7	4	5
PPR	5	5	5	9	6	7
CSM	10	11	11	10	8	10
HF	12	12	12	11	10	11
MRL	4	4	3	2	2	2
ACW	3	1	1	1	1	1
FVE	6	7	7	6	3	3
CTP	9	9	8	12	12	12
PPS	1	6	4	3	9	6

XII Summary of Responses to Question 2

Question : "State your most important problems in your own words."

Area	Fresh-men		Sopho-more		Junior		Senior		Graduate		Total		To-ta
	Men	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	Men	Wo-men	
HPD	20	3	4	1	5	5	3	4	2	0	34	13	47
FLE	19	8	14	1	2	2	4	2	0	2	39	15	54
SRA	2	0	0	0	3	0	0	0	0	0	5	0	5
SPR	31	43	15	6	2	6	0	6	0	0	48	61	109
PPR	17	26	9	25	11	11	9	7	2	1	48	70	118
CSM	4	13	4	4	5	6	3	3	1	0	17	26	43
HF	5	16	2	2	1	1	3	3	1	0	12	22	34
MRL	16	21	1	9	1	3	0	2	1	0	19	35	54
ACW	17	26	9	6	2	8	1	1	1	0	30	41	71
FVE	13	25	4	4	4	12	7	11	2	5	30	57	87
CTP	4	1	0	0	0	7	2	4	1	2	7	14	21
PPS	6	9	1	2	0	0	0	0	0	0	7	11	18
Totals	154	191	63	60	36	61	32	43	11	10	296	365	661
No Problems	5	5	14	6	6	2	5	9	1	2	32	23	55

XIII Summary of Problems—Random Sampling

Written by students in response to question 2 on page 5 of the questionnaire: "How would you summarize your chief problem in your own words?"

Women—Freshmen

1. I don't know what I should do during this school life. I thought I had a faith about my ICU life before I came to ICU, but now in ICU I wonder if that faith is a real faith. My head is empty now. I don't want to do anything. Everything I am doing seems meaningless.
2. Indefiniteness of the university life plan and the goal of life. In these days religious problems occur.
3. My mother is in bed and does not seem to become well; I don't know how to associate with persons of the other sex and sometimes pretend indifference. I am too proud to express myself frankly, and this is especially toward persons of the opposite sex. My younger sister and elder brother do not like each other.
4. I lack sleep because I live in a home where I take three hours to come to ICU; I feel anxious about world affairs, especially the atom bomb.
5. What I am most worried about is my job in the future and about how to live my life. I have an idea about my profession, but I don't know if it fits me or not, and that job may be different from what I consider. I think I have a firm faith about life but when I consider about my faith deeply it seems too ideal and does not work in the real world. I feel always that my consideration is still superficial.
6. The most troublesome problem is that I cannot love myself, that is, I'm disturbed by self-dislike. Can I really love others? I am anxious about the question that I can find a good partner in life.

7. I want to know what has become of my family with whom I departed 12 years ago—if they are alive or dead.

Women—Sophomore

1. I have a sense of emptiness among modernized life; desire to find something true.
2. Failure to understand the real "I"; desire to have a person with whom I can consult.
3. Anxiety if my scholastic ability is retrograding; lack of self-confidence.
4. Uneasy as though being spoiled by the beautiful nature, facilities and friends at I.C.U., unable to understand what I am.
5. Uncertain of the purpose and meaning of entering the university.

Women—Junior

1. Wondering what I should choose to do in order to achieve my abilities and also serve the world.
2. I feel my parents' expectations for my future, and I am regulated by them.
3. Is it all right that work in the university is a duty?
4. I am forced to go through a college in spite of disliking academic work; doubting whether I chose proper major field or not; can't make the others understand and agree to what is true; wondering what I shall do; can't believe in God in spite of seeking for something absolute.
5. I do not have a particular trouble. In the dormitory life, however, I cannot be alone and concentrate. Cannot keep my own pace in my life. I am easily disturbed by others in the present dormitory system and accommodations.
6. I am not interested in chemistry in spite of my major field. Sometimes I feel an inferiority complex. After graduation, I would like to choose a job in the natural sciences. I want to know my aptitudes.

Women—Senior

1. I have uncertainty about the extent to which I can establish

myself and whether I should allow others to come in.

