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A STUDY OF INSTITUTIONS FOR THE UNDER-PRIVILEGED
WITH REFERENCE TO ESTABLISHING A CHRISTIAN VILLAGE
IN KOREA FOR ORPHANS AND UNDER-PRIVILEGED CHILDREN

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TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	2
A. The Problem	4
B. How to Solve the Problem	5
C. Sources Available for the Study	6
CHAPTER I	
A Special Study of the Children's Village at Dobbs Ferry-on-Hudson in the State of New York	
Introductory Statement	9
A. Purpose of the Children's Village	9
B. A Brief History of the Children's Village	9
C. The Departmental Organization of the Chil- dren's Village, the Function of Each De- partment, and the Personnel	12
1. Board of Directors	12
2. The Managing Director	12
3. Student Guidance Committee	12
4. Educational Department	12
5. Welfare Department	13
6. Clinic Department	13
7. Executive Department	14
8. Business Department	15
9. Extension Department	15
D. Educational Programs of the Children's Village	15
1. Faculty	16
2. Groupings	17
3. Academic and Vocational Training	18
4. Religious, Recreational and Social Ac- tivities	19
a. Religious Activities	19
b. Recreational and Social Activities	20
E. Placement Figures for the Year 1936	21
F. Summary of the Work	22
CHAPTER II	
Establishment of a Christian Village in a Rural Community in Korea	

Feb. 25, 1942

PZ464

	<u>Page</u>
Introduction	25
A. Standing Committees	28
1. Finance Committee	28
2. The Committee on Organization, Supplies, Buildings and Development	29
3. The Committee on Admission and Discharge	30
4. Executive Committee	30
B. Financial Policy	30
C. Cottage Plan for the Christian Village	32
1. Location	32
2. A Plan for a Three-story Administration Building and Three Single-story Resi- dence Cottages	32
a. Grouping Children for Each Cottage	34
b. A Factory Building	35
D. Characteristics of the Inmates	35
E. The Departments and the Departmental Func- tions of the Christian Village	40
1. The Educational Department	40
Introductory Statement	41
a. Academic Division	43
b. Student Activities	46
c. Vocational Training Division	49
2. The Business Department	54
a. The Village Cooperative Store	54
b. The Village Savings Bank	55
3. The Hospital Department	55
a. The General Clinic	56
b. The Dietary	56
c. The Psychological Division	56
d. The Visiting Nurse Service	56
4. Vocational Guidance	57
Summary	58

CHAPTER III

The Christian Village as a Center of all Com- munity Activities

Introductory Statement	62
A. Educational Service Bureau	63
1. The Night School	63
a. The Primary Division	64
b. The Secondary Division	65
c. The Local Newspaper	69
B. The Social Service Bureau	69

	<u>Page</u>
1. The Visiting Doctor and Nurse Service . .	70
2. The General Clinic	71
3. The Community Church in the Christian Village	72
4. The Social Affairs and Entertainments . .	73
Summary	74
 CONCLUSION	 76
 BIBLIOGRAPHY	 80

"And whosoever shall receive one such little child in my name receiveth me: But who shall cause one of these little ones that believe on me to stumble, it is profitable for him that a great millstone should be hanged about his neck, and that he should be sunk in the depth of the sea."

Matthew 18:5-6

"And they were bringing unto him little children, that he should touch them: and the disciples rebuked them. But when Jesus saw it, he was moved with indignation, and said unto them, suffer the little children to come unto me; forbid them not; for to such belongeth the kingdom of God. Verily I say unto you, whosoever shall not receive the kingdom of God as a little child, he shall in no wise enter therein. And he took them in his arms, and blessed them, laying his hands upon them."

Mark 10:13-16

INTRODUCTION

INTRODUCTION

The reason we put so much emphasis on the welfare of children is that they are the very foundation of humanity. Without a foundation, no superstructure can be built. A building on a rocky foundation will continue for ages, while the one on a sandy foundation crumbles down to the ground. This is true with the human lives upon which God's House must be built. In view of such facts concerning the whole of humanity and its existence, we never can lay too much stress on the care of children's health, education, and, above all, religious participation and personal experience with God.

"Listen to the exhortation of the dawn!
Look to this day!
For it is life, the very life of life;
In its brief course lie all the realities . . ."¹

The life of any normal child should be like the exhortation of the dawn. Truly in his brief course of life lie all the potentialities of growth, action, beauty, vision, sorrow, and happiness. Yet all these potentialities cannot be brought forth fully to their realization

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1. Cook III, David C., The Quiet Hour, p. 5.

without the utmost care of homes and social institutions of various kinds.

A. THE PROBLEM

The field of study with which this paper is concerned is the under-privileged and the neglected children in Korea. Everyone who has visited Seoul, the capital city of Korea, must have witnessed the tragic scenes of children on the streets. Most of these children come from the slum districts of the city. They are ill-fed, thinly clad, and poorly sheltered. Eventually, their physical health breaks down. They have no opportunity to attend a school of any kind. They are not prepared to meet life's responsibilities, but must beg from house to house all the day long. Their poverty-stricken spirit is so low that it cannot resist the temptations of all sorts caused directly from their empty stomachs and evil environment.

These under-privileged and neglected children create one of the most serious social problems in Korea. They commit almost all kind of crimes known to this modern world. And their direct and indirect influences upon the school children are too great to ignore.

The increasing number of such children marks

a physical, mental, and spiritual degeneration of national life and a partial suicide of the race.

B. HOW TO SOLVE THE PROBLEM

"The stone which the builders rejected,
the same was made the head of the corner; . . ."¹

How to solve the existing problem is the purpose of this paper:

1. By providing temporary shelters, food, clothes, love, and normal environment for the neglected and dependent children.
2. By restoring health and opportunities to the children.
3. By giving them proper education.
4. By giving them vocational training.
5. By encouraging them for the higher learning.
6. By furnishing moral teaching to the children.
7. By placing them in permanent homes or respectable positions according to their vocational training.

These are the writer's immediate purposes. Yet his ultimate purposes are evangelism and the formation of the nucleus of international peace by establishing a Christian Village with the children of mixed nationalities. Thus

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1. American Revised Edition, The Holy Bible, Matt. 21:42.

the under-privileged and neglected children, like the builder's rejected stone, may become the very foundation of the new world yet unbuilt.

C. SOURCES AVAILABLE FOR THE STUDY

Very important sources were found in the Year Books of the Children's Village at Dobbs Ferry-on-Hudson in the State of New York. As the institution is one of the most outstanding and complete, so are its annual reports. The reports are so complete and thorough that they give very clear pictures of its functions and set-up. Furthermore, my visits to that institution and my interviews with its officers have thrown more light upon the situation there. The rest of the primary sources were also found in annual reports of the various institutions throughout the country. Most of them were very brief. Nevertheless, they were helpful in understanding the types of work and their common problems. Dr. G. Müller's Autobiography supplied the writer with a great amount of historical materials from his orphan asylums in London. Above all, his book reveals his untiring efforts, sacrificial spirit, and boundless faith in God. These were the secret of success in his work. This book should be read by every Christian worker in order to see how faith and good works go together.

Not many of the secondary sources were available. Edwin Markham's book on Children in Bondage mainly deals with child labor and their protection from being the prey of factory owners. Jane Adams' book on The Spirit of Youth and the City Streets is mostly concerned with the moral problems of youth, with, especially, reference to the under-privileged youngsters. Mr. H. W. Thurston's book on The Dependent Child gives historical summaries of the institutions for the dependent children in the City of New York.

CHAPTER ONE

A SPECIAL STUDY OF THE CHILDREN'S VILLAGE

AT

DOBBS FERRY-ON-HUDSON IN THE STATE OF NEW YORK

CHAPTER ONE

A SPECIAL STUDY OF THE CHILDREN'S VILLAGE AT DOBBS FERRY-ON-HUDSON IN THE STATE OF NEW YORK

INTRODUCTORY STATEMENT

This chapter is devoted to the study of the departmental organization of the Children's Village, the function of each department, the personnel connected with the institution, its educational programs for the children, and its growth and continual development.

A. PURPOSE OF THE CHILDREN'S VILLAGE

The purpose is to provide a temporary or permanent home, an education, and vocational training according to their desires and talents. Also, it is to provide treatment in the corrective development of unadjusted children committed to its care by parents' or guardians' wish or by the order of the court.

