

## The September 1964 Influx—Who Are They? Why Did They Come?

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In September each year, the International Christian University welcomes a new group of Non-Japanese students. In 1964, this group numbered one hundred students. As we think of them, several questions come to mind. Why did they come? Who are they? Are they mostly men or women? Are they older than the regular students enrolled in the university? To which university class do they belong? In which division of the university do they choose to study? What religious affiliation do they have? Have they ever left their home country before, or is this their first trip abroad? What aroused their interest in ICU?

The following data will give some answers to these questions. First, let us look at the distribution among the classes in the university to which they belong:

Classification of Non-Japanese September 1964 Students by Class

	Freshmen	Sophomore	Junior	Senior	Graduate	Special	Total
1 Year Regular	4		3		1		8
Regular	15						15
*JYA			18				18
Transfer	1		4				5
Special	10		1	1	13	3	28
Graduate					6		6
University of California			15	5			20
Total :	30		41	6	20	3	100

\* Junior Year Abroad

The *one year regular* classification is given to those students who come for one year. Some of them may change their status to *regular* at the end of one year. The *regular* classification is given to freshmen who are degree candidates.

The classification of *special* refers to those undergraduate students who because of their previous academic record, could not be admitted as regular students. Special graduate students are those who enrolled to carry on a special program.

The JYA classification refers to those students who come for their Junior year abroad. Of the twenty students from the University of California, fifteen are Juniors, bringing the total Junior group to forty-one.

Ten nationalities are represented in the group, the largest being American or seventy percent, while the Chinese have the second largest group, or thirteen percent. Germany, Indonesia and Turkey have one student each. One student is classified as stateless.

The division by sex shows fifty-five percent are women and forty-five percent are men, distributed as follows :

	Women	Men
1 year regular	5	2
Regular	6	7
J. Y. A.	11	7
Transfer	4	2
Special	14	15
Graduate	2	4
Univ. of California	13	7
	55	45

The total Non-Japanese enrollment at ICU at present is 174, 91 or fifty-two percent being men, and 83 or forty-eight being women. This compares well with the Japanese student enrollment of 534 men or fifty-three percent, and 459 women, or forty-seven percent.

It is interesting to note the age range of this group, the youngest student being seventeen, while the oldest is fifty-one.

Age-Distribution  
Non-Japanes Students September 1964

	Age Range	Median
1 yr. Regular	17—26	20
Regular	17—21	19
JYA	18—24	20
Transfer	19—28	21
Special	17—51	26
Graduate	22—29	26
Univ. of California	18—27	20

The following data gives the distribution according to Divisions in the curriculum. Many special students as well as others, come to study the Japanese language which brings the distribution to more than one-third or thirty-six percent of the entire group.

Classification of Non-Japanese Students September 1964 by Division

	Lang- uage	Natural Science	Social Science	Huma- nities	Educa- tion	Public Adminis- tration	Unclas- sified	Total
1 Yr. Re- gular	2	1	2				2	7
Regular	2	5	4	2			2	13
J. Y. A.	4		6	6			1	18
Transfer	3	2	1				3	7
Special	20	2	1	2	1			29
Graduate					2	4		6
Univ. of Calif.	5	5	9				1	20
	36	15	23	10	4	4	9	100

*Classification by Religious Affiliation*

Non-Japanese Student September 1964

The following data indicates that seventy-seven percent of these students are Christian. Twelve percent failed to indicate any religious affiliation while eight percent checked the column "No Religion".

Religious Affiliation

	Christian	Jewish	Moslem	No Religion	Omitted Reply	Total
1 Year						
Regular	6	0	0		1	7
Regular	10	0	0	3	0	13
J. Y. A.	16	1	0	0	1	18
Transfer	5	0	0	1	1	7
Special	25	0	1	0	3	29
Graduate	5	0	0	1	0	6
Univ. of Calif.	10	1	0	3	6	20
Total :	77	2	1	8	12	100

*Classification by Nationality*

Non-Japanese Student September 1964

The following classification by nationality indicates that seventy percent of the students are American. The Chinese have the second largest group or thirteen percent. For the first time, a student from Turkey has enrolled.

