

**A PLAN FOR ADAPTING PRINCIPLES OF CHILD  
DEVELOPMENT TO MEET THE NEEDS  
OF KOREAN CHILDREN**

**by**

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## TABLE OF CONTENTS

	Page
Chapter I	The Problem . . . . . 1
Chapter II	Korean Conditions Influencing Needs of Children . . . . . 5
	The Climate in Korea. . . . . 6
	Housing in Korea. . . . . 7
	Hygienic Conditions . . . . . 14
	Organization of the Family in Korea . . . . . 15
	Financial Situation . . . . . 16
	Korean Foods. . . . . 17
	Education of Women . . . . . 18
	Korean Customs. . . . . 20
	Korean Practices Relating to Children Which Need Modification . . . . . 22
Chapter III	Selected Subject Matter in the Field of Child Development Suitable for Korean Girls of College Level. . . . . 24
	Home Economics in Ewha College. . . . . 24
	Suggested Topics to be Included in the Course of Study at Ewha College . . . . . 28
	Child Development Subject Matter Units to be Taught in the Sophomore Year. . . . . 29
	Child Development Subject Matter Units to be Taught in the Junior Year . . . . . 37
	Training of the Child . . . . . 37
Chapter IV	Suggestions for Selecting and Adapting Subject Matter to Meet Korean Needs with Reference to Children's Play and Clothing. . . . . 43
Part I	Play and Play Materials . . . . . 44
	General Principles of Play. . . . . 45
	Principles Involved in the Selection of Toys. . . . . 50
	Toys for Various Types of Development. . . . . 52
	Toys for the Different Ages . . . . . 53
	Adapting Play Materials to Meet the Needs of Korean Children. . . . . 56
	Housing Conditions and Play Space . . . . . 56

## TABLE OF CONTENTS

		Page
	Some Suggestions for Home-Made Toys . . . . .	62
	Toys Made From Spools . . . . .	62
	Toys Made From Cardboard and Paper . . . . .	67
	Toys Made From Bamboo . . . . .	70
	Toys Made From Wood . . . . .	72
	Cloth Toys . . . . .	75
Part II	Clothing for Children . . . . .	76
	Functions of Clothing . . . . .	76
	Accepted Principles . . . . .	81
	Suitable Materials for Children's Clothing . . . . .	81
	Construction of Children's Clothing . . . . .	84
	Clothing for the Infant . . . . .	88
	Clothing for Preschool Children . . . . .	93
	Practices in Regard to Children's Clothes in Korea . . . . .	96
	Suggested Changes in Korean Children's Clothing . . . . .	98
	Directions for Constructing Patterns . . . . .	101
	Summary . . . . .	120
	Bibliography . . . . .	122

LIST OF PLATES

	Page
Plate I . . . . .	57-A
Plate II . . . . .	60-A
Plate III . . . . .	62-A
Plate IV . . . . .	64-A
Plate V . . . . .	64-B
Plate VI . . . . .	65-A
Plate VII . . . . .	67-A
Plate VIII . . . . .	68-A
Plate IX . . . . .	68-B
Plate X . . . . .	68-C
Plate XI . . . . .	68-D
Plate XII . . . . .	68-E
Plate XIII . . . . .	70-A
Plate XIV . . . . .	74-A
Plate XV . . . . .	74-B
Plate XVI . . . . .	74-C
Plate XVII . . . . .	95-A
Plate XVIII . . . . .	97-A
Plate XIX . . . . .	97-B
Plate XX . . . . .	97-C
Plate XXI . . . . .	97-D
Plate XXII . . . . .	102

LIST OF PLATES

	Page
Plate XXIII . . . . .	103
Plate XXIV . . . . .	104
Plate XXV . . . . .	105
Plate XXVI . . . . .	106
Plate XXVII . . . . .	108
Plate XXVIII . . . . .	110
Plate XXIX . . . . .	111
Plate XXX . . . . .	112
Plate XXXI . . . . .	113
Plate XXXII . . . . .	114
Plate XXXIII . . . . .	115
Plate XXXIV . . . . .	116
Plate XXXV . . . . .	117
Plate XXXVI . . . . .	118
Plate XXXVII . . . . .	119

LIST OF TABLES

	Page
Table I Curriculum of the Home Economics Department in Ewha College, Korea . . . . .	26
Table II Body Measurements of 92 Korean Children Ranging in Age from 4 to 6 Years. . . .	100

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OF KOREAN CHILDREN

CHAPTER I

The Problem

It is desirable that each nation should retain its own culture which has developed as an outgrowth of the past. It is also desirable and necessary that nations make progress in growth toward better modes of living. Progress, however, can not be made without facts and when these facts are available, they must be assembled in usable form and made known to the masses of people who are responsible for carrying out activities if progress is to go forward. In other words, education must take place and there must be an interchange of facts among individuals, groups, and nations, if the most is to be made of the knowledge we now have.

The writer, after two years of study in the United States, will return to her country to teach in Ewha College. Since one of her major interests is Child Development, it seems desirable for her to select from the available subject matter in this field as it is disseminated in the United States, some of the important information and to evaluate and adapt this material in terms of the need of Korean children. This material is to be used in teacher training and in education for future parenthood.

It would not be possible in a short study of this type to give consideration to all available material in the field. The writer has therefore limited her problem.

### The Problems

1. To review present practices, customs, and conditions which influence the children of Korea.
2. To select and set forth in outline form that material which should be adapted to Korean needs and which is suggested as suitable for a course in Child Development in Ewha college.
3. To prepare lists of principles which may serve as a guide in evaluating and adapting subject matter relating to the preschool child's play materials and clothing.
4. To describe or illustrate in some detail selected material and adaptations of materials which may be used in Korea to meet the needs of preschool children with reference to play and clothing.

In Part I of this problem, which includes the selection of topics in need of evaluation, the writer in preparing the outline has given consideration to the following:

1. The present knowledge and background of students and parents in Korea.
2. Specific facts needed to promote progress in prenatal and post natal care.

3. Material for which there is greatest need for knowledge.
4. An arrangement of material which makes possible the observation of application in the Ewha kindergartin, home management house, and nearby homes.

In Part II of this problem the writer has set forth principles which are basic in the needs of all children with the thought of using these principles as standards in determining the degree to which a method or condition meets a basic need. In developing the principles used in the units of play and clothing (those selected for this study) the following were considered:

1. Play
  - a. Physical development
  - b. Mental development
  - c. Social development
  - d. Emotional development
2. Clothing
  - a. Comfort and suitability
  - b. Learning of self reliance

In part of this problem the writer has also considered the selection of equipment and the adaptations necessary in light of available materials, economic conditions, needs, and customs of the people of Korea.

1. Play

- a. Suggestions for adapting and selecting toys

2. Clothing

- a. A consideration of differences in body measurements between Korean and American children.

- b. Direction for the construction of pattern.