B. A BRIEF HISTORY OF THE CHILDREN'S VILLAGE

On October 8th in 1849, the State of New York appointed Benjamin F. Butler, Robert M. Hartley, Luther

Bradish, J. B. Collins, Apollos R. Wetmore, Thomas Denny, and Frederick S. Winston to consider the expediency of establishing a permanent Juvenile Asylum. In the early part of the year 1850, Hon. Albert Gilbert introduced a bill to establish such an asylum. A month later those who were interested in such an institution met at the office of Hon. S. Woodhall, Mayor of New York City. At this meeting, the proposed act of the New York Juvenile Asylum was drafted. In 1851, the institution was incorporated by an act of the legislature. Hon. Luther Bradish was appointed as the president of the asylum. At that time, he was also the president of the American Bible Society, and Lieutenant Governor of New York. In 1853, by the efforts of volunteers, fifty thousand dollars in subscriptions were collected. On July 1st, the New York Juvenile Asylum opened at 109 Bank Street with fifty-seven children.

In 1901, the asylum purchased a farm of two hundred and seventy-seven acres near Dobbs Ferry. In 1905, after completing cottages and school buildings, the population of the asylum moved to the present Village. By then the population of the Village had increased to three hundred and sixteen.

In 1920, the Supreme Court of Westchester County authorized the New York Juvenile Asylum to assume the

name of the Children's Village from the 15th day of June.

During the period from 1926 to 1939, many more departments and educational activities were added to the program of the Village. Namely, in 1926, the Girls' Department opened. In that same year, the National Training School opened. About nine more buildings were erected. Camp Ta-la-hi was dedicated in June, 1935. In 1939, the Children's Village was admitted as a middle High School to the University of the State of New York.

"On the last day of September, 1939, our family numbered 334 boys and 39 girls. These young people also will move on within the next few months carrying the traditions of the Children's Village into their surrounding community life."¹

During the past eighty-six years, the Children's Village has taken care of forty-eight thousand, eight hundred and thirty-two boys and girls. Since 1853,

"some 48,832 boys and girls have been returned to their home communities better prepared for the responsibilities which they faced, because of the influences of this organization."²

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1. L. Faulkner, The Year Book of 1939, p. 12.
2. Ibid.

C. THE DEPARTMENTAL ORGANIZATION OF THE
CHILDREN'S VILLAGE, THE FUNCTION OF
EACH DEPARTMENT, AND THE PERSONNEL

1. Board of Directors is composed of the president, first vice-president, second vice-president, third vice-president, Secretary, Treasurer, Assistant Secretary, Assistant Treasurer, and twenty-two Directors.

2. The Managing Director is directly responsible to the Board of Directors. The cabinet is composed of the Managing Director, as its chairman, the Executive Superintendent, the Director of Clinic, the Director of Education, and the Business Manager.

3. A Student Guidance Committee is composed of a Psychiatrist, as its chairman, Executive Superintendent, Education Director, Social Service Director, Welfare Director, Dean of Girls, and Secretary. The function of this committee is to exchange knowledge of the child with a view to planning his program. And furthermore, it is to correlate the treatment by departments and to bring the definite purpose of the Children's Village to the child, so that he may have constantly a clear view of what is expected of him while he is in the care of the institution.

4. The Educational Department is composed of

the Director of Education, the Assistant Principal, its Secretary, the Record Clerk, the Academic Teachers, and the Vocational Shop Instructors. Its purpose is to provide educational training. The purely academic side as well as vocational training are given according to the interest and skill of the pupil.

5. The Welfare Department is composed of the Welfare Director, a Secretary, a Boy's Counsellor, a Girl's Counsellor, Music Teachers, and Club Leaders. Its purpose is to provide religious, cultural, physical, social, and recreational training. It is also for the purpose of encouraging the maintenance of congenial comradeship and a friendly attitude among the children and the staff of the various departments.

6. The function of the Clinic Department is to study, analyse, diagnose, and prescribe corrective measures for mental, moral, social, and physical maladjustments of the children. Under the supervision of the Directing Psychiatrist, there are four divisions: namely, the Psychiatric Division composed of a Psychiatrist and Secretary; the Social Service Division composed of the Director of Social Service, Secretary, and Social Workers; the Medical Division, in a hospital, composed of a Physician, Surgeon, Optometrist, Dentist, Orthodontist,

and Nurse; the Psychological Division is composed of a Psychologist and Assistants. There is only one Record Office for these four Divisions.

7. The main function of the Executive Department is to supervise and take care of the children. Also it is to maintain and operate the plant. The Executive Superintendent directly supervises five divisions.

(a) The Laundry Division that is managed by the Laundry Manager and his Assistant.

(b) The Director of Home Life Division supervises, through the Supervising Matron, the Boys' Cottages, Girls' Cottages, Reception Cottage, and Staff Cottages. The Boys' Cottages and Reception Cottage have Cottage Mothers. The Girls' Cottages have the Dean, Matrons, and Assistants. Staff Cottages have Matrons.

(c) The Westchester County Cottage Division is supervised by the Cottage Parents and Assistant.

(d) The Maintenance and Operation Division is composed of Assistant Superintendent Seniors. The staff manages the Farm and Garden Department, through the Head Farmers and Assistants; Maintenance Shops through the Carpenters, Plumbers, Mason, Painters, and Electrician; the Power House through the Engineer and Firemen; and Transportation

Department through the Garage Manager and Drivers.

(e) The Dietary Division is composed of a Dietician, Cooks, Butcher, and Baker.

(f) The Nightwatchmen, Cottage Fathers, Mail Clerk, and Telephone Operator also belong to the Executive Department.

8. The Business Department is composed of a Business Manager, Chief Clerk, Bookkeepers, Stenographers, and Clerks. Its function is to plan and supervise the operating budget. It is also to transact the purchasing and other matters of the Village that are of a business nature.

9. The last one is the Extension Department which is composed of an Extension Secretary, Secretary, Chief Clerk, Assistant Clerks, Field Workers, and Stenographers on the Staff. This Department secures necessary funds and gives publicity and information for all departments of the Village.

D. EDUCATIONAL PROGRAMS OF THE CHILDREN'S VILLAGE

It is necessary to be acquainted with the agencies through which the children have been brought to the Children's Village. It will also be helpful in

understanding the children if we know their background and the environments from which they came. There were three hundred and eighty-two children of which thirty-five were girls and three hundred and forty-seven were boys at the close of the fiscal year 1936.

An Analytical Report of Children is as follows:

Public Charges

On commitment as delinquent (including truants) .	331
On commitment as neglected	28
On commitment order or permit by Public Welfare Officials	8
Total Public Charges	<u>367</u>

Private Charges

Maintained in whole or in part by relatives or agencies	15
Grand Total	<u>382¹</u>

Civil Condition of Children

Born out of wedlock	11
Orphan	9
Half Orphan - father living ...	45
Half Orphan - mother living ...	61
Both parents living	251
Unknown	5
Total	<u>382²</u>

1. Faculty

The members of the Staff consist of the Director

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1. L. Faulkner, The Year Book of 1936, p. 47.
2. Ibid.

of Education, a teaching principal, a clerk, fifteen teachers, two cadet teachers, and a librarian. Besides these members, there are three vocational teachers and two cadet assistants. Seven of the faculty members hold the degree of Master of Arts; some of them have done class work toward the Degree of Doctor of Philosophy in various universities; and the rest all hold the degree of Bachelor of Arts. In addition to these high ranking faculty members, there are three vocational teachers who hold New York State Certificates for their teaching fields.

The faculty members believe and practice the principle that they can attain the best results from individualized and personalized approach to each and every child.

2. Groupings

It is important to observe how much emphasis is given to the classification of the children into groups:

"The purposes and objectives prevail as stated in the school annual report of 1932, namely, social adjustment, suitable work habits, vocational training, and academic training. Hence, in classifying the children into groups, consideration is given to the factors of: chronological age, intelligence quotient, average grade achievement, mental age, achievement

age, stature, and teachers' judgment. There is also an effort made to keep each group below twenty in number and a balance in the size of all groups. This is deemed necessary to equalize the teacher-pupil load. Also a greater development for each and every child is realized when a minimum number of children are in the group."¹

3. Academic and Vocational Training

The instructional procedures are the same as in any other schools outside up to the Junior High School age. The boys and girls from Middle High School age up, 15 to 18, are given vocational training correlating it with their academic subjects.