Non-Japanese Students  
in Class



## Classification by

University class	African	American	British	Canadian	Chinese
1 Year Regular	1	4			1
Regular		3	1		6
J. Y. A.		18			
Transfer		3			2
Special	1	21	1	2	2
Graduate		2			2
Univ. of Calif.		19		1	
Total.	2	70	2	3	13

According to the following data, forty-three percent had no previous experience outside of their own country. Fifty-seven percent indicated that twenty-two countries had been visited by

## Travel Experience Non-Japanese

Group	Africa	Brazil	Canada	Ecuador
1 Yr. Regular	1		1	
Regular				
J. Y. A.			3	1
Transfer			1	
Special		1	3	
Graduate			2	
Univ. California			1	

Group	Japan	Korea	Malaysia	Mexico
1 Yr. Regular	1			1
Regular				
J. Y. A.	5			3
Transfer				
Special			1	2
Graduate		1		1
Univ. California				

## Nationality

Filipino	German	Indonesian	Korean	Stateless	Turkish	Total
2	1			1		7
						13
						18
		1	1			7
			1		1	29
2						6
						20
4	1	1	2	1	1	100

the total group, several indicating more than country or area. Travel to Canada and Europe was most popular.

## Students September 1964

England	Europe	Far East	Guam	Hong Kong	Indonesia
	1				
	1				
	3				
	2				
	7	1	1	3	
2	5				1

  

Middle East	Okinawa	Peru	Philippines	Taiwan
	1			1
		1		
1				
2			1	1
				2

175 The September 1964 Influx—Who Are They ? Why Did They Come ?

Group	Thailand	U. S. A.	West Indies	No Previous Travel outside home country
1 Yr. Regular				4
Regular				11
J. Y. A.	1			9
Transfer				1
Special		4	1	3
Graduate		2		3
Univ. California				12
	1	6	1	43

A study of vocational goals given by the group reveals some interesting facts. More than one-third, or thirty-eight percent have teaching as their goal. Foreign service ranks second as a

Vocational Goals Non-Japanese Students

	Artist	Business	Chemist	Engineer
1 Yr. Regular			1	
Regular	1	1	1	1
J. Y. A.				
Transfer				
Special	2	2		2
Graduate				
Univ. Calif.				
	3	3	2	3

	Medicine	Ministry	Missionary	Radio
1 Yr. Regular				
Regular		1		
J. Y. A.			1	
Transfer				1
Special	1	3	6	1
Graduate				
Univ. Calif.			2	
	1	4	9	2

choice by fifteen percent. There were nineteen different vocations chosen by these one hundred students, indicating a wide distribution of interests.

## September 1964

Foreign Service.	Gov't	Interpreter	Journalism	Law	Librarian
1			1	1	
			1	1	
7			1	1	
1					
1	1		1		1
5		1		2	
15	1	1	4	5	1

Research	Social Work	Teacher	Theatre	Writer
1		7		1
1	2	3		
		6		1
	1	4		
		6	1	
		5		1
2		7		
4	3	38	1	3



Reasons Given for  
Non-Japanese Students

	1 Yr. Regular	Regular	JYA
• Number in each group	7	13	18
1. Academic Strength of ICU			3
2. *AFS Experience			2
3. Attention Given to Foreign Students	1		
4. Christian University	2	4	5
5. Dormitory Facilities	1		
6. Equipment good	1		
7. Expenses reasonable		1	
8. Father employed		1	1
9. Father U. S. Armed Forces	2	2	4
10. Fine campus			
11. Good teachers	2	1	
12. High Ideals and Standards of ICU		2	2
13. Husband in Japan			
14. Interest aroused by :			
Former ICU Student			1
AFS student			
Home Church			1
People to People Program			1
Teacher			1
Youth Conference			2
Work Camp			6
15. Internationalism at ICU	2	3	12
16. Marriage plans			1
17. Relative here			
18. Scholarship grant		3	
19. Size of ICU (Small)		2	1
20. Study of :			
Japanese Culture	3	1	12
Japanese Language	2	2	5
Vocational Goal Subjects	1		
21. Travel with a purpose			
22. Visit to land of my ancestors			2
Total :	16	22	62