## CHAPTER II

## KOREAN CONDITIONS INFLUENCING NEEDS OF CHILDREN

Until schools supplement the education for family life that is taught within the home, the patterns of family living will be passed down almost entirely from one generation to another. Because the home has the greatest opportunities for teaching the child how to live, it is highly desirable that provision should be made for supplementing this learning through the various educational institutions, thus making it possible to pass on to the home, the results of scientific facts as they are made available. This program for reinforcing the home background can be made more valuable, if it takes into account that which is known and practiced within the home.

Before presenting the material included in this study, the writer has briefly summarized a few of the factors and conditions have also been considered by the writer in planning her study.

## THE CLIMATE IN KOREA

The climate of Korea is comparatively mild in the south but more severe in the north. The mean temperature of the country through the year is a little above 65°F. in the south; slightly below 52°F. in the center, and about 39°F. near the northern border.

The winter begins about the end of November, and the coldest month in the year is January. The dry and cold winter temperature of Korea is influenced by the icy winds from Siberia and Manchuria in the north and by the cold currents from the sea of Okhotsk.

The country is always sunny and clear except in July and August which is called rainy season. The warm winds of the China Sea and the Central Pacific Ocean influence the summer making it almost tropical in heat and humidity, although it is short in duration.

## HOUSING IN KOREA

### Materials Used in Building Homes.

The chief building material is wood. Pine, cedar, cypress, and chestnut wood are used for the framework of houses; clay, stone, and bamboo for the walls; blue-brown tile or straw (for the small house) are used for the roof and oiled paper for the floor covering. Plain white or figured papers are used on the walls and ceiling.

### Construction of Building.

The Korean house usually is low in height and consists of one story. The various shapes include letters such as L, U, or the figure 5 or . A home for a wealthy family is not only large but it has near it many buildings built in the shape of a wall which surrounds the house. (See Plate No. I).

The frame-work of the houses is wood, and the inside of the walls are a network of bamboo sticks which are tied in place with straw ropes and then thickly coated with mud. The color of these walls is yellowish brown. The inside and partitions are covered with paper.

The roof is supported by a few wooden posts, one at each corner and also by one in the middle of each side. The number of posts used in the construction depends upon the size of house. The roof is covered either with a bluish brown tile or with straw for the small house (If a straw

roof is used, it should be replaced once each year. This is usually done in the spring). The tile roofs which are commonly used have a picturesque concave curve.

The floor plans of Korean homes are usually rectangular in shape although they vary in size. The rooms include a kitchen, several bed rooms and a porch. The floor is elevated about two or three feet from the ground to prevent contact with the earth. The floor also contains another important feature; that of the heating system. The Korean heating system is called "Ondol". A set of short stone pillars a foot high are placed symmetrically at intervals supporting a single slab or several large slabs of stone, covering the whole floor area of the room. As stone is a good retainer of heat, it would be inconvenient for living purposes if the stone were left bare because it would become too hot for comfort when the fire is kindled, therefore the floor is covered with a layer of mud and plaster through which runs a series of connected horizontal flues. The fire is made in the kitchen or outside the room and the heat and smoke pass through the flues to an outlet at the end of the room opposite the fire. An advantage of this system is that it keeps the feet warm and free from drafts while the rest of the body remains comfortable with a constant supply of heat.

### Interior:

Either plain white or figured paper is used on the ceiling and walls. Oiled paper is used as the floor covering. The general light color of the walls of the rooms makes a soft diffused light.

Double doors are used throughout the house. Those on the inside are sliding and those on the outside fold. They are pushed to each side during the daytime. The doors are made of slender strips of wood and covered with a layer of typical pure Korean paper which is translucent and admits the passage of air, and at the same time shuts out the cold and moisture.

The windows vary in size, light and ventilation being their main function although they are also used for the purpose of decoration. In summer time draperies which are made of fine bamboo strips are used instead of the door. These draperies are brown or of a cool color, such as blue or green. A few pictures are hung on the walls.

Few pieces of furniture are placed in the rooms. A screen which is commonly used, is made of a wooden frame and covered with paper pictures. The height of these screens vary and each part of a screen has a different design. These may include landscapes and flowers. A few of the doors may also be painted with scenes. Three or four Korean chests of light brown and dark brown, and trimmed with either metal

(brass or copper) or a type of shell are in the rooms. Quilts made of colorful silk or cotton, two or three inches thick, are folded and put up on these chests. A thick mat made of silk is placed on the floor at one side of the room. This mat is colorful (blue, red, and green are frequently used, with a black or bright blue trimming).

A Description of the Main Types of Houses and Their Uses:

In general, a gateway leads to the main building. At least one and often two or three and sometimes several gates are built between buildings. The number of gates used depends largely upon customs in the different parts of Korea (i.e. the buildings of southern Korea are more complicated than those in the northern part of the country). Much also depends upon the different classes of people using the houses. In general, the first gate-way is used as an entrance to the building. Another leads into the inner building which contains a kitchen women's bedrooms and a wooden floor, and another gate leads to the living room (sarang) where men usually go for study or for entertaining guests. These gates are usually made of wood and contain a design. They are locked with a sliding wooden bar and are roofed with tile.

The shape of the bedrooms is usually rectangular, and they are of various sizes. The bedrooms serve several purposes (sleeping room, dining, and sewing. The reasons the bedroom can be used to serve several purposes are as follows:

1. People sleep on the floor thus eliminating space for the storage of beds in the day time. Quilts are folded in the day time and put upon the chests as a decoration for the room.
2. A small table is used for family meals. These individual tables are kept on the kitchen shelves.
3. A sewing machine and also a square sewing box for keeping threads and needles can be put into a corner of the room. These can be put away easily when it is necessary, since paper patterns are not used for dresses.
4. Because it is customary to sit on the floor, space is not necessary for chairs. A large floor area can be readily cleared to entertain guests. Since there are no obstructions made by large furniture, the smooth papered floor is easy to clean with a soft broom and damp cloth.
5. The floor is always warm in the winter and it can be used for different purposes any time it is necessary.

A wooden floored room is connected with an enclosure which is in front of bedrooms. This may be made either into an open-space or closed room by means of sliding glass windows which can be easily taken out and put back. This space is used as a sitting room, sewing room, and for serving meals in the summer time. Children also play in this room. In

the winter time this space protects the house from wind and cold air from outside. Another advantage in having this space is that it prevents dust from outside coming into the room. Because Korean people do not wear shoes inside the room, shoes are taken off under this wooden floor.

The kitchen is usually located next to the bedroom in the main building. The kitchen floor must be two or two and one-half feet lower than the height of the main floor of the rooms because the stove, which is built of stone, iron bars, mud and either plastered with lime or mud cement, connects with the flues where heat goes through underneath the floor of the rooms. The kitchen floor is made of mud with lime-plastered walls. A kitchen usually has two doors: one paper door which opens to a bedroom, and the other a wooden door which opens into the court-yard. A paper window admits light. One or two, movable cabinets are used for brass wear, china wear, dishes, and bowls. Individual spoons and chopsticks are stored in a drawer of the cabinet, and shelves are placed near the cabinets for the storage of tables. Sometimes, a cabinet is placed on a wooden floor, thus forming a decoration. The general arrangement of the kitchen is not convenient. This is due in part to the fact that it is usually large. Kitchens are made large because: (1) the family is large, (2) the large utensils for cooking and individual tables require space, (3) the methods used in cooking are more complicated than are the methods in prepar-

ing Western foods, (4) fuel requires space. In cities, usually pine needles and wood are used, but in the country stalks of grains are used almost entirely as fuel. Running water is rarely provided in the kitchen except for a few homes in the city. A well is usually placed near the kitchen or in the court-yard and water is stored in an earthen-ware jar which is kept in the kitchen.