The purposes of the Middle High School program are to motivate the pupils to express freely their aptitudes, capabilities, skills, and interests in abstract or concrete form. With these in view, the Children's Village erected seven individual shop buildings. The ultimate objectives of such plants are to develop the skills of pupils for actual vocational purposes. Every branch of such vocational training has been correlated to their academic subjects such as science, mathematics, industry, and social studies.

Various Branches of Vocational Training:

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1. Faulkner, The Year Book of 1936, p. 37.

- | | |
|-------------------------|---------------------|
| 1. Farmer | 10. Cook |
| 2. Factory worker | 11. Beauty culture |
| 3. Painter | 12. Auto mechanic |
| 4. Baker | 13. Chauffeur |
| 5. Carpenter | 14. Electrician |
| 6. Building maintenance | 15. Sewing |
| 7. Welding | 16. Laundress |
| 8. Clerk | 17. Domestic worker |
| 9. Printer | 18. Plumber |

4. Religious, Recreational, and Social Activities

a. Religious Activities

The Children's Village pays special attention to the spiritual training. The leaders attempt to create a sense of security in the mind of each child by means of introducing religion into his life. This is done that he may be able to face failure with courage and that he may be willing to work harder in order to attain the promised result. Religion at its best always provides a hopeful frame of mind to every one and especially to a lonely and disappointed heart.

Children are to attend the Sunday School Classes, the Chapel Exercises, and the Junior Christian Endeavor. Out of these activities, a few other voluntary

religious societies have been organized, in the Children's Village, such as the Senior Christian Endeavor and the Holy Name Society. The Catholic girls hold the Blessed Virgin Mary Sodality Club at the same time as the other groups. On each Sunday an outside speaker comes with Christian messages. And many other opportunities are given to the children to discuss and confer with their leaders about their own problems. Thus the children learn how to face the difficult problems of life.

b. Recreational and Social Activities

To promote the physical health and to cultivate the sociability of normal life, the Children's Village provides with inside and outside games, sports, and social programs such as basketball, baseball, hockey, archery, swimming, picnics, parties and dancing.

During each summer, the girls enjoy their recreation at Camp Chivica at Bear Mountain. The boys get their greatest pleasure at Camp Ta-la-hi. The boys generally spend three weeks at camp. While the boys are at camp, they enjoy their scouting activities, wholesome personal contacts, pursuit of hobbies, and participation in some form of competitive sports.

E. PLACEMENT FIGURES FOR THE YEAR 1936

"Analysis of the 165 children placed during 1936 gives no real indication of success or failure because of the short time of community trial. However, we note of the 165 placements:"¹

1. 73 children working and apparently successful.
40 attending school and at present making satisfactory adjustments.
6 in the United States Army.
11 questionable -- may fail or may re-adjust.
35 failures²
2. Of the 35 failures:
13 returned to the Village and were replaced.
7 awaiting placement at the close of the year.
5 require further training.
6 on runaway from placement.
2 transferred to institutions for defective.
2 awaiting court action for further delinquencies.³
3. Of the total figure of 55 returns to the Village, including not only those placed during 1936, but also those of previous years who failed and returned:
18 returned because of family maladjustment.
13 no work.
12 dishonesty (stealing)
9 poor effort in work or school activities
1 mental disorder
1 physical condition
1 sex activities⁴
4. Of 53 children discharged from placement during the year:
29 were successful
11 questionable or unknown
5 unsuccessful

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1. L. Faulkner, op. cit., 1936, p. 30.
2. Ibid.
3. Ibid.
4. Ibid.

8 to other institutions:
1 mental institution
1 institution for defective
6 institution for delinquents¹

According to group (1), 119 out of 165 children returned to their home communities as successful children; 11 children were on the list of doubt; and only 35 children were failures.

In group (2), 20 out of 35 failures were apparently successful after further training. Only 5 were on the list of doubt; and 10 were actually failures. Therefore, when we observe the groups (1) and (2) together, we come to the conclusion that 139 out of 165 children were successful; 16 were on the list of doubt; and only 10 were failures.

According to group (3) we clearly see the causes for children's maladjustment. 31 out of 55 children failed and returned to the Village because of the external causes of family maladjustment and unemployment. 24 children returned for personal causes -- dishonesty, poor effort in work, mental disorder, physical condition, and abnormal sex activities.

F. SUMMARY OF THE WORK

The Children's Village, then, is a boarding

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1. L. Faulkner, op. cit., 1936, p. 30.

school for boys and girls who are maladjusted to their homes and communities. The facilities available to them in their communities do not provide them with the special treatments which they need. The causes for their maladjustment may be personal and external. They are mental, moral, social, and physical. The Clinical Department studies, diagnoses, and analyses each case and prescribes the corrective measures. Then one of the four Divisions (Psychiatric, Social Service, Medical, or Psychological) according to the cause takes over the case.

The Student Guidance Committee plans the child's program to correlate the treatment that he is to receive. In the meantime, the Educational Department provides academic work and vocational training; and the Welfare Department provides religious and recreational activities, and plans normal social functions for the child.

The Children's Village has returned forty-eight thousand boys and girls to their home communities during the past eighty-six years -- about five hundred and fifty-eight annually. However, no one knows how many of them spiritually have been saved. But we do know what a wonderful opportunity the institution has for a truly great work, and also that it does make use of its opportunity.

CHAPTER TWO

ESTABLISHMENT OF A CHRISTIAN VILLAGE

IN A

RURAL COMMUNITY IN KOREA

CHAPTER TWO

ESTABLISHMENT OF A CHRISTIAN VILLAGE IN A RURAL COMMUNITY IN KOREA

INTRODUCTION

This chapter will mainly deal with the establishment of a Christian Village for the neglected and underprivileged children of all nationalities, and for the children of the staff members of the Village. In order to provide genuine motherly and fatherly care and love for all the children, it will be necessary to request the staff members to commit their children also to the care in the Village. This will create a more normal and happy home atmosphere for the frustrated hearts. The shortest way to a child's heart is through real love. Average children of such a class care more for the love of persons, such as parents, relatives and friends, while normal children, assured of parental love, care for such things as bicycles, money, dogs, and cats. Furthermore, children must feel that they are secure in the Village, school, and social relationships. Children also must feel that they are really wanted, recognized, understood, and loved. Above all, it shall be our

endeavor to put special emphasis on one point, that no child shall ever live in or leave the Village without feeling it is their home, to which at any time they are welcome to come back for needed help, guidance, and love.

The second outstanding characteristic of the Christian Village will be that it is composed of children of mixed nationalities. This is rather to make them feel that they are citizens of the world, God's Kingdom on earth, than members of their respective nationalities. Our aim is to make the Christian Village a leading example as a cradle of enduring world peace. It is to release the children from nationalistic tyranny, and first of all to let them feel, see, and experience broader and happier human relationships among themselves through the love of our Father, God. Eventually the children will realize the ultimate objectives of the Village and their place in the new world and the leading role that they are to play in the making of it according to the Will of Jesus, and of God, the Father of all.

The children's realization of the ultimate destiny of their lives and the great importance of their part in the making of the new world will serve them

throughout their lifetime as a constant self-motivating agent in all daily activities. This psychological attitude of the children will lift them above normal children. Consequently, any "inferiority complex", the greatest enemy of all in the normal development of destitute children, will be vanquished. Such a frame of mind automatically will make children's activities purposeful for thus they will realize why they do or do not do certain things. It is not merely that they were told, but because they see the reasons and so wish to do them in that way. To produce such intelligent convictions in the character of all the children shall be the aim of the Christian Village.

Third characteristic. This will be to have mixed groups of both sexes. This also helps to provide a normal home atmosphere in the Village. We will put older girls and younger boys in the same cottage under the care of a house-mother, and a house-father. Another group will be composed of older boys and younger girls who, with their house-parents, will occupy a cottage for themselves. Still another group of both junior girls and junior boys will live in the same cottage. Each cottage is to be managed by the house-parents.