2. Future financial planning ; support my parents and get married.
I have a vague personality of my own.
3. My personality ; self-conscious, proud bluff ; cannot believe in the existence of God.
4. My future social position ; financial difficulty after graduation in relation to marriage.
5. Physical weakness, headache, stomach trouble ; affects by choice of future occupation.
6. My future plans—Study ? Work ? Education I received is too general.
7. Future plans after graduation ; uncertain about the meaning of going to graduate school without ability.

Women—Graduate

1. I am worried about my study due to lack of coordination between what I have studied so far and what I am majoring in ; lack of perception in English though thankful for being given good opportunity to study.
2. Retrospection concerning the uncertain attitude toward learning as a graduate student.
3. Uncertainty concerning my course of study ; need of scholarship aid to study more.

Men—Freshmen

1. I have too strong self-esteem, easily feel inferior and am disturbed by this complex. I feel guilty because I entered ICU in spite of being accepted by another school.
2. I fear to find employment because I had TB for three years.
3. I feel a language handicap ; I want to talk with my Adviser about this problem but my Adviser is a Non-Japanese teacher I worry about my mathematical Ability in spite of high-school major ; I am easily tired because of a long journey from my home.
4. In spite of applying for S.S., I was permitted to enter N.S. so

have no definite plan to study and cannot find my aptitude.

5. I want to be an engineer, but in this college, there is no hope to study such fields ; I have no Arbeit job.
6. I have a physical handicap-hard of hearing.
7. I do not know how to work at class and club activities ; I need much expenses for club activities so I must find Arbeit. I am afraid of having little time to study.
8. My future plan is idealistic and seems to be difficult to realize. I expected ICU to achieve such plan, but I cannot understand how to do and what to do, and cannot find a teacher who can talk with me sincerely.
9. I am too busy at club activities ; afraid of less cultivating myself ; tuition is higher than that of other National universities ; having always regard for my parents ; considering religion but no time to talk with someone.
10. Financial problems ; at present most of expenses of life depend on my mother's earning ; vocational choice indefinite ; lack of manliness ; what is the ideal human society ?

Men—Sophomore

1. I have no problem but wish to know what universities in the United States are good for my plan.
2. Inadequate glasses.
3. Financial condition which makes me commute three hours ; Arbeit. Uncertain about my ability to get hold of the club of which I am Captain.
4. I have an inferiority complex ; lack of study ; unskillful in talking ; self-deception for pretending to have no problems.
5. Desire to have more things to make life more enjoyable and pleasant in this capitalistic society. This thought sometimes bothers me for being so materialistic.
6. Lack of place to heighten culture-reading, discussion, music, etc. Short of time for engineering majors while humanities majors are free which is hard for circle club activities.

Men—Junior

1. In order to actualize my own ideal, I must have full strength of my ideal. Sometimes I feel I weaken. I really know the lack of self-confidence.
2. You can't understand my problems.
3. I love a person whom I must not love, so I can't marry her. Then, I have no hope in the future.
4. I feel anxiety about my religious life, how to live as a Christian.
5. I have a conflict of extracurricular activities and scholastic activities.
6. I feel appreciation for getting a higher education, but in the background my parents, brothers and sisters work hard. I am embarrassed by the conflict whether to go on to a graduate school or should I go to business? I feel deeply my hard load as they love me more and more.
7. If I could talk with anyone, I'd have no more trouble.
8. In my personality, I feel lack of cooperativeness in a social life; tend to be nervous being weak physically. I wish to sleep fast at night without any disturbance in my thinking.

Men—Senior

1. I lack a unique personality; cannot stand on reality. I have financial and mental problems concerning the graduate program.
2. Graduation thesis; uncertain if I can accomplish my desire.
3. Is the general education system at ICU really necessary?
4. My problem is the loss of weight; too much smoking.
5. Financially it is impossible to go to graduate school but I don't want to quit studying.
6. Philosophical problems; establishment of self; establishment of western tradition in Japanese climate.

Men—Graduate

1. I am uncertain whether I can adjust to the school and social life abroad; hatred for myself for lack of love to my younger brother who left home; am worried about his future.