## HYGIENIC CONDITIONS

The heating system of bedrooms (heated underneath the floor) does not permit regulation of the room temperature; the air near the top of the room is chilly, while that near the floor is hot. When the room becomes hot, the air of the room, may be too dry. With this type of heating system children become overheated and catch cold. The baby is usually put on the floor, while adults are working in the room. As a result the baby is exposed to dust. His sleep is also disturbed.

Children usually sleep with adults, and since doors and windows are closed during the winter nights, the child lacks fresh air and ventilation.

A bathroom is not provided in the main floor of the building. It is necessary therefore to bring a pail into the bedroom for the baby's bath. This method is not only inconvenient but it also presents a difficult problem in regulating the temperature of the water and room.

The toilet facilities which are unsanitary are placed either outside the building or in the back yard.

Garbage disposal is not cared for in a sanitary way; therefore, it often becomes a source for the spread of communicable disease.

Except in large cities, spring and well water are used for cooking and washing.

## ORGANIZATION OF THE FAMILY IN KOREA

The individual is considered as little or nothing, whereas the family is the social unit recognized both by law and customs in Korea. A man is a member of his family, and his daily affairs, including his marriage, are more or less under the control of the head of his family or of the family council.

The man is the head of the family in most cases although the woman may under exceptional circumstances become the head. This, however, is usually only a temporary expedient. Boys alone can carry on the family name and inherit titles and estates.

A family consists of grandparent and parents although it is not unusual for relatives to live in the home. Whatever the family organization may be, the younger generation respects its elders.

## FINANCIAL SITUATION

About eighty per cent of the twenty million Korean people work on the farm. The remaining population is engaged in commercial, industrial, and professional work or in day labor.

The economic situation has become more acute since the world war. The price of the necessities has increased, whereas the wages and salaries have remained constant.

The average economic situation of families which can finance the education of their children may be considered as a living or medium standard.

## KOREAN FOODS

The Korean food varies with the different parts of the country and also with the economic condition of each family. The common foodstuffs are green vegetables, rice, sea foods, meat, and eggs. Vegetables are served in some form at every meal. Fish, fresh, dried, and salted, is used in great quantities. Meat is seldom eaten by the poor classes but almost entirely by those who have money and can afford it. In this group a moderate amount is eaten at each meal; eggs are used in large quantities and in various forms. Rice is a great staple, although millet (which contains vitamin A) and barley are frequently substituted for rice either entirely or in part. Peas and beans are often mixed with rice. Fruits, fresh, dried, and preserved, are not used as a main part of a meal but they are taken in large quantities between meals. Corn and potatoes are used in large amounts. Dairy products are rarely used as a main food.

In the preparation of Korean food a large variety of foods are mixed in a single dish, and this mixture is highly seasoned.

## EDUCATION OF WOMEN IN KOREA

Until about fifty years ago Korean women were kept inside of the house. They were busy preparing for marriage during their girlhood days and after marriage they were busy being a good wife, daughter-in-law, mother and housekeeper, and little time remained for contacts. Women were trained in homemaking by their mothers or grandmothers.

In 1886, schools for girls were started by missionaries. At the present time women who are fifty years of age or over have no schooling. A few women from forty to fifty of age have had some training in the schools. The number of educated women is, however, gradually increasing year by year. In 1934, the number of girls in 27 girls' high schools according to the Annual Report of the Government totaled 9,920, and 5,503 girls were enrolled in 17 Girls' High Common Schools. A large number of girls get through the common or elementary schools. There is only one college for Korean women, and this is called Ewha College. It is located in Seoul, the capital of Korea.

The enrollment of students in the four departments of Ewha College numbers three-hundred fifty girls. One-third of these girls are enrolled in the Home Economics Department. This is comparatively large when one considers that it was started in 1929. The number of freshmen girls in 1937 was as follows: 50 in the Kindergarten Training School; 21 in

the Literary Department; 30 in the Music Department and 40 in the Home Economics Department. <sup>(1)</sup> The college training course consists of four years with the exception of the Kindergarten Training course which is 2 years.

The people are gradually realizing that Home Economics means not only selection and preparation of food and making dresses, but also the improvement of the home.

## KOREAN CUSTOMS

Clothing materials as generally used in Korea are of cotton, a variety of silk, linen and grass cloth. Wool, however, is not a commonly used material for garments. Garments are usually made of white material although light colors such as sky blue, grey and pink are also common. Robes for weddings and also for celebrating the sixty-year cycle of life are gorgeously colorful. Children's garments in general are colorful with the exception of infant's clothes. As to the style, there is a difference between the sexes, although there is no style distinction for the various ages, the only variation being that of color and materials.

Since the temperature of Korea is distinctly different in each season, clothing is adapted to the climate. Winter garments are loose and thick. They are lined with either flakes of cotton or silk, while summer clothes are loose and thin. The materials used for summer garments are those such as raw silk, thin cotton, linen and grass cloth.

The garments worn in winter are lined. They are usually made by hand and are taken apart when the garments are washed. Clothes for late spring, early fall, and summer are made entirely on the sewing machine because they are not to be taken apart for washing.

The garments are few in variety and include such as a

jacket, loose trousers, a long coat and a vest for the male; and a short jacket, loose baggy under trousers, a petticoat and a full pleated skirt for the female. The skirt and trousers are held in place either by a band with ties or by attaching to an under vest. Ribbon is used for jacket and coat fastenings although buttons are commonly used for summer garments.

The Korean standard of cleanliness is high, therefore custom requires frequent laundering of garments. Much time therefore is needed to make over garments each time they are washed. Garments worn by children require a great amount of time for washing and sewing.

KOREAN PRACTICES RELATING TO  
CHILDREN WHICH NEED MODIFICATION

The following practices prevail in Korea:

1. Pregnancy is supposed to be kept a secret because it is related to the morals of women. Physical examinations are rarely taken during the pregnant period except in cases where a serious condition develops.
2. Children are less respected in the family and are expected not to interrupt elder's conversation.
3. Children should obey their elders.
4. Children have no separate room; they sleep with their parents and stay with them at all times.
5. The food given to children is not much different from the food served to adults, except that children's foods are less highly seasoned. After teething begins, soup, cereals, eggs, and some of the adult foods are added to the child's diet.
6. Children eat with the parents, and no special equipment is provided for the children except that they use a smaller size spoon and chopsticks. The child therefore eats under distracting conditions.
7. The baby's schedule is not regular. He is fed at any time he cries.
8. The selection of children's clothes is considered from the adult's point of view with reference to color, texture and style. Garment fastenings used are the

belt and band. Diapers are tied to a belt or cloth strip.