Fourth characteristic. This is that the

Christian Village shall be a Community Center. It has never been true that an orphanage has been the center of its community. Yet we shall attempt to establish our Christian Village as the center of all the activities of the rural community in which it is located. This, however, will be separately treated in the third chapter.

At the conclusion of this introductory statement, we would like to add a few more words as to religious training for the children. We shall make special efforts to emphasize the importance of religious training, because today we realize that one of the main causes of the failure of modern education throughout the world is the lack of religious training. Unfortunately, we are witnessing today the fact that these ill-trained children of the modern educational processes are misguiding our generation into a Godless world of self-destruction. "Man must rise above himself" in order to live and let others live. Yet, man alone never can rise above himself. He must have constant help from without. And that help comes only through the medium of an education leading to fellowship with God.

A. STANDING COMMITTEES

1. Finance Committee

This committee shall be composed of men and women who thoroughly understand the objectives of the Christian Village and at the same time give it their enthusiastic support. On this committee there shall be a Chairman, a Vice-chairman, a Treasurer, a Recording Secretary, and a number of Honorary Members. This committee is solely responsible for the raising of the funds and for all the financial administration of the Christian Village.

2. The Committee on Organization, Supplies, Buildings, and Development

This Committee shall consist of one man-Director, two woman-Members, two man-Members, and one Recording Secretary. Its functions will be to get various informations and advice from similar organizations and from men who have had long experience in running such institutions. The committee members shall also visit various institutions in order that they may be able to judge their good and bad points. It shall also be the duty of the committee to decide under what auspices the institution shall be operated; how it may be maintained; what class of children shall be received; whether it is to be organized on the congregate plan or the cottage plan; as to the building material; selection of site; contracting the architect and calculating the expenses;

and it shall be responsible for all supplies and the further development of the Village.

3. Committee on Admission and Discharge

There shall be another committee on admission and discharge of children, legal matters, and insurance for the Village.

4. Executive Committee

The President of the Christian Village ex officio becomes the Chairman of this committee. It is composed of all the chairmen of different committees and of all directors of the different departments. Its function is to supervise all the committees, departments, and especially with reference to care of the children, direction of the maintenance and operation of the Christian Village as a whole.

B. FINANCIAL POLICY

In the year 1836, George Müller . . . started out to give proof to an unbelieving world, and amidst divided Christians, that "God is still the living God, and now, as well as thousands of years ago, He listens to the prayers of His children, and helps those who trust in Him." Looking round for some method of demonstrating this fact, so that he might have something concrete to point to, he chose the care of

destitute orphan children, whose condition in those days was particularly deplorable; and, depending upon God in every detail of the plan, he looked to Him alone to supply all the needs.¹

God certainly honored George Müller's great faith and answered his unceasing prayers. He began his orphanage in a little hired house with few children. Afterward he went on and expanded his work until he had built five large orphan asylums with a capacity for two thousand and fifty children. Mr. Müller, with the same faith in God, worked for sixty-two years and during that time he took care of about nine thousand eight hundred children. Thus Mr. Müller set a living example for us Christian workers. Every Christian worker's first and constant resource should be faith in God and prayer when he is in need of help whether material or spiritual.

The financial support of the Christian Village will largely depend on various charity organizations and private benefactors. It will not, however, be tied up with one single dominating organization of any kind. That is, it will not be under the direct control of any single church or denomination, but it will be an independent institution. The reasons are that since it is a new kind of institution there will undoubtedly be

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1. G. Müller, Autobiography, p. iii.

many points that need to be readjusted as the institution gets into permanent shape. Also, there will frequently be, as the institution grows older, necessary changes in its minor objectives. Under such circumstances it will require a certain flexibility and freedom in its policy in order, without hampering, to carry its far-reaching objectives.

C. COTTAGE PLAN FOR THE CHRISTIAN VILLAGE

1. Location

It shall be located on the farm alongside of a rural community within easy reach of the electric connections and of a large marketing city. The farm shall be suitable for general agriculture, truck-gardening, and fruit raising. Especially its location shall be in the vicinity of a lake in order to secure pleasing effects for the environment. At the same time, the lake will be tremendously useful for the children's swimming, boating, fishing, and all winter sports. At the end of each winter, the ice from the lake shall be stored for the warm seasons.

2. A Plan for a Three-story Administration Building and Three Single-story Residence Cottage

The Administration Building should have on its

first floor reception room, class rooms and a large auditorium with movable chairs. The auditorium should be used for worship services and lecturing purposes. The basement floor should be provided with movable furniture. It should be used for many different purposes and activities; such as, for gymnasium, for large banquets, and for other various social gatherings of large groups. The second floor shall be used for the offices, library, and for living quarters for the entire staff and building caretakers. The third floor shall provide a hospital with an operating room and facilities for medical and psychological examinations.

Three single-story residence cottages shall be built in the shape of a large Greek cross, each with a capacity for eighteen boys and girls. The left wings of the cottages will make dormitories for the boys, the right wings for the girls, and the central parts shall be for house-parents, cooks and other helpers. The central part of each cottage shall also contain a well-lighted living-room, a dining-room large enough for the whole family including the helpers, kitchen, etc. Its basement should be used as general store-rooms, laundry room, and playroom for children.

a. Grouping Children for Each Cottage

Cottage (a) is to contain nine older girls (thirteen to eighteen years old) and nine small boys (six to ten). Cottage (b) is to contain nine older boys (thirteen to eighteen years old) and nine small girls (six to ten). Cottage (c) is to contain nine junior girls and nine junior boys (eleven to twelve years old).

Each cottage shall have its own kitchen, dining-room and laundry facilities so that the older girls and boys shall have opportunity to learn about housework and home management. All the boys and girls shall have to do a certain amount of housework before or after school as other girls and boys have to do at their own homes.

The writer's main purpose of placing both boys and girls in the same cottage is to create a normal home atmosphere, to arouse a deeper, normal family affection for one another, and to develop the necessary poise and the sense of proper sociability between opposite sexes, since all these points are lacking in the personality of the majority of boys and girls reared in such institutions. Failure to develop such poise contributes to the formation of a self-conscious attitude in public, and such self-consciousness tends to create a destructive "inferiority complex." The simple reason is that when they were in the institutions, each

sex was brought up separately from infancy to youth without having normal association with the opposite sex; consequently, their self-control and defense mechanism are undeveloped. Because of their segregated life, their sex urge or temptation is not the result of gradual growth, but it is more like a sudden gush and it is often as uncontrollable as the escaping waters from a broken dam. In order to prevent such unnatural happenings, the writer proposes a new housing arrangement for institutions of this kind.

b. A Factory Building

In addition to the buildings already mentioned, we shall erect a spacious single-story factory building which is to contain all the workshops necessary, a large room for the Village Cooperative Store, and a room for the Village Savings Bank, and a room for a water-pump and a water-supply tank for the Village.

D. CHARACTERISTICS OF THE INMATES

There will be about fifty-four resident boys and girls, between six and eighteen years of age, in the Christian Village. As the writer stated already at the beginning of this chapter, the inmates will consist of

the neglected and underprivileged children of different nationalities, and of the children of the Village staff members. An unrestricted number of the non-Village children shall be accepted for schooling and for the vocational training with the Villagers.

Since we have no universally accepted international language, the writer at the outset must face the language problem. That is, what language or languages should be taught and be used in the Village. The most practical and fair solution for that problem is that the children should be taught primarily the local language in which they will be educated in schools, and in which they will transact business with others. Secondly, they will be taught their respective mother tongues.

The writer strongly believes that teaching the public a common international language, such as Esperanto or some other simple means of expression, is one of the most important factors in bringing the people of all nations together into a friendly and understanding union. An unintelligible foreign tongue creates not only a mysteriously unpleasant barrier of contemptuous feelings, but also disturbs national pride. Such dislikes, seemingly, are seated deeply in man's heart from time immemorial when a fellowman, if a stranger, was considered a fearful and hated enemy. And sometimes

we feel such dislikes because a foreign tongue or sound directly associates the bitter national experiences, in history or in legend, with the nation which speaks that particular tongue. Therefore, a common language for all nations is an indispensable factor in achieving a permanent world peace.