2. Graduation thesis, no direct guidance; lack of facilities for research. Contradiction between God's love and human love; and human love; difficulty in maintaining coherence among occupation, research, life and future home.
3. Lack of planning in study; inferiority complex concerning mental and physical condition.

XIV Comparison of Ranks of Underlined and Circled Areas with Rank of Areas in Question 2 Answers

	Rank of Underlined Items	Rank of Circled Items	Rank of Question 2* Answers
HPD	10	9	7
FLE	9	8	5.5
SRA	2	4	12
SPR	6	5	2
PPR	5	7	1
CSM	11	10	8
HF	12	11	9
MRL	3	2	5.5
ACW	1	1	4
FVE	7	3	3
CTP	8	12	10
PPS	4	6	11

Correlations (Rank-difference)

	Correlation
Rho (underlined and circled)	.826
Rho (underlined and question 2 answers)	.072
Rho (circled and question 2 answers)	.379

The rank-difference correlation of .835 between the ranks of the underlined and circled items, indicate that both methods reveal very similar aspects of student problems. The low correlation of .072 between the underlined items and the problems suggested in the answers to question 2, shows that the students chose to

* Question 2: "State your most important Problems in your own words."

select other problems for emphasis when writing about them in their own words. The correlation of .379 between the circled items and the answers to question 2 strengthen this conclusion by revealing the advantage of the circling method over the underlining method—its correlation to question two answers being much higher.

XV Attitude of Students Toward the Check List

After students completed the first two parts of the Check List, i. e. underlining problems which troubled them, and circling the problems which troubled them most, they were ready for the third step. The third step consisted of answering the following four questions:

- #1. Do you feel that the items you have marked on the list give a wellrounded picture of your problems? ____ Yes ____ No.
- #2. How would you summarize your chief problems in your own words? Write a brief summary.
- #3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? ____ Yes ____ No.
- #4. a. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff? ____ Yes ____ No.
b. If so, do you know the particular person(s) with whom you would like to have these talks? ____ Yes ____ No.

On the next pages will be found the answers to questions #1, #3, #4 a and #4 b.

Random samplings of the answers to question #2 were tabulated from each of the five student classes. These will be found on p. 175 ff.

1 Responses to Question #1

"Do you feel that the items you have marked on the list
give a well rounded picture of your problem?"

	Men	Women	M+W	%
Freshmen				
Yes	81	74	155	79%
No	20	12	32	16%
Indefinite	4	4	8	5%
Total	105	90	195	100%
Sophomore				
Yes	33	33	66	79%
No	17	12	29	16%
Indefinite	1	4	5	5%
Total	51	49	100	100%
Junior				
Yes	20	21	41	52%
No	14	20	34	44%
Indefinite	1	2	3	5%
Total	35	43	78	100%
Senior				
Yes	14	19	33	52%
No	9	14	23	37%
Indefinite	2	5	7	11%
Total	25	38	63	100%
Graduate				
Yes	4	5	9	64%
No	2	3	5	36%
Total	6	8	14	100%
Grand Total	450			

2 Responses to Qudstion #3

“Have you enjoyed filling out these answers:
do you think it has been worth doing?”

	Men	Women	M+W	%
Freshmen				
Yes	65	64	129	65%
No	31	19	50	25%
Indefinite	9	7	16	10%
Total	105	90	195	100%
Sophomore				
Yes	16	19	35	36%
No	30	21	51	51%
Indefinite	5	9	14	14%
Total	51	49	100	100%
Junior				
Yes	19	20	39	50%
No	14	20	34	44%
Indefinite	2	3	5	6%
Total	35	43	78	100%
Senior				
Yes	7	14	21	33%
No	14	19	33	52%
Indefinite	4	5	9	15%
Total	25	38	63	100%
Graduate				
Yes	1	4	5	35%
No	5	4	9	65%
Total	6	8	14	100%
Grand Total	450			

3 Responses to Question #4 a

"If the opportunity offered, would you like to talk over any of these problems with someone on the college staff?"