7. Most of the mothers carry their babies on their backs.
8. The wealthy family has a nurse who feeds the baby and takes care of him. The mother's responsibility is merely that of advising the nurse. Frequently the baby sleeps with its nurse. Usually, poor and uneducated women work for money. In all classes of people, therefore, the nurse has a great influence on a child. It is not unusual for a child to like his nurse better than he likes his own mother. This causes a lack of close relationship between parents and children. Most families keep one or two maids in the house, and it is the duty of this help to play with the children as well as to work in the house. Maids are frequently girls from 10 to 15 years of age. They are often careless and do not pay attention to the children. The young baby is usually carried on the maid's back while she plays with the other children.
9. The children of wealthy families are constantly interrupted by adult attention, and the children of poor families on the farm are neglected, frequently playing alone for the entire day. Too few play things are provided for the children, and no play space is arranged either in the houses or out of doors.

## CHAPTER III

SELECTED SUBJECT MATTER IN THE FIELD OF CHILD  
DEVELOPMENT SUITABLE FOR KOREAN GIRLS OF  
COLLEGE LEVEL

## Home Economics in Ewha College

Since the material as organized in this study will be used for the first time in Ewha College in Korea, the writer will attempt in this chapter to describe briefly the curriculum and special conditions relating to work in this Korean college and also to set forth in outline form the subject matter selected by the writer as being suitable for a course of study in child development. Much of this material however, needs to be adapted to the needs of Korea before it is taught. Two units in this outline (Play and Clothing) have been more completely considered in the following chapter.

The curriculum in Ewha college is fixed by the school and recognized by the government. Therefore, each girl, who belongs to a class, must prepare the same assignments and go to classes at the same time.

The courses are given through an entire year, and some courses continue throughout the four years of college.

The child development course as now approved is given over a period of three years; one hour each week in both the sophomore and senior years, and two hours each week in the junior year. Class periods are each forty minutes in

length.

Sophomore girls who enter child development classes have finished inorganic chemistry, physics, biology, sewing and cooking courses. Physiology, hygiene, organic chemistry, textiles, sewing, embroidery, cooking and household management are offered during the sophomore year.

Hygiene, textiles, sewing, embroidery, care of clothing and dyeing, nutrition cooking, house planning and home furnishing, and household management are offered during the junior year.

Sewing, nutrition, cooking, household management and practice, home industry, education and psychology\* are given in the senior year, besides other courses which are paralleled as shown in Table I which sets forth the curriculum of the Home Economics Department in Ewha College:

\* The writer recommends that the psychology course be offered earlier than the senior year to provide a better background for the child training unit offered in the junior year.

TABLE I

CURRICULUM OF THE HOME ECONOMICS DEPARTMENT IN  
EWAH COLLEGE, KOREA,-- 1937

Subjects Required	Hours Spent in Class During Each Year			
	Fr	So	Jun	Sen
ETHICS	1	1	1	1
BIBLE	2	2	2	2
JAPANESE LANGUAGE	4	3	3	2
KOREAN LANGUAGE AND CHINESE	1	1	-	-
ENGLISH	3	2	-	-
PHYSICS	3	-	-	-
CHEMISTRY	3	3	-	-
BIOLOGY	3	-	-	-
PHYSIOLOGY	-	2	-	-
HYGIENE	-	2	1	-
FABRIC AND TEXTILES	-	1	1	-
SEWING	3	3	3	6
EMBROIDERY	-	2	2	-
CLEANING AND DYING OF CLOTHING	-	-	2	-
FOOD AND NUTRITION	-	-	3	1
COOKING	6	4	4	6
HOUSE PLANNING AND HOUSE FURNISHING	-	-	2	-
CHILD DEVELOPMENT	-	1	2	1
NURSING	-	1	1	2
HOUSEHOLD MANAGEMENT	-	1	1	2
HOME INDUSTRY	-	-	-	2
EDUCATION	-	-	-	2
PSYCHOLOGY	-	-	-	2
POLITICAL SCIENCE; ECONOMICS	-	1	-	-
SOCIOLOGY	-	-	-	2
MUSIC	1	1	1	1
PHYSICAL EDUCATION	2	2	2	2
	32	32	32	32

The figures indicate the number of hours each week.

The ages of freshmen girls in the Home Economics Department of Ewha College range from about seventeen to twenty years. Four years in high school is required for college entrance. General home economics courses are offered in high schools because most of the girls do not have an opportunity to go to college.

The enrollment of freshmen girls is about fifty each year, although only about one-fourth of these complete the four-year course in college.

Very few girls who graduate from the Home Economics Department in Ewha College secure positions in high schools. A few go into rural work which is connected with churches. This work is with parents on farms. The majority of girls get married after they graduate from college. The report concerning the graduates from the Home Economics Department of Ewha College in the year 1937 (according to Ewha College News Sheet) shows the following occupations:

\*

Rural work - 4; High School - 1; Primary school - 1; Nurse - 1; and at home (married) - 5

\*

Ewha College News Sheet. Vol. IX, No. 2, May, 1937.

Suggested Topics to be Included  
in the Course of Study at Ewha College

This course which has been outlined by the writer will be divided into two parts: part one which is planned for the sophomore class and which includes prenatal and post natal care; hygiene for the mother and baby; and physical development of the young child. This division makes it possible for those girls who cannot complete the four years of college to get the most important principles of child development first.

Part two which is designed for juniors includes child training and a consideration of factors in the child's development which promote better mental and physical development. The application of these principles may be observed in the kindergarten and also in home situations.

A third part, which has not been outlined by the writer in this study but which will be taught to seniors, is mentioned here so the reader may know the general plan of the child development program.

Child Development Subject Matter Units to be  
Taught in the Sophomore Year

I. Importance of Child Study

1. Need for maternal and child health
2. Need for understanding children
3. The parents' responsibility to children

II. Physical Examinations and Prenatal Medical Care

1. Need for medical attention early in pregnancy
  - (a) Signs of pregnancy
2. Blood pressure and urine examinations
3. Pelvic measurements
4. Blood count and heart and lung examinations
5. Checking weight.
6. External abdominal examinations
7. An understanding of social diseases and dangers involved
8. Regular physical examinations
  - (a) Importance of following doctor's instructions

III. Rest and Exercise for the Mother

A. Rest

1. Relax the muscles by short resting
2. Prevent fatigue and overstrain
3. Sufficient regular sleep

B. Exercise

1. Walking out of doors
2. Ordinary house work

3. Dangers involved in heavy lifting and other forms of strenuous exercise

IV. Fresh Air and Sunshine

1. Open windows when sleeping
2. Value of sunshine in promoting health
3. Relationship to sleep and appetite

V. Care of Skin and Need for Cleanliness

1. Effect of increased perspiration
2. Daily bath, sponge or shower after seventh month
3. Relationship between eating and time for taking bath
4. Adequate fluid intake