The writer earnestly believes that the banishment of national pride would be one of the most momentous factors in bringing all people into heart to heart contacts of sympathy and peace. For true men have more reason to comfort and help than to hate one another. National pride, a mere psychological ghost, has been playing dreadfully foolish and tragic dramas. Ever since the dawn of early human civilization, one nation has been arrayed in enmity against another. Even at this moment, our hearts are torn and our minds are bewildered on account of the tragic dramas of "Iron and Blood" in Europe and Asia. "He that sitteth in the heavens shall laugh"¹ at man's foolishness, vanity, and self-destruction. Forever, nations must suffer so long as the national pride remains as their religion in their hearts. For this psychological ghost knows not of the sanctity of man's life.

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1. The Holy Bible, American Revised Edition, op. cit., Psalms 2.

Thy peace-pigeons are being barbecued
upon the leaping flames
From the human bodies in thy huge fireplace --
To thee, justice is unknown!

Thy tranquility is found under
the ghostly shadows of the piles
Of half-baked and naked bodies,
Stand facing the eternal Sun --
To thee, man's sanctity is unknown!¹

According to history, most of the wars were fought with direct or indirect reference to the national pride. The same thing is true with the fundamental cause of the existing wars.

In spite of all, still we hope to prevent such tragedies for the future generations because we are to nurture the new generations. Now, then, it is our serious duty to teach the children how to laugh off the old national pride as a mere fool's dream. It is also our duty to let them compare the past human tragedies and present tranquility which they are so much enjoying. Such a knowledge would help them understand and appreciate more the objectives of the Christian Village and that should motivate them to put into practice what little knowledge they have about world brotherhood. It is also our duty to let children know that they will be

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1. Richard C. Kimm, Rebellion of My Soul.

the messengers of good tidings to their own respective national groups when they grow up to be men and women.

Never before in history have we seen nations so closely inter-related and inter-dependent as they are today. And never before have we witnessed nations so widely divided politically as they are today. Now our social fabric of two billion human beings on this planet has been so closely interwoven that without destroying one another this social fabric is absolutely indivisible. Fortunately or unfortunately, the civilization of the Twentieth Century has bound all civilized nations inseparably together in a business world -- in international trade, industry, transportation, communication, education, arts, science, and religion. Consequently, our social superstructures shall fall or rise together. And the nations shall die or live together -- it is not the case of one dies and the other survives. Therefore, it is our most urgent duty to educate every man with an emphasis on his relations and responsibilities to the world community rather than merely to his own country. Furthermore, we believe that the spirit of Jesus Christ must have its way in the hearts of every man, woman and child in order to solve permanently the social, economic, political and all other problems of our world.

Thus the major contribution of the Christian Village shall be the creation of more effective means, hitherto untried, of carrying out our common ideals and beliefs in the teaching of Jesus Christ. And our hope is that it will serve as a cradle for the nucleus of an enduring international peace. It will also serve as a leading example for the propagation of its ideals and beliefs in establishing such institutions everywhere throughout the world under the auspices of thinking Christian men and women.

E. THE DEPARTMENTS AND THE DEPARTMENTAL FUNCTIONS OF THE CHRISTIAN VILLAGE

There shall be four departments; namely, the Educational Department, the Business Department, the Hospital Department, and the Department of Vocational Guidance.

1. The Educational Department

"Ye therefore shall be perfect, as your heavenly Father is perfect."¹

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1. American Revision, op. cit., Matthew 5:48.

Introductory Statement

Judged by their fruits, the public schools of America have not been successful . . . just because they have failed to lay their foundations in that most profound region of the human spirit, its religion. The failure of the public school is coming to be an article of somewhat general belief. But the failure has been made to consist in the fact that the school turns out a crowd of white-handed clerks and stenographers rather than an adequate number of skilled artisans. The remedy offered is vocational education. But the defect, I believe, is much deeper. It is that the public school fails to turn out a moral product. Americans are shrewd, and in a way extremely practical, but they are not moral. They do not tell the truth, and they cannot be trusted in money matters. We are highly intelligent people, but our intelligence lacks depth. We play about the surface of life, and ignore the deeper issues.¹

Mr. Henderson thus laments over the spiritual side of American people in general; and at the same time he complains about the wicked foundations of modern education. But we must not forget the fact that Mr. Henderson is not only describing the existing conditions of America but also those of all civilized nations of the world today, because the actual conditions of other nations are the same as those of America.

Nevertheless, it is evident that our system of education, in avoiding religion, has grossly neglected the moral development for the sake of the intellectual pursuit. This deficiency has met a vigorous revolt in

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1. C. H. Henderson, What is to be Educated, p. 9.

recent years, because it ignored the deepest and most essential element in man's attitude toward life. Religion is an inner life of life, which determines motivation and directs the course of life toward success. In other words, modern education provides human kind with a compassless steamer to cross the dark ocean of human life.

The writer does not, of course, overlook the importance of vocational education which provides the tools and opportunities to secure physical necessities such as food, clothes, and shelter for oneself. However, to earn all the physical necessities does not mean that one is successful in life and happy. Because man does not truly "live by bread alone." Man cannot be truly happy and feel secure until he finds a restful home for his unhappy and ever-questing soul. Because of this profound fact in man, Jesus first provided a Heavenly Home for each restless soul and secured every believer against worldly worries. That is to say, Christ's application of educational method rested first upon an appeal to the human soul rather than the intellect or material thing. Such shall be the educational method in the Christian Village. For this will nurture, through Christ, the constant growth of self-development toward the perfect example, our heavenly Father. This may well be

called the end of education.

Three Divisions of the Department of Education

a. Academic Division

There shall be grades from first to sixth; a three-year Junior High; a three-year Middle High; and a two-year Senior High in the Christian Village for boys and girls. The curricula, in the main, shall be the same as those taught in any other schools of the same classification. The characteristics of curricula for the Christian Village children shall be history teaching, bilingual system, and the Bible as the central subject.

One of the most important objectives shall be to build a strong self-motivating Christian character. When a child begins to make his own choices, he should be aware of the meaning of what is right and wrong. Also, he should be aware of the constant spiritual presence of God with him. God should never be associated with fear or unkindness, but with guidance, kindness, mercy, love, and fatherliness because it is at this stage that a child generally forms deep first impressions of things. Fearful and dreadful concepts of God are extremely destructive in the development of a child's spiritual life. On the contrary, merciful and loving,

father-like concepts of God are so much more constructive for the child's future. In the latter case, the child is not driven by fear of punishment but by his self-motivating power. He does things with reason and willingness.

History Teaching with a New Emphasis

Once Mr. H. G. Wells stated,

Bad history teaching is the root of the trouble of the present time . . . History has been propaganda from the very beginning.¹

The writer agrees with Mr. Wells' views on history teaching. However, the writer would not eliminate any significant happenings in history. Even the spirit of national pride and patriotic element should be taught, not with the purpose of arousing patriotism, but to prove them to be the main causes of man's suicidal activities. Such an actual knowledge will undoubtedly help to realize more and more the necessity of the world unity and world brotherhood under a guidance of one King, our God.

Bi-Lingual System

This system and its necessity has been previously

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1. H. G. Wells, The New York Times, p. 15, col. 1, Dec. 5, 1940.

stated in this paper, so the writer does not intend to re-state it here. However, it is necessary to add a few more lines to that effect. Until the time when we have a practical international language, it will be necessary to teach the children the language of that country where the institution is located. The purpose of teaching the mother tongue to each child is a part of the preparation for his future mission among his own people.

For each Christian Villager, regardless of his immediate occupational activities or his location, is expected to be an agent of propagation and promotion of the ideals of the Christian Village. Thus each Villager shall function as a germinating seed for the advancement of world peace through some charity institution. Each Villager is expected to establish, at his will and his convenience, some kind of charity institution or organization by and through which he will be able to promote the ideals of his old Home, the Christian Village.

The Bible as the Central Subject in the Christian Village

The Bible is not "a back number" but it is and always will be up-to-date because it contains eternal Truth. Like the blue waters of the oceans, it will never get old. And each new year brings new appreciation and charm for the suffering hearts of human-kind all over

the world. For through the Bible is known the only living Source of rest, peace and salvation.