	Men	Women	M + W	%
Freshmen				
Yes	64	62	126	64%
No	33	26	59	30%
Indefinite	8	2	10	6%
Total	105	90	195	100%
Sophomore				
Yes	22	16	38	38%
No	24	26	50	50%
Indefinite	5	7	12	12%
Total	51	49	100	100%
Junior				
Yes	8	18	26	33%
No	22	20	42	53%
Indefinite	5	5	10	14%
Total	35	43	78	100%
Senior				
Yes	11	19	30	47%
No	10	14	24	38%
Indefinite	4	5	9	15%
Total	37	38	63	100%
Graduate				
Yes	3	2	5	35%
No	3	6	9	65%
Total	6	8	14	100%
Grand Total	450			

4 Responses to Question #4 b

“if so, do you know the particular person(s)
with whom you would like to have these talk?”

	Men	Women	M + W	%
Freshmen				
Yes	37	22	59	30%
No	39	51	90	46%
Indefinite	30	17	47	24%
Total	106	90	196	100%
Sophomore				
Yes	17	13	30	30%
No	21	22	43	43%
Indefinite	13	14	27	27%
Total	51	49	100	100%
Junior				
Yes	10	22	32	41%
No	10	10	20	26%
Indefinite	15	11	26	34%
Total	35	43	78	100%
Senior				
Yes	10	21	31	49%
No	5	8	13	20%
Indefinite	10	9	19	31%
Total	25	38	63	100%
Graduate				
Yes	5	2	7	50%
No	0	3	3	21%
Indefinite	1	3	4	29%
Total	6	8	14	100%
Grand Total	450			

XVI Implications for Advisers

1 Implications for Advisers from List of 100 Highest Checked Items

There are many problems in the list of the one hundred highest checked items which will be of interest to Advisers. Among these, the following may be of special interest :

Areas	Number Students Check- ing Item	Description of Item
Adjustment to College Work (ACW Area)	114	*Have no confidence in their abilities
	113	Felt they are unable to concentrate well
	93	*Felt they have a poor background for some subjects
	85	*Feel they are weak in language study
	79	Feel easily distracted from their work
	72	Indicate they are slow in reading
	69	Indicate they are slow in mathematics
	63	Do not know how to study effectively
	63	Have a problem in not knowing how to study effectively
	58	*Admit they are not spending enough time in study
	52	Feel they are not smart enough in scholastic ways
Future Plans (FVE Area)	148	State they are anxious about future plans
	137	*Feel a need to know their vocational abilities
	92	Expressed a need for a job during vacation
	82	*Are worrying about starting their future vocational life
	65	Doubted the wisdom of their vocational choice
	62	Felt a need to plan ahead for the future

Areas	Number Students Check- ing Item	Description of Item
Morals and Religion (MRL Area)	114	Want to know the Bible and other religious books
	102	*Expressed a wish to feel close to God
	87	Felt a contradiction between the real way of life and the ideal way
	72	Felt they were not being as honest as they should be
	72	Do not know what to believe about God
	63	Felt they are weak in Faith
	57	Doubt the value of religious functions
Health Problems (HPD Area)	144	*Feel that they get tired easily
	113	Indicate that they do not get enough exercise
	71	Realize that they are either underweight or overweight
	63	Have weak eyes
	55	Are not as strong and healthy as they feel they should be
Curriculum and Teaching Procedure (CTP Area)	98	Would like to learn music and painting
	82	Feel there are not enough chances to talk to teachers
	57	Find they are forced to take courses they don't like
	57	Indicate they are forced to take courses they don't like
	57	Are dissatisfied with the credit system
Courtship and Marriage (CSM Area)	68	Express a wish to date the opposite sex fairly
	52	Feel that there are no suitable ways of having dates
	52	Are wondering if they will ever find a suitable mate
Social- Psychological Relations (SPR Area)	125	*Students are seeking a real friend
	102	*Indicate that they feel inferior

* Items which are also circled to indicate "problems which are troubling you most."

2 Based on replies to Questions #1, #3, and #4.

i. *General attitude of the students toward the problem check lists*

More than half of the students in each class gave an affirmative reply to question 1 indicating that the items gave a well rounded picture of their problems:

Class	Responded Yes
Freshmen	79%
Sophomore	66%
Junior	53%
Senior	52%
Graduate	64%

The response to question 3 was not quite as enthusiastic. In this question, they were asked: "Have you enjoyed filling out these answers, do you think it has been worth doing?"