VI. Care of Breasts before Childbirth

1. Cleanliness
2. Preparation for lactation

VII. Care of Teeth

1. Influence of acidity
2. Examination of teeth, treatment of dead and infected teeth
3. Diet during the prenatal period as a factor in the development of the baby's bones and teeth
4. Need for clean teeth

VIII. Elimination

1. Influence of elimination on the mother's health
2. Constipation during pregnancy
  - (a) Method of correcting through diet

**IX. Clothing**

1. Comfort
2. Cleanliness
3. Warmth
4. Appearance
5. Correct shoes

**X. Diet During Pregnancy**

- A. Energy requirements
- B. Protein requirements
- C. Mineral requirements (calcium, phosphorous, iron, and iodine)
- D. Vitamin requirements (A, B, C, and D)
- E. Roughage
  - a. Need for roughage  
Essential for the removal of waste
  - b. Sources
- F. Water
  - a. Need for  
To remove waste and maintain body fluids
  - b. Sources

**XI. Preparation for Labor and a Consideration of Things to be done, if the Doctor is Delayed**

- A. Preparation of patient and materials needed for delivery
  1. Soap suds enema
  2. Sponge bath and change clothes

3. Making of bed for delivery
4. Have sterilized equipment ready
5. Have room warm
6. Arranging the baby's clothes and equipment

## XII. Labor

### A. First Stage

1. Indications of labor
2. Dilation of birth canal

### B. Second Stage

1. Birth of baby

### C. Third Stage

1. Birth of placenta

## Puerperium

## XIII. Care of Mother following birth

### A. Importance of cleanliness

### B. Routine care

## XIV. Lactation

### A. Dietary Needs

1. Energy requirements
2. Protein requirements
3. Mineral and vitamin needs
4. Fluid intake

### B. Factors that influence the secretion of milk

1. Proper diet during the pregnancy and nursing period
2. Completeness of emptying the breasts
3. Regularity in emptying breasts

4. Over activity
5. Nervous strain

### Post Natal Care

#### XV. Care of New Born Baby

- A. Preparation of cord for cutting, sterilization and care of naval
- B. Disinfection of eyes
- C. Care of mouth
- D. Oil bath

#### XVI. Conditions for Sleep

- A. Basket and bed and bedding
- B. Fresh air with protection from drafts
- C. Regularity in sleep habits

#### XVII. Feeding the Child

- A. Breast feeding
  1. Reasons for encouraging breast feeding
    - a. Milk is adapted to the needs of the baby
    - b. Easy to digest
    - c. Free from germs
  2. Rules for feeding the infant
    - a. Regularity important

Better growth of infant and better digestion results

Helps develop good eating habits and mother has more time

Breast feeding can be regular

b. Feeding schedule

Four hour schedule most commonly used

Three hour interval also used

Two hour interval may be advised for a  
premature baby

Length of the nursing period

The capacity of the baby's stomach

Methods of evaluating the child's  
nutritional status

3. Weaning

a. Early weaning and considerations when a  
mother has a disease or fever

b. Desirability of weaning by nine months of age

c. Influence of hot weather on weaning the baby

d. Procedure for gradual weaning of baby

4. Additions to milk (for breast or artificial feeding)

a. Water

b. Cod liver oil, orange juice or tomato juice

c. Cereals

d. Vegetables

e. Egg yolk

f. Foods which stimulate the eruption of teeth

g. Meat soup and meat juice

h. Foods served by the end of the first year

5. Artificial feeding when substituted for human  
milk

- a. Comparative composition of cow's milk and  
human milk
- b. Formula for modification of cow's milk
- c. Directions for making formula

XVIII. Bathing the Baby

- A. Needs for bathing baby
- B. Time and frequency
- C. Equipment
- D. Method of undressing, bathing and dressing
- E. Precautions in bathing the baby

XIX. Elimination (routine care)

- A. Method of changing baby
- B. Care of diapers
- C. Use of protective garments
- D. Early methods of training

XX. Physical Growth of the Baby

- A. Growth of the various systems of the body
- B. Body proportions at various age levels
- C. Factors influencing growth of bones, teeth, and  
muscles
- D. Methods of judging the status of growth

XXI. Children's Diseases

- A. Dangers involved in Children's diseases
- B. Early symptoms of disease

- C. Need for medical attention
- D. Importance of isolation
- E. Care of sick child
- F. Sickness as related to physical growth, mental development, and formation of habits

Child Development Subject Matter Units to be  
Taught in the Junior Year

Training of the Child

I. Habit Formation and Reconditioning

- A. Principles involved in habit formation
- B. Methods of establishing habits
- C. Methods of reconditioning habits
- D. A consideration of factors relating habits
  - 1. Eating
  - 2. Sleeping
  - 3. Elimination
  - 4. Emotional reactions
  - 5. Thumbsucking
  - 6. Sex training

II. Eating Habits

- A. Methods of establishing correct habits of eating
  - 1. Feed regularly
  - 2. Serve attractive foods and serve in small amounts
  - 3. Simple food associated with pleasant experiences
  - 4. Proper place and equipment
  - 5. Avoid the suggestion
  - 6. Avoid strong flavored and highly seasoned food
  - 7. New food should be introduced in small amounts

**B. Physical causes for refusal to eat****1. Poor physical condition**

- a. defective teeth
- b. bad tonsils
- c. disease

**2. Hygienic causes**

- a. Lack of fresh air and sunlight
- b. Lack of sleep and exercise

**3. Dietary causes**

- a. Overfeeding, or too short interval between meals
- b. Undigestible food--too much starch, or fat, sweet things
- c. Constipating diet
- d. Lack of vitamins
- e. Too strong odor or high seasoning

**C. Psychological causes of failure to eat****1. Child**

- a. Negativism, or desire for attention
- b. Interest in other things
- c. Imitates others on a diet

**2. Food and Attitude**

- a. Too large a quantity, or too large a variety of foods
- b. Force feeding

- c. Over solicitous, too much talk in front of child
- d. Too much discipline and emotional stimulation
- e. Unpleasant surroundings and suggestions of dislike
- f. Too much time allowed at meals

### III. Methods of Establishing Good Sleep Habits

- A. Regularity and consistency in practice of sleep
- B. Bed time adjusted to the different ages
- C. Good conditions in the room
- D. Avoid interference and overstimulation
- E. Avoid over-fatigue or under exercise
- F. Avoid interesting activities before bed time
- G. Teach the child to relax
- H. Decrease the day nap if night sleep is poor

### IV. Thumbsucking

- A. Seek the causes
- B. Keep child busy with other things
- C. Avoid fear or shame
- D. Explain reasons to the child if he is older

### V. Establishing Good Habits of Elimination

- A. Start at an early age with regular hours.
- B. Avoid emotional upsets.
- C. Do not shame child