The Bible shall take its due place in the Christian Village -- the center of all subject matter. As the sun is to the solar system, so should the Bible be to all education. Without the attraction of the sun and its bright rays, the rest of the planets would be in darkness, disorder, confusion and destruction. Without the eternal light of love and truth from the Bible, humanity will stagger again and again in a hopeless struggle under Heaven's watchful eye. If education is ever meant for social order, betterment of human relations, and individual and national salvation, it must be built upon the teachings of the Bible. Man cannot truly live on the semblance of truth, but he must come back to the eternal truth from which he once fled.

b. Student Activities

In order to lead our students into a development of Christian character, we shall provide them with varied opportunities in which they may discover for themselves what it means to be a Christian in the world of reality.

Religious Activities

These shall consist of daily morning chapel services in the auditorium; daily evening devotional periods in each cottage under the leadership of the house-parents; Sunday School classes; Sunday morning and evening worship services in the auditorium; Young People's Fellowship once a week; High Y. M. C. A. and Y. W. C. A., and leadership training for older boys and girls in order to lead the younger Villagers and non-Villagers.

Besides these group worship activities, we shall offer as many opportunities as possible for each child to confer or discuss in a frank way with the leaders or with the house-parents individual difficulties and problems. This individual conference will cover not only matters pertaining to religion, but also their personal problems.

Social Activities

Their main purposes are to cultivate and help the normal growth of each child's social poise and habits; and to create the atmosphere of friendliness and courtesy among the boys, girls and the staff members.

These activities shall consist of formal and informal parties in and out of the Village, outdoor lunches, picnics, social visits to public places by

groups, individual visits to friends, and cottage dinner invitations.

Sports and Amusements

There will be both land and water sports. The Christian Village Theater will show educational motion pictures once a week. There will be occasional stage productions by the Villagers including the staff members. There will be seasonal excursions to the nearby towns, cities of national parks. And each student will be urged to follow some kind of a hobby.

Miscellaneous Activities

There are many other activities in which the Village will encourage children to take part. The children are generally much interested in learning to play some kind of musical instrument, singing in the family circle, aesthetic and interpretive dancing, needlecraft, design, home-making, organizing a band, a simple glee club, a dramatic club, a funny-story-reading club, boy scouts, or girl scouts. The activities of the boy and girl scouts greatly help to build good character and develop resourcefulness and public spirit.

The writer believes that such busy daily activities of self-expression will produce normal Christian children, and the by-products from such activities will

be of great value for the ever-growing youth. Their daily activities will occupy their minds and consume their surplus energy. Thus the daily programs will fill the gaps of idle minds and moments in which generally the children perform many mischievous deeds and harmful practices.

c. Vocational Training Division

"For even when we were with you, this we commanded you, if any will not work, neither let them eat."¹

Introductory Statement

Labor is an essential part in man's experience. Without labor, man could never have attained his highest place in the animal kingdom on earth. It was labor that sustained life and that exalted man intellectually, morally, and spiritually; therefore, labor is not only an indispensable necessity but it is also man's sacred duty.

The writer believes that probably a large part of the present unemployment is due to lack of work training. By that, the writer means to say that they had not been trained to experience joy in their work. Consequently,

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1. American Revision, op. cit., II Thess. 3:10.

they became an easy prey to laziness. In the second place, they had not been trained in their youth to be thrifty, so that they would have saved their surplus in the times of employment.

In order to avoid another such period of unemployment as now exists throughout the world, we shall attempt to train each child how to enjoy work and how to form the habit of saving a part of his earnings. We believe that such experience in early life would make a man more successful and thrifty than he would likely otherwise become.

Training Methods

Before a child reaches the age of fifteen, we shall not attempt to teach him any particular trade. So for the children between the ages of six and fourteen, all we will have to do is to provide each child with free work periods in which he can do what he wants to do with the material and tools at hand without any idea of compensation for his labor. Yet gradually the child may express something in concrete form by means of the materials and tools on hand. He may find great joy from his creation. In other words, his voluntary activities may produce such a joy-giving product that here, in his early years, he may come to associate the play, labor and joy

with one another. After eight or nine years of such a joyous labor, the boy is ready to be accepted in the vocational training division. He will come to the workshop and work hard with the same frame of mind -- "will to do" and "joy" in work. Because the vocational training is nothing more than an enlarged work plan and a particularized branch of work in which he is most interested and for which he is best suited.

Pay Projects

Under the direction of the vocational teachers, from Middle High School age up, according to his or her interest and aptitude, each child shall be encouraged to specialize in one particular branch of work with an expectation of some compensation in cash. The rate of pay shall be varied according to the kind of work, quality of the work done, individual attitude toward his work, his dependability and efficiency. The pay shall be increased for those who have been promoted to more responsible work.

A large percent of their earnings shall be paid toward their clothing, musical instruments, confectionary and gifts for friends. However, at least ten percent of their earnings will be urged to be saved in the Village Savings Bank. All the purchases are to be made by the boys and girls themselves from the Village

Cooperative Store. In order to avoid purchasing unnecessary articles, they are requested to consult with their house-parents before such purchases are made.

Through the "Pay Project" the boys and girls achieve four definite things for themselves:

- (1) that they will learn their vocations more eagerly, realistically, accurately and rapidly;
- (2) that they come to realize self-confidence of their earning power and of economic security that hitherto is unknown to them;
- (3) that they form saving habits;
- (4) that they gain experiences through purchasing by themselves, and joy for giving gifts to the others on holidays and happy occasions.

All these four things would play important parts in the normal growth of the children and in making them successful young men and women.

Various Branches of Vocational Training

All the vocational training shall consist in lecture courses and field work. Each field shall have from one to three instructors. Most of these instructors will be required to teach also in the Primary School and Junior High according to their qualifications and within the required work time.

(1) Farming

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|-------------------|---------------------|
| (a) Fruit raising | (c) Rice field work |
| (b) Gardening | (d) Cattle raising |
| (b*) Cannery | |

(2) Building Maintenance

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|--|---------------------------------|
| (a) General carpentry
and repair work | (c) Plumbing |
| (b) Electric wiring
and repair work | (d) Painting and
ground work |

(3) Factory

- | | |
|-------------------|----------------------|
| (a) Welding | (c) General mechanic |
| (b) Auto mechanic | (d) Blacksmith |

(4) Business

- | | |
|----------------------|------------------|
| (a) Clerk training | (c) Salesmanship |
| (b) Store management | (d) Stenography |

(5) The Domestic Department

- | | |
|-------------|---|
| (a) Cooking | (c) Sewing, needle-
craft and design |
| (b) Baking | (d) Nurse training |

Divisions of Labor in Training

Two farm instructors will take charge of the lecture courses and the field work. The Building Maintenance and Factory Divisions shall be taught by their instructors both in the class room and in the workshops.

The business training course pupils shall be instructed by the staff members of the Village Cooperative Store and of the Village Savings Bank. Cooking and baking shall be taught directly by the cooks in the kitchens. Sewing, needlecraft and design shall be taught by house-mothers. The nurse training shall be taught in the Hospital Department under the supervision of the head nurse and the doctors.

The aims of the vocational training are so to develop the sense of self-reliance and what is best in each child that the child will be able to work independently and with skill, and to develop the right attitude toward work, so that each will work with willingness -- to work as is a man's earned right rather than a humdrum daily routine. It is also to develop the habit of assuming responsibility.

2. The Business Department

This department shall be divided into two divisions; namely, that of the Village Cooperative Store and the Village Savings Bank.

a. The Village Cooperative Store

This store shall serve as the central agency of

collective bargaining for the Christian Village and for the community surrounding it. The latter service shall be more fully dealt with in the following chapter. This general store, then, shall supply all the necessary goods, groceries, etc., for the Village. It shall also serve as one of the business training facilities for the children. Furthermore, through this Cooperative Store, the children may gain the experience of buying and selling goods for themselves. Such experience is regarded as extremely important in the normal growth of every child.

b. The Village Savings Bank

This shall be a miniature savings bank to provide a place for the children to save a part of their earnings so that they may form the habit of saving and, consequently, will feel the sense of economic security and ownership. This will not only help the natural growth of each child, but will also undoubtedly contribute toward economic success in adult life. For it is well within the truth to say that the main cause of most failures in economic life is due to the lack of a saving habit.