\* American Field Service

The September 1964 Influx—Who Are They ? Why Did They Come ? 178

Coming to ICU

September 1964

Transfer	Special	Graduate	Univ. of Calif.	Total
7	29	6	20	100
		1		4
				2
				1
1	2	3		17
				1
				1
		1		2
1	3			6
	2			10
	1	1		5
	1	2		7
	1			1
				1
			1	2
				1
				1
				2
				6
1	4	2	2	26
				1
1				4
2				4
				1
1	8	1	6	32
1	19	2	6	37
		3		4
				2
	1			1
8	42	16	15	181

Why did these one hundred students come to International Christian University this year? The preceding data (p. 9~10) indicates thirty-one reasons. seven of these were due to interest which was aroused by contacts with other persons or in work camps and youth conferences. The highest number of students gave as a reason the study of the Japanese language and culture. The idea of internationalism at ICU received third place. Of course several students indicated more than one reason, a total of 181 reasons being listed.

The information that these students have traveled in twenty-two countries should prove of high value to the International Cultural Exchange Club on the campus.

Some students wrote at greater length giving reasons for their application to International Christian University. The following four students selected at random, are examples of those who wrote a paragraph or two on the application form in answer to the request to "State fully why you wish to enter I. C. U."

### *Reasons for Coming to ICU*

Selected at random from 100 application blanks of  
Non-Japanese Students September 1964

"ICU is a Christian university; it will train and mould me into a true Christian, understanding more fully the principles of Christianity and of life. Secondly, being an international university, I will have chances to meet people from all places in ICU and to know more about them. Moreover, ICU is a university of high academic standard. I will be under the guidance of good professors who will broaden my knowledge, stimulate my awareness and strengthen my courage to face various fortunes in life."  
(Chinese applicant, Regular)

"I was born in Japan, returned to Taiwan with parents at age 9 Then I returned after middle school to Japan. During the three

years in the Tokyo Chinese School, I got acquainted with many Japanese people, but what was the result? Very often I heard the Japanese condemn Taiwan as a kind of prison in which no liberty is given, and no conscience in their actions. What a biased view they had! Because I love Japan as much as the Japanese do. I don't want any of them to misunderstand my country. Last September I returned to my country again and entered the National Taiwan University. Here Japan is hated throughout the whole country. Although I have tried to let my native people understand the bright sides of Japan, my efforts were not rewarded and on the contrary, I got the name of traitor. In former times, I thought only language could make profound appreciation of each other, but now I realize there is another important factor, namely, all men are equal before God." (Chinese applicant, Transfer)

"I have always wanted to visit the land of my forefathers and to live among the people with whom I share a common heritage. I have recently developed a strong interest in Asian societies. I believe that much of the future of the world depends on understanding other people and cultures. I feel it is my responsibility to begin to do my share. I am convinced that the cosmopolitan, democratic, Christian and intellectual atmosphere of ICU will help me work toward these goals." (American applicant, Graduate Special)

"When an accident interrupted my schooling, I became good friends with a pen pal in Japan. We wrote to each other often, and I became interested in Japan in general. This awakening in my mind to the many things concerning Japan, prompted me to learn the Japanese language while I was at home (by recordings). Then one thing led to another . . . and last year I had the good fortune to visit Japan. I realized then that if I was to teach Japanese proficiently, the only solution would be to learn it at a college or university in Japan. This trip to Japan opened my eyes

completely to the situation and also, it was beneficial in so many other ways. My ambition is to learn this language properly, and thus become a good teacher and pass it on to others here in Australia." (Australian applicant, Special)

### *Implication of the Finding*

The September influx of new students varies greatly from the incoming group of students in April, the beginning of a university year. Most of the latter group are freshmen who have just recently graduated from high school. Nearly two-third of the September group are upper classmen of Junior rank or above. They have an academic record covering from two to four years of college work. It requires more preparation for the Adviser to counsel these students before registering them for courses which will meet their needs in the light of their previous academic program. Their Advisers should have an opportunity to read the academic records plus any other pertinent data found in the application folders of these students. The majority of the application folders are ready before the Spring term closes in July.