D. Proper equipment

E. Encourage child to be independent

## VI. Emotional Habits

A. Early emotional reactions of approach and withdrawal

1. Later differentiated and classified as fear, anger, jealousy, love, etc.

B. Fear

1. Causes

- a. Loud noises
- b. Loss of support
- c. Repeated unpleasant experiences

2. Treatment

- a. Seek and avoid repression of fears
- b. Give child secure feeling
- c. Use mild social methods of associating with those not afraid
- d. Avoid ignorance or ridicule
- e. Gradual accustoming by means of pleasant associations

C. Anger

1. Causes

- a. Interferences or hampering in activities of the child
- b. Overfatigue or other physical discomfort
- c. Thwarting
- d. Overdiscipline, and domination of parent

e. Poor motor coordination

2. Methods of treatment

a. Seek the causes

b. Good physical health

c. Routine should become a habit

d. Ignore the problem and give security of  
feeling

D. Jealousy

1. Causes

a. Arrival of a new baby

b. Praising others or comparing with others

c. Insecurity or inferiority of feeling

d. A feeling of losing out on something

e. Social thwarting

f. Overregulation and insistence

2. Treatment

a. Prepare child for the coming of a new baby

b. Let him help in the preparation for the baby

c. Encourage child when he has done something  
worthy

d. Treat all children in a family consistently  
and fairly

e. Give affection and security

E. Love

1. Methods of stimulating

2. Difficulties involved in undesirable relationships

Too strong bonds between child and parent

F. Sex training

1. Sex training at various ages

a. Answering children's questions

b. Methods of instruction

VII. Discipline

A. Aims in discipline

a. Self control

B. Desirable methods of control or guidance

C. Causes for disobedience

VIII. Play and Play Equipment

A. Principles involved in play

a. The child's need for play

b. Play as a means of promoting social development; companions

B. Need for play space

C. Play materials

## CHAPTER IV

SUGGESTIONS FOR SELECTING AND ADAPTING SUBJECT  
MATTER TO MEET KOREAN NEEDS WITH REFERENCE  
TO CHILDREN'S PLAY AND CLOTHING

As previously stated, the writer has attempted in this study to first present the specific conditions as they now exist in Korea, which influence children. Special emphasis has been placed on those factors which relate to children's play and children's clothing needs. Second, to present in outline form general topics relating to subject matter which is suitable for child development classes in Ewha College, and third to present in this chapter some specific suggestions for selecting or adapting subject matter in the field of play and clothing which meets the needs of Korean children.

This chapter will be divided into two parts. Part I will refer to play and Part II to clothing. Each of these parts will be divided into two general divisions. The first deals with principles, and the second with specific suggestions.

## Part I

### Play and Play Materials

The first aim of the subject matter included in this chapter is to stimulate within Korean girls a desirable attitude toward play because this emphasis has been neglected in Korea, and to show how children's physical, social, and mental development may be promoted by providing the right kinds of toys and the proper space for play.

Another aim of this study is to show that desirable play conditions can be provided with little expense. Economic factors are an important consideration in Korea because most families must live on a limited income. For this reason it has been necessary in most families to substitute home-made toys for commercial playthings. At present, mechanical toys can be easily obtained in the market; they are, however, not only expensive, but they are also poor in construction and lack educational value.

The problem considered in the first part of this chapter involves the following:

1. To set forth general principles of play and toy selection
2. To provide a room in the house for the children
3. To show how parents can utilize the space in the back yard as a play ground.
4. To set forth groups of toys in accordance with their

values for various age levels.

5. To give some suggestions and directions which may be used in making home-made toys, playthings and equipment for children.

### GENERAL PRINCIPLES OF PLAY

#### THE NEED FOR PLAY DURING THE PRE-SCHOOL PERIOD

1. Play is the most serious business in the world for the children.
2. Play is the child's means of getting acquainted with, and adjusted to surroundings. It is an educational activity.
3. Play helps the child learn how to have initiative; it is self-motivated; it is the result of impulses that direct the activity of the child during the plastic stages of childhood.
4. Play teaches the child how to do things for himself and to develop independence.
5. Play is important for physical, mental, social, and emotional development. It helps to promote progress in reaching maturity.
6. Play gives an opportunity for self-expression and the formation of habits of thought, action, emotional reactions and attitudes toward both persons and things.
7. Play gives children an opportunity for developing self-reliance, concentration, and training for leisure.

8. Play contributes to children the opportunity for cooperation, and sharing social contacts.

#### PLAY AND ITS RELATION TO PHYSICAL DEVELOPMENT

1. The child begins to learn muscle control from the first day of his life. At first the big muscles are developed and later the small muscles. Through kicking, waving of arms, wriggling, cooing and later by climbing, running, holding, carrying objects, jumping, throwing and pouring. Necessary exercise of muscles takes place which helps to promote growth.

#### MENTAL DEVELOPMENT THROUGH PLAY

1. The child from an early age begins tasting, touching, hearing, smelling, feeling, laughing, crying, and moving. Through these experiences the child learns to judge distance, time, color, texture, sounds, odor, size, shape, weight, and temperature.
2. Imagination, resourcefulness, thinking, and a capacity for concentration are developed through play.
3. The child learns how to make his own decisions and to solve the situations and the problems he meets through the play.

## SOCIAL DEVELOPMENT

The child under two years is an individualist, but from two years on he should have the companionship of children his own age or a little older than his own age. Too great a variation in age among the companions is not desirable. The play of older children is constantly interfered with by the younger ones, or frequently the older children adopt the role of nurse or mother, in which case the younger children tend to become passive and lose a good bit of their impulse to independence and creative interest. In group play, the child is socialized.

1. The child learns how to cooperate with others by giving and taking, and sharing with each other during play.
2. The child learns how to make friends and to continue his friendships; to help others and at the same time to protect himself.
3. The child learns what is fair and unfair through the sharing of pleasures and the giving of suggestions and the receiving of help from others.
4. The child learns how to be happy in life and how to be a good loser as well as a good winner.

## HABIT FORMATION THROUGH PLAY

1. Habits of appreciation for and care of materials, economy in their use, neatness, order, and thrift may

- be easily developed through playthings.
2. Through making things to use play develops a sense of beauty and appreciation of good workmanship by others.
  3. Development of purposeful thinking.
  4. The habit of keeping wholesomely busy
  5. Many interests which start as play may carry over into hobbies of adult life.
  6. Habits of honesty, kindness, sympathy, self-control, generosity, helpfulness may be formed through play.
  7. Happy attitudes toward both materials and friends.

Results of the Lack of Toys, the Wrong Use of  
Toys or the Wrong Type of Toys

1. Lack of toys and wholesome activity may lead to idleness, mischief and introversion.
2. Too many toys or toys poorly selected may cause carelessness and destructiveness, greed, love of sensation, indifference, and extravagance.
3. Do-nothing toys such as mechanical toys or toys which are too advanced for the child to use stimulate laziness and love of being entertained.
4. Cheap, poorly constructed toys develop carelessness.