3. The Hospital Department

This department shall be divided into four

divisions; namely, that of the General Clinic, the Dietary, Psychological Treatment and the Visiting Nurse Service.

a. The General Clinic

This division shall take charge of all the medical, dental and surgical cases for the Villagers and the people of the surrounding rural community.

b. The Dietary

This division shall provide a carefully arranged and varied diet. It is a most important duty for this division to give special attention to food values for the young, growing bodies of the children.

c. The Psychological Division

This division shall function as the Children's Receiving Bureau, in close collaboration with the Committee on Admission and Discharge of Children. All the psychiatric treatments shall be taken care of by this division.

d. The Visiting Nurse Service

This division shall serve not only the Villagers but also the surrounding community by visiting the farmhouses where its services are most needed. The Visiting Nurse Service shall be developed further in the following chapter. This division shall also serve

as a nurse's training school for the Villagers and the non-Villagers.

The Hospital Department is primarily for the physical and mental welfare of the Village children; yet, we shall extend our service to the surrounding rural community as well because such service will be one of the most direct and effective means of letting the message of our Saviour reach the hearts of the people. Our service would create such gratitude in the minds of people that they would readily accept the messages we give. A grateful heart is easy to mold.

4. Vocational Guidance

This department shall continually supervise and advise as to the plans and programs of the Vocational Training Division. Its second function is vocational guidance for those who are ready for actual service in their respective occupations. Its third function is to encourage and help the graduates to make all the necessary arrangements for their higher education in other institutions.

In the meantime, this department is to keep the records of the children's aptitude tests, such as the attitude toward work, the dependability, adaptability,

mental and physical fitness for certain kinds of work, and a record of the best ability and skill of each child. It shall also gather all the necessary information about jobs, by means of correspondence, talking directly with workers, interviewing employers, and reading the magazine articles on vocational guidance and opportunities for service.

With such a full knowledge of employers, jobs, and the young employees, the department shall be quite competent to place the children permanently in the best positions.

SUMMARY

Thus, the Christian Village provides the children with shelter, food, clothes, hospital care, moral and Christian education, and with vocational training.

Since the majority of the children reared in the institutions of today are the victims of "an inferiority complex," the writer, from many different angles, attempts to break down this destructive attitude. First of all, the writer thought that the normal growth of each child would be essentially necessary. So,

- (1) the Village provides as much normal home environment as possible by putting the older girls

and the small boys together and vice versa in the same cottage that they may have a natural association with one another;

- (2) the children of the staff members are required to be put under the care of the Village so that more genuine fatherly and motherly love may prevail throughout the Village;
- (3) the non-Village children are to be accepted for academic and vocational training with the idea of providing them with more natural associations in play, study and work;
- (4) various pay projects are planned so that the children may have the opportunities to earn and buy the articles they want for themselves and save what is left. The experiences of earning, spending and saving would contribute greatly toward the normal growth of the children.

To be normal children is not enough, so, through Christian education, we introduce Jesus Christ to each child and his loving Father who cares for him always. The child finds a new world with new personnel to whom he may go in the time of need. The Fatherly relationship of God will be broadened as the child's experience of Him increases. The child's dependency upon God will increase as his need of Him increases. The child needs God's

help and consolation more and more as he grows older. Thus God becomes an indispensable part of his very life. Furthermore, the Christian Village offers great opportunities to Christian children to learn the effective ways of living together in peace with different nationalities, and to take part in the making of a new world.

CHAPTER THREE

THE CHRISTIAN VILLAGE AS A CENTER
OF
ALL COMMUNITY ACTIVITIES

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INTRODUCTORY STATEMENT

It is true that all orphanages and other similar institutions live within their communities. However, here the community is to live within the Christian Village; that is, all the activities for its welfare, health and popular education will take place within the Village by utilizing the facilities of the Christian Village. The program for the community will be "a system of general instruction" for the common people's every-day life. That sort of practical and general instruction for the mass of the Korean people will be extremely necessary because more than thirty percent of the Korean population are not able to read and write. The rate of illiteracy is much higher in rural communities than it is in urban districts. There is one major cause for such a high rate of illiteracy in Korea: there are not enough Primary Schools for about two million, eight hundred thousand children of primary school age.

The Christian Village, then, will extend its service to the surrounding community by means of its Service Bureaus.

A. EDUCATIONAL SERVICE BUREAU

This is a special bureau in the Educational Department of the Christian Village and its various duties will be performed by the staff members of the Educational Department.

The main objectives of this Bureau are to give the illiterate class of people tool subjects; practical instruction, and advice for their daily life; simple vocational training by means of lecture courses and field work; cultural appreciation; and above all, spiritual nurture through the Community Church in the Christian Village.

1. The Night School

The night sessions will be conducted during the months when average farmers have not much to do. Generally, Korean farmers enjoy leisure for five or six months every year, so this leisure time can be profitably used for their education.

Teaching Methods and Courses for the Night School

There will be five methods:

- (1) Text Book
- (2) Lecture
- (3) Discussion
- (4) Story
- (5) Field Work.

Courses in language, arithmetic and bookkeeping require the Text Book Method; cannery, dietary and child care require both the Text Book and Field Work Methods; better farming, poultry, dairy, community welfare, home-making, home management and cooking require Lecture and Field Work Methods; governments, politics, current events and philosophy require the Discussion Method; history, literature and arts require the Story Method.

In order to present the contents of each course in a simple and plain manner, we will attempt not to use any text book unless it is absolutely necessary. But we will largely depend on Lecture, Discussion, Story and Field Work Methods for all instruction.

a. The Primary Division

Its first step will be to teach students how to read and write in Korean. Since it is a simple task to learn to read and write in Korean, they will not spend

more than five or six weeks. The second step will be to teach them simple arithmetic and bookkeeping. No student shall be allowed to take any lecture course or to participate in field work without taking these four fundamental courses.

b. The Secondary Division

Here, students will find varieties of subject matter and freedom of selection according to individual necessity and interest.

However, since Korea is an agricultural country, we shall put a special emphasis on the improvement of farm methods. The majority of Korean farmers are still applying medieval methods in their farming. Consequently, their products are low both in quality and quantity in spite of their hard labor and long hours in the fields. On top of all these hardships, the annually increasing burden of government taxes is completely wrecking the economic structure of Korean farmers. Annually hundreds and thousands of impoverished farmers become homeless wanderers.

How to Help the Farmers

To help these poor and utterly helpless farmers is one of the most urgent problems in Korea today. However, one thing we know for sure is that a policy of material

relief for the poor without providing instruction in increased production will never permanently solve the problem of their poverty. Therefore, it will be proper for us to give the Korean farmers some means by which they can increase their farm products and annual income.

First of all, our school will provide them with simple lecture courses on modern methods of ploughing the soil, selecting the seeds, irrigation, fertilizing, etc., so that they will be able to increase their farm products. We shall teach them more productive rabbitry, chicken hatchery, etc., so that they can save their meat expenses, and besides, they will have an income by selling extra chickens and eggs. Men may learn carpentry, tinsmithing and cement work so that they can make many useful articles for household and farm use.

Our Domestic Science Department will teach women how to make laundry soap and candles for home use and for sale. For the home-made candles of large sizes are in great demand for the Christmas Season everywhere. Sewing and tailoring will be taught so that they can make some of their own clothes instead of purchasing them. The home cannery will supply them with plenty of canned food during the winter months when they otherwise would have to buy. A course in Home Budget Planning will help them

plan the home budget properly. Improved child care will cut down the rate of child mortality and hospital expenses.

Collective Bargaining

Through the Christian Village Cooperative Store, collective bargaining will be carried out for the benefit of both the Village and the Community. All the buying and selling will be collective. For instance, they will purchase goods directly from the wholesale house and distribute to its individual members according to their needs. Thus, they will save from five to twenty percent of the original price. When the market price for their own products is low, they will store the goods in the Cooperative Store House until a favorable time comes to sell. Thus, through this system, they protect themselves and are able to profit.