Class	Responded Yes
Freshmen	72%
Sophomore	40%
Junior	54%
Senior	39%
Graduate	35%

ii. *Students who desire an opportunity to talk over their problems with a faculty member*

In response to question 4 a, "If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?", a large number of students expressed a desire to do so.

Class	Responded Yes
Freshmen	64%
Sophomore	50%
Junior	33%
Senior	47%
Graduate	35%

iii. Students who lack acquaintance with an Adviser

Question 4 b, read as follows. "If so, do you know the particular person(s) with whom you would to have these talks?"

In the response to this question, the following percentage of students said No :

Class	Responded No
Freshmen	47%
Sophomore	43%
Junior	25%
Sonior	20%
Graduate	21%

One can account for the large percentage of freshmen who have not become acquainted with their Advisers, and who feel that they do not know any particular person with whom they might like to discuss their problems. Sophomores are often given new Advisers, especially when they change their choice of a major curriculum.

For the rest of the students, the reason they do not know such a person, is not so clear. They may have problems which they feel are boyond the realm of their own Adviser of course, but one would expect them to be able to get information about someone to whom they could go for counseling from their Adviser.

A Central Counseling Office to which students might go at any time would help to meet this need.

XVII Comparison of the Ten Highest Ranking Items*
with Doshisha and Tokyo Universities

1 Ten Highest Ranking Items

Item Number	Rank in ICU	Rank in Doshisha University	Rank in Tokyo University
74	1	5	9
159	2	4	
50	3	2	
1	4		
230	5		
168	6		
139	7		
80	8	1	2
57	9		
102	10		

Thus among the top ten ranking items at ICU, four of them are also found among the top ten of Doshisha University, and two among the top ten at Tokyo University. These items are:

- # 74....Desire to improve my mind
- #159....Can't grasp my real self image
- # 50....Feeling anxious about the future
- # 80....Seeking a real friend

* As reported on p. 11 of "Mooney Problem Check List Report 1961",
Doshisha University

2 Rank of Areas of the Responses to Question 2

Question 2: "How would you summarize your chief problem in your own words?"

Rank at ICU	Rank at Doshisha*
1. PPR—Personal Psychological Relations	1. ACW—Adjustment to College Work
2. SPR—Social Psychological Relations	2. SPR—Social Psychological Relations
3. FVE—Future (Vocation-Education)	3. CSM—Courtship, Sex, Marriage
4. ACW—Adjustment to College Work	4. HPD—Health, Physical Development
5.5 MRL—Morals and Religion	5. PPR—Personal Psychological Relations
5.5 FLE—Finance, Living Environment	

Observations

- 1 Problems *common* to students in *both* universities found in these areas :
 - a. Personal Psychological Relations
 - b. Social Psychological Relations
 - c. Adjustment to College Work
- 2 Problems *ranking high* at ICU having a *lower rank* at Doshisha :
 - a. Future: Vocation and education
 - b. Moral and Religious Life
 - c. Finance and Living Environment
- 3 Problems *ranking high* at Doshisha having a *lower rank* at ICU :
 - a. Courtship, Sex and Marriage
 - b. Health, Physical Development

* Op. cit. 1961 Report Doshisha University p. 21

3 Comparison of Average Number of Underlined and Circled Items

Comparison of Average Number of UNDERLINED Items

Area	Doshisha *		ICU	
	Rank	Average Number	Rank	Average Number
ACW	1	5.47	1	4.29
SRA	2	4.49	2	4.15
CTP	3	4.40	8	2.16
PPS	4	3.55	4	3.76
PPR	5	3.53	5	3.36
SPR	6	3.41	6	3.32
MRL	7	3.00	3	3.85
FVE	8	2.89	7	2.83
CSM	9	2.39	11	1.68
HPD	10	2.27	10	2.03
FLE	11	1.85	9	2.13
HF	12	1.28	12	1.39

Comparison of Average Number of CIRCLED Items

Area	Doshisha **		ICU	
	Rank	Average Number	Rank	Average Number
ACW	1	0.88	1	0.86
SRA	2	0.72	4	0.62
SPR	3	0.68	5	0.58
CTP	4	0.68	12	0.15
FVE	5	0.59	3	0.66
PPR	6	0.55	7	0.47
PPS	7	0.52	6	0.48
MRL	8	0.50	2	0.82
CSM	8	0.49	10	0.33
HPD	10	0.47	9	0.40
FLE	11	0.36	8	0.46
HF	12	0.23	11	0.26

* p. 5 Op. cit.