## SPACE FOR CHILDREN'S PLAY

Adequate play space should be provided both inside and outside of the house which permit freedom for activities and noise. These play spaces should be planned to include provision for the child's play things and equipment.

### A. Children's Room

The points to be considered for the child's room.

1. It should be gay and cheerful to help to stimulate the child's interest and imagination. It should have good ventilation and light.
2. The walls and floor should be smooth, and easy to clean. The floor should not be slippery as it may interfere with the motor activities of the child.
3. Color of room should be attractive, and harmonize with other things in the room. Figured paper or paintings are suitable.
4. The pictures should be hung on a level with the child's eyes. Shelves, drawers, and lockers should be placed where the child can reach easily without an adult's assistance.
5. The furniture should be simple, attractive in color, and desirable from the standpoint of learning self-reliance.
6. The lighting should be indirect and placed away from the bed.
7. The child's room should be located near both the bath

room and the mother's room to save the mother steps. The room should also be sufficiently near for the mother to check frequently on the child's safety.

8. It should be a type that can be easily converted into an older child's room when it is no longer needed as a nursery.
9. If possible, it should be located near the back yard close to the outside play center and where sun baths may be given.
10. Space should be provided for play and storage of play things.

#### B. Play Ground

The play ground should have a sunny exposure and be well drained and dry. If possible, a natural playground is the ideal play space for children, that is a play space where there are trees and sunny rolling grassy hills. Children may roll, slide, jump, dig in the ground, climb trees and swing. Such activities stimulate the development of large muscles and promote freedom from tension.

#### PRINCIPLES INVOLVED IN THE SELECTION OF TOYS

Toys should be selected with the needs and interests of the particular child for whom the playthings are intended in mind. This involves a consideration of his mental maturity, his social adjustments and his muscular coordination.

as well as his chronological age.

1. Toys are a means of education. They stimulate learning of the child, and promote the development of physical, social, intellectual and emotional growth.
2. Toys should be adaptable to a variety of uses and promote the following:
  - a. Physical exercise
  - b. Development of sensory acuity
  - c. Stimulation of dramatic activities
  - d. Development of constructive and creative ability
  - e. Development of skill

Each child should have a few toys of each of these types.

3. Durability should be considered in the selection of toys. The poorly constructed toys tend to develop destructiveness and irresponsibility within the child; therefore they are a waste of money.
4. Toys should be simple. Children get more pleasure from simple toys than from mechanical toys. The simple toys help in the development of imagination.
5. Toys should have aesthetic value and be harmonious in color, simple in design, and the form correct in proportion.
6. Toys should be hygienic. The possibility of keeping the materials clean is one of the most important factors, especially, for the young child who puts everything into

his mouth.

7. Colors should be considered for the young child.
8. The safety in the construction of the toy should be carefully considered for the child.
9. Toys should not be too small, too light, too large, or too heavy for the child to manage or manipulate.
10. Play materials and toys should have a developmental interest rather than a passing appeal. Toys should present to the child some problems for him to solve.
11. The right kind of toys often prevent problem children.

#### TOYS FOR VARIOUS TYPES OF DEVELOPMENT

##### Playthings May be Grouped According To Their Values

In the selection of toys these values should be considered. It is desirable to select some toys from each group. The following suggests a few toys which may be classified in groups:

##### 1. Physical Development

Ladders, swing, teeter-totter, balls, pegboards, tricycles, kiddie car, train, truck, sea-saw, sand and jingle-gym.

##### 2. Sense Development

Playthings which are primarily planned to give pleasure to the senses: water, noise makers, color cubes, sand, cloth, rubber, paper and other colored materials. Materials having flavors, or odors such as flowers, vegetables, and rubber are good.

### 3. Constructive Value

Blocks, boards, hammer, nails, paints, cloth, paper, paste, clay, sand, scissors, and blunt pointed knives.

### 4. Imaginative Value (make believe)

Sand, clay, blocks, boxes, thread, strings, dolls, cloth, toy housekeeping equipment, animals, and materials for playing store.

### 5. Development of Skill

Peg boards, clay, blocks, ten-pins, housekeeping toys, crayons, paints, sewing, and weaving.

Many toys fall under several groups. These are particularly desirable and should be considered when the supply must be limited to a few.

### Toys For The Different Ages

Toys must not only be selected according to the use that can be made of them but also in accordance with the child's ability to use them and profit by his experience. The following outline suggests a few toys suitable for several ages.

#### I. Infant (3 or 4 months to 1 year)

The infant is gaining control of legs, arms, hands, and back muscles. He learns to recognize sounds and to focus his eyes. He imitates and makes sounds to develop his voice. Toys for this age should stimulate

his senses and promote the development of large muscles, such as: string of bright colored wooden beads, toys that have different tones, rattles and bells, rubber animals, balls.

Toys for this age should be simple and few in number.

## II. Toys for Crawling and Early Walking Stages.

Toys for this age should encourage activities of the large muscles, i.e. toys to pull, push, to roll and rock: balls, rocking chair, small kiddie car, round block.

## III. One to Two Years Old.

Toys should stimulate the development of large muscles and also supply materials which give sensory experiences: toys for pulling, rattles with bells, heavy wooden trains (without wheels), and flat wagons, large wooden blocks, bright colored wooden beads, washable dolls, kiddie cars, wheels for pushing, balls in different sizes, sand box, wooden cut out animals, pegboards.

## IV. Two to Four Years Old.

Toys should encourage the control of large muscles. The child is interested in imitating people, animals and things and he is eager in experimenting with objects, sounds, and weights; therefore toys should have contrasts such as soft and hard, smooth and rough, cold and hot, or heavy and light: swing,

kiddie car, wagon or train, wheeled toys, slide, balls, ladders, boxes for climbing, large blocks, strings for pulling, balance boards, peg-boards, wooden beads, simple puzzles, clay, colored paper, hammer and nails, black board and chalk, sand box, spools, ten-pins, washable paint, washable dolls and rag dolls, house-keeping toys, train and wagon, boats, picture books, dress-up equipment, blocks, and spools.

V. Four to Six Years.

Children of these ages are interested in constructive and creative play. They also like to play with others. To provide an outlet for play interests at this age the following toys are suggested: swings, horizontal bars, slide, see-saw, rope ladder, apparatus for climbing and jumping, skating and walking beams, different shapes and sizes of blocks, work tools, scissors, paper, clay, sand box, simple puzzles and scrapbooks, different sizes and shapes of boxes, wooden beads, kiddie cars and wagons, dolls, bean bags, ten pins, doll furniture, story books, house-keeping toys, and trains.

Sex Differences in Choosing Toys

When children are very young, interest in the choice of toys shows little sex difference. The interests in play, however, changes in the latter half of the preschool age.

Girls are interested in imitative play which involve activities such as housekeeping, clay, sewing, sand, blocks, and dolls, while boys enjoy activities such as climbing, jumping, running, and constructive play such as the use of hammer and nails.