Small Loans at Low Interest

The Christian Village Savings Bank will accept deposits and will make small loans to the farmers at two or three percent interest. It is almost impossible to believe, but it is true that some lenders charge up to thirty-six percent interest. Regardless of such high rates, the farmers borrow the money because that is their only way of meeting the emergency. This unfair practice

is common in Korea, and thus the poor farmers become poorer and are tied to the chain of poverty from generation to generation. The Christian Village Savings Bank will not be able to render the lending service on a large scale, but it will at least set a right example and arouse the social consciousness against such unfair practice as just cited.

"To Go Dry"

A farmer's addiction to drink is too costly, considering his waste of working time, health and money. Some farmers actually lose their farms on account of excessive drinking. People drink not only because it is their habit, but also because they do not really realize how harmful it is in many respects. So we shall first show them pictures illustrating how the alcohol destroys the cells in the vital organs and its harmful effects on their bodies. We shall also present them concrete examples of tragic results from drinking. In the meantime, we shall appeal to their consciences to choose what is right for the sake of their true happiness and, especially, for their children's welfare and success in life. If this method be successful, we may attain another more important thing; that is, the farmers may be willing to join the church. Many Koreans rather hesitate to become Christians because their love for drinking

is so great that they think they cannot be happy or get along without it.

Thus we shall instruct, help and encourage them to increase their farm products by various means, to cut down unnecessary expenses, and to live within their definitely pre-planned budget.

c. The Local Newspaper

A mimeographed weekly paper will be published by a collaboration between the Villagers and the volunteers from the community. The purposes of this paper will be:

- (1) To promote the ideals of the community and the Village;
- (2) To announce the weekly programs of the community;
- (3) To report about interesting events and business matters concerning the community and the Village;
- (4) To give brief spiritual messages;
- (5) To cultivate a sense of humor among the farmers and the Villagers by means of comical sketches;

The circulation division of the newspaper will also take charge of the book-lending service with the cooperation of the Village Library.

B. THE SOCIAL SERVICE BUREAU

This bureau will be divided into three small

divisions; namely, the Visiting Doctor and Nurse Service, the Clinic Service, and the Social Affairs and Entertainment.

1. The Visiting Doctor and Nurse Service

This division will be a part of the Hospital Department. Each visiting doctor and nurse will be trained to fulfill two duties in one mission; that is, healing and evangelizing the sick farmers and their families. Farmers who live in isolated regions are seldom able to get access to modern hospital care and medication on account of the lack of adequate means of transportation, and there is no private organization or government agency which extends its service to these needy farmers. As a result, the rate of child mortality, especially, is incredibly high and curable emergency cases are often fatal.

This division, then, will dispatch one doctor and one nurse, possibly a married couple, to the isolated regions with medical supplies from time to time. The visiting party then will conduct a general physical examination of each family in order to make a health chart for each member. According to the health chart, various measures will be taken and treatment given. Some may

not need more than precautionary measures while others may need medical and simple surgical treatment. At the same time, the visiting doctor and nurse will give individual instruction on hygiene, first aid, care of expectant mothers, child care, and other simple means of preventing disease or infection.

During the sojourn of the visiting party, everyone will be invited to attend the evening Bible Class. Some may come to learn to read, some to become acquainted with the doctor and nurse, and some to study the Word of God. Regardless of their varied motives, it is our golden opportunity to offer them the true source of life. Our sacrificial spirit of helpfulness rendered for their physical needs will enable them to see readily the boundless love of Jesus Christ on the cross. We think that the combination of evangelical and medical work is one of the most effective methods in propagating the Gospel.

The Village will offer all medical and surgical services free of charge. However, we will invite them to contribute whatever they can for the interest and welfare of the Christian Village. We believe that such voluntary contributions would bind the farmers and the Village more closely and permanently together than otherwise.

2. The General Clinic

This division will be mainly devoted to work among the people of the nearby communities. The general program of this division will be the same as that of the Visiting Doctor and Nurse Service except that while the latter visits the isolated farm houses, the former waits for the patients to come to the Christian Village for treatment.

3. The Community Church in the Christian Village

This Church will serve both its community and the Village. The head of the Christian Village will virtually become pastor of the church. The program of the church will be somewhat similar to those of other churches of its kind.

However, there will be an outstanding and persistent emphasis -- the evangelizing of the farmers. Religious education will form an important part of the program of the church. Main features of the weekly program:

- (1) Sunday School;
- (2) Adult Classes;
- (3) Young Peoples' Group for religious study;
- (4) Training Classes for group leaders and volunteer workers;
- (5) Sunday morning and evening worship;

(6) Wednesday evening prayer meeting.

There will be the activities of the Y. M. C. A. and the Y. W. C. A., and annual revival meetings for the entire community and the Village.

4. The Social Affairs and Entertainments

The Village will also provide facilities for recreation and social affairs for both the people of the community and the Villagers. The objectives of this division are:

- (1) To promote friendliness among the Villagers and non-Villagers;
- (2) To provide them with means of relaxation;
- (3) To develop growing bodies properly by means of physical culture and various sports;
- (4) To educate the people by means of stage plays and motion pictures;
- (5) To lift the spiritual life of the people by means of showing religious motion pictures.

There will also be supervised recreation of various kinds for the young people. Formal and informal parties and banquets will be held on holidays such as Christmas, Thanksgiving, Easter, New Year's Day, and other happy occasions. Individual and group sports,

camping and picnics will also be in its program. The Village Theater will put on stage plays; show comical, educational, or religious motion pictures weekly on a non-profit basis for everybody.

SUMMARY

Thus, the Christian Village is the center of all the community's activities. It is the very center of popularized education. Its Night School teaches farmers and their wives the Korean alphabet, arithmetic, book-keeping, home-making, child care, a budget plan, canning foods, farming, poultry, dairy, hatchery, carpentry, tin-smithing, cement work, politics, current events, arts, science, philosophy, etc.

It is also a center of economic interest. The Village Cooperative Store transacts all its buying and selling on a cooperation basis. The Village Savings Bank makes loans to the needy farmers at nominal rates of interest. It urges the farmers to abstain from drinking and teaches them how to economize and to live according to their means.

Through the Social Service Bureau, it saves the physical and spiritual lives of the farmers. It provides people with a joyous social life and sense of

humor. So the Christian Village becomes the center of the economic, social and spiritual life of the farmers.

CONCLUSION

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The Christian Village assumes a four-fold relationship with the children who are under its care. In the first place, the Village takes on the parental obligation, so it provides the child with food, shelter, clothing, and other necessary things for his physical existence and, above all, unfailing care and parental love.

The Village guides each child to attain the highest things within his reach. It encourages each child to take advantage of every opportunity offered by the various departments of the Village. It constantly guards against undesirable influences upon the child's mind and spiritual life. It applies every modern means to develop a vigorous body. In his early years, the Village teaches each child to understand and love the ideals of the community in which he lives, to respect his elders, to show willing obedience to his superior, to be truthful, to show genuine love and honor to other children regardless of their race or nationality, and, above all, reverence toward God, our Heavenly Father.

In the second place, the Village assumes the obligation of the State which regards the child as one

of its members. The child's existence is of vital importance to the continuation of the State. The State, then, in order to preserve itself, is seriously concerned about the child's welfare, health and education. In consequence, the State provides the Social Welfare Department, the Health Department and the Department of Education. The Christian Village provides all these for its children. The Village offers both academic and vocational training to the child so that he may be fitted to live in the community as a productive member of the State.

In the third place, the Village takes on the obligation of the Church. To awaken and develop a child's mind to the knowledge of God is the very core of the educational processes in the Christian Village.

Since the spoken word cannot adequately express spiritual life, the leaders must be so spiritual and sincere in what they teach that the child may perceive something in them that may influence him to develop his God-consciousness in his early years. After creating in him such an attitude toward religion, Bible study, other moral teachings, and religious instruction become active in his daily life as a constant impelling power.

In the fourth place, the Village assumes the obligation of the world. The Christian Village takes

the first step toward bringing the nations of the world under the guidance of God, our Father, to a new way of living harmoniously together.

The Christian Village will not consider the mere material assurance for the daily life and the intellectual achievements of its children as the fulfillment of its mission, because the ultimate aim of the Village goes beyond the physical. The aim of the Village is to evangelize each individual with whom it comes in contact. In other words, its aim is to save both body and soul, and it is to show the way of living together by setting a living example of a peaceful international community.

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