** p. 8 Op. cit.

XVIII Observations of Some of the Findings

1 Comparisons with the Findings at Doshisha University-1961 data :

In seven, or fifty-eight percent of the *Underlined* Problem Areas, Doshisha University and ICU have a common rank. These areas with their ranks are :

- Rank 1 Adjustment to College Work
- 2 Social and Recreational Activities
- 4 Politics, Philosophy, Student Activities
- 5 Personal Psychological Relations
- 6 Social Psychological Relations
- 7 Home and Family
- 10 Health and Physical Development

In the *Circled* Problem Areas, however, there is only one area with a common rank, the area of Adjustment to College Work which is the first ranked problem in both universities.

There are two circled problem areas in which there is a wide discrepancy between the findings in the two universities. These are :

First, the area of Moral and Religious Life problems which has a high rank of two at ICU but only a rank of eight in the findings at Doshisha University.

Secondly, the area of Curriculum and Teaching Procedure, has the lowest rank or twelve at ICU, but at Doshisha University has a rank of four.

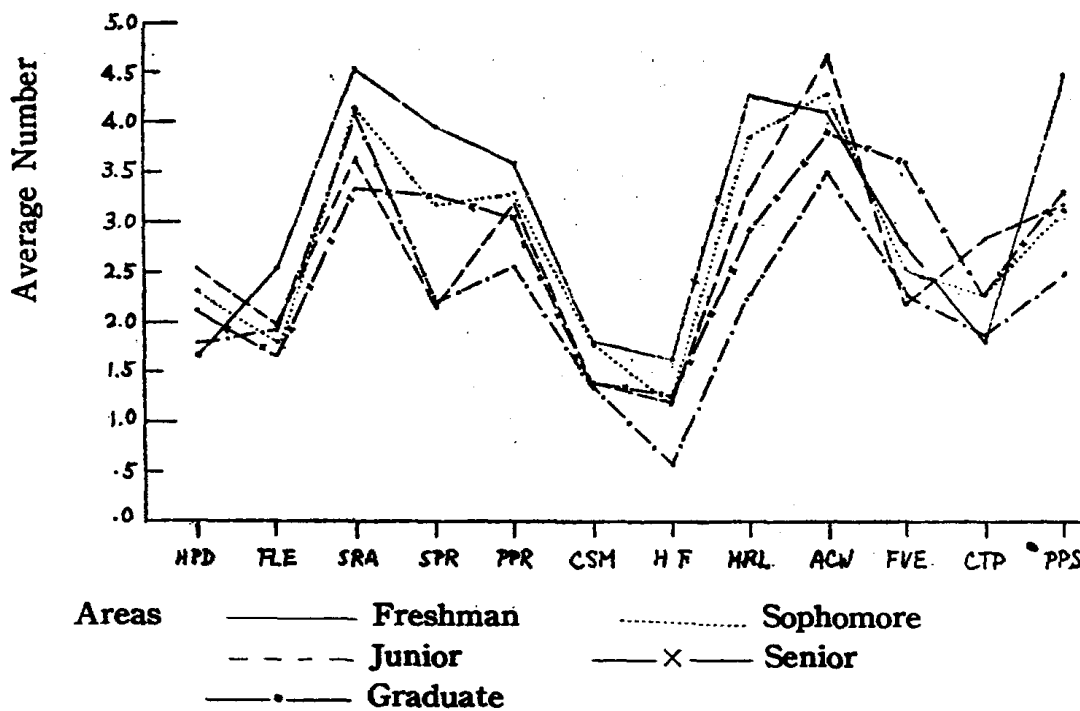
2 General Comments :

This study revealed various levels of student problems: those which troubled students and were underlined by the students on the Check List ; those which were of a more serious nature and were circled as "troubling most"; and finally those which were revealed in the summary of the answers to Question 2 at the end of the Check List.

(Professor of Educational Psychology)

XIX Appendix

1. Average Number of Underlined Items, ICU, 1961



2. Average Number of Circled Items, ICU, 1961