The fact that a large percentage of the September group is Christian, (77% this year), should prove a decided challenge to those in charge of the religious programs on the campus. Plans could be made to include them in the Fall Religious Retreat usually held a few days prior to the Orientation Program.

The fact that these one hundred students have traveled abroad in twenty-two countries should prove valuable to the International Cultural Exchange Student Club on the campus. Although only one new nation was added this fall to the list of countries from which students came, there were new students from ten countries.

A study of the vocational goals indicated by the students will aid the Adviser in registration counseling. Have we fully considered the kinds of experiences these students should have in the light of their goals? More than one-third of the group this year

indicated teaching as their goal. Provision could be made for this group to visit both the elementary and the high schools in Mitaka, perhaps at the time the ICU students are engaged in the Student Teacher Program each Spring.

Other findings indicate suggestions for the structure of the Orientation program. Mature, upper classmen ought to be assigned to the older members of the group as tomodachi as often there is a wide variation in age between the tomodachi and his "assigned" new student.

A series of interesting meetings could be planned to include the history of ICU, its present and future goals and plans, lectures and films on the culture of Japan,

This year, the overnight trip planned for the new students together with their tomodachi, did not receive the support of the group, for less than half, or forty-two percent, attended. The following data indicates the distribution of absentees.

Participation of Non-Japanese September 1964 group  
in the Orientation Program, September 23-24, 1964

Total number in the Non-Japanese group .....	100
Total number attending Orientation Trip .....	42
Number absent.....	58

Distribution of Absentees

	Total Number	Absent	% absent
1 Year Regular	7	3	42%
Regular	12	5	41%
J. Y. A.	18	6	33%
Transfer	7	3	42%
Special	30	23	74%
Graduate	6	5	83%
University of California	20	13	65%
	100	58	

The program of the overnight trip includes opportunities to get better acquainted with the Japanese tomodachi, the new students from other countries, to travel to another part of Japan, and to have small discussion groups about life at ICU, the culture and life in Japan. A glance at the reasons given by the group (see page 177, 178) for coming to ICU indicates that a majority wanted to know more about the Japanese culture and internationalism. Why then, did they not take the opportunity to have an experience which would have given them insights and some answers to their questions?

A questionnaire was sent to the 53 students who did not attend, asking them to give a reason for their absence. Replies were received from 25 or 43% of the absentees giving the following information:

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Reasons	Students giving this answer
1. Could not be absent from classes .....	10
2. Illness .....	4
3. Had "Arbeit" commitments .....	3
4. Family responsibilities .....	2
5. Did not arrive until September .....	2
6. Went on another trip to Hakone.....	1
7. Could not pay the cost of the trip.....	1*
8. Too fatigued, needed rest .....	1
9. Overslept .....	1
10. Never had any communication with tomodachi.....	1

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\* Special scholarship student; others had paid for this at time of the registration.

Some of the above reasons would indicate that perhaps the overnight program should be held earlier before students get too involved in their classwork or in the Arbeit program. The specific date chosen each year September 23rd. is used because it is a national holiday, otherwise it would necessitate two days of absence from the campus.

At the beginning of this article, questions were raised about the group of one hundred students as they came to ICU. At the close, questions come to mind about their growth and experiences during the time they are students here. Have we helped them to meet their needs as expressed in the reasons given for coming ? Have we introduced them to an international approach to problems ? As they think of ICU in the future, will they remember it as a Christian and international university ? Did the frequent contacts with other students, faculty and administration make them feel a part of the ICU family ? Are they aware of ICU's avowed purpose of educating youth for "service to God and humanity in an ever evolving world?" Will they make a contribution to the emerging democracies from which they come ? Many of these answers are intangible, but the questions remain. We need to continue to think about them and seek answers as we continue to invite and accept new non-Japanese students each year.

At the close of the Fall term in November, these students achieved the following grade point averages :

Group	Grade Point Average
1. Graduates	3.18
2. California	3.06
3. One Year Regular	2.94
4. Transfer Students	2.81
5. Junior Year Abroad	2.75
6. Regular Special	2.40