## ADAPTING PLAY MATERIALS TO MEET THE NEEDS OF KOREAN CHILDREN

### Housing Conditions and Play Space

#### Problem of the Child's Room in Korea

At present a nursery in the homes of Korea is not provided. The baby is accustomed to sleeping with his parents and in the day time he is put on the floor to sleep while adults work in the same room. His sleep is therefore disturbed by the adults.

It seems necessary that some provision should be made for uninterrupted sleep and also for free play. The child has no feeling of ownership toward his room. He also loses the opportunities to learn how to orderly arrange his things. This may cause the child to develop the habit of carelessness and disorder. An antagonistic attitude may also form through the interference of his play. The room temperature is irregular and often too hot because the young child is on the floor much of the time. The strong smell of food may stimulate the child to be unhappy during the meal time because the family eats in the same room where the child is

on the floor.

The Korean chest which is used for storing the child's things is deep, and the child cannot manage by himself. This need for others' help makes the child dependent.

A separate room should be provided for the child for his good physical and mental development.

To overcome this housing handicap the writer has planned a modification of the house arrangement (Plate I) which differs from that of the house described in Chapter II of this study.

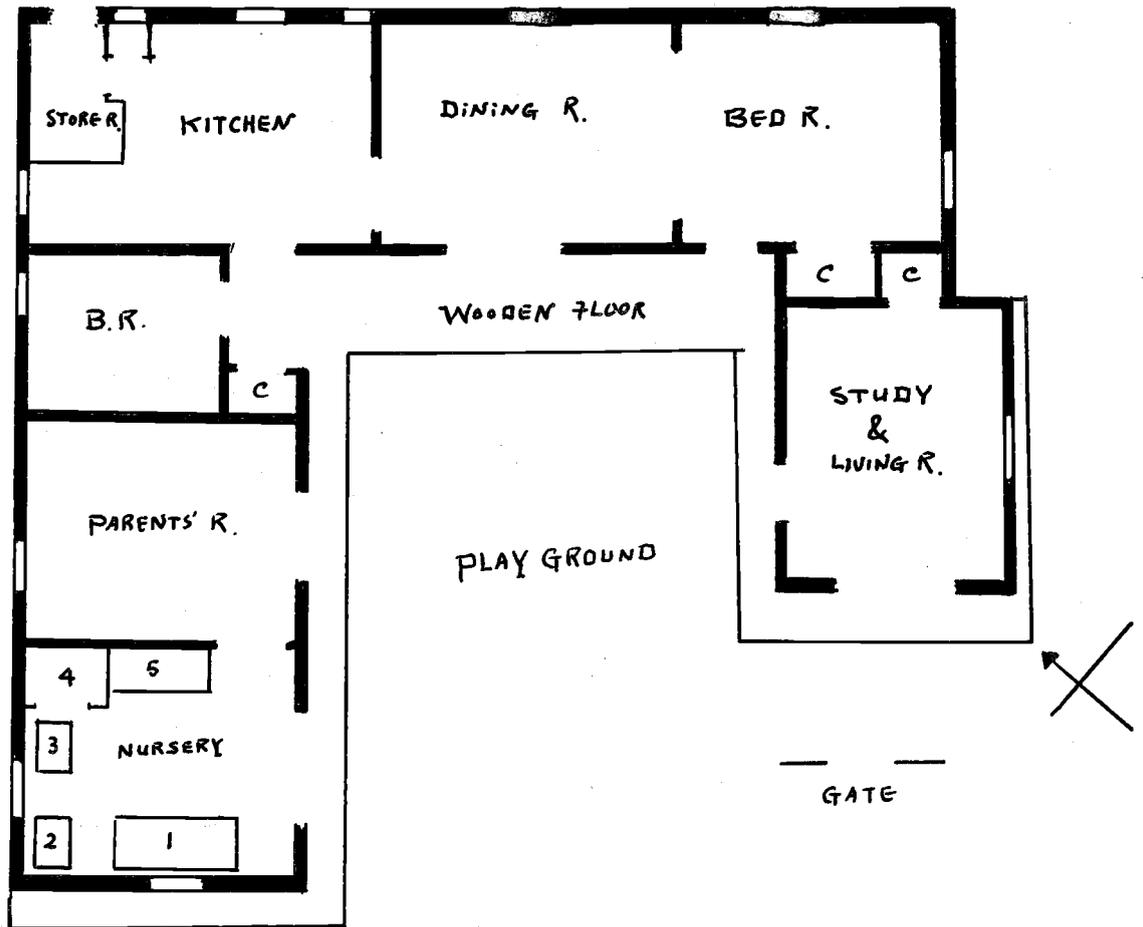
#### A Plan for a Child's Room in the Korean Home

The nursery which preferably faces southeast may be made approximately 12 x 11 feet in size, with a wide sliding door (lower part of wood and top part of paper which can be easily managed by children), another door opening into the parent's room is provided. Two windows are planned for the child's room. This can also be used as a play room.

This suggested plan is the same as is ordinarily used for the Korean house with only a few improvements.

A table which can be used as a study table when it is not needed as a nursery table, is padded with old cloths and covered with a waterproof material and placed near the bed. This is used for bathing the baby and for changing diapers. A basket for equipment and a tray for bathing the baby can be put under the table.

PLATE I



- 1. BED
- 2. TABLE
- 3. CHEST
- 4. CLOSET
- 5. TOY SHELVES

A small chest, with a folding door and movable trays for storing children's clothing is placed near the bathing table where it can be easily managed by children.

The shelves for toys are placed near the closet three feet in height and three feet in length.

The closet is provided with several shelves and bars for hanging garments.

The child can play in the room or on the wooden floor which surrounds the room.

This room is located near the back yard where the child can use the yard as a play ground.

This plan would be an improvement over the present in that it provides a room for the child where he can sleep without interruption and where he can store play materials himself. He can also engage in play activities without the interference of adults.

Although more desirable housing arrangements could and should be made as new houses are built, this plan merely considers the improvement of present houses.

#### Outside Play Space and Equipment

In describing equipment which may be used in the play yard the writer cannot make specific recommendations because each yard differs, and the amount of money available for equipment also varies. The general plans, however, used for Korean homes are similar. Suggestions therefore will be made.

## 1. Swings:

Every child enjoys swinging. A swing provides good exercise for the arm, back, and leg muscles. A swing can be tied to a branch of a tree. For small children it is well to have holes bored in the seat board and run the rope through these holes. This prevents the seat from slipping out from under the child. A swing for the very small child may be made by either using a basket or a box with double ropes. (The side of the box is taken off for the seat, and a smooth wooden bar or bamboo stick is put across the front of this seat). Holes are made on each side of the box and tied up with ropes. (Plate II, Figure 4). A swing may be made on the porch for rainy days where it is near the children's room.

## 2. Tree Spring Rope:

From a branch of a tree suspend a rope one and one-half inches thick which has a heavy ten inch coil spring at the top. Tie a knot at the bottom of the rope which should be three feet above the ground. The children may wish to tie other knots along the length of the rope until they learn how to climb. Pulling the spring, bending, jumping, and climbing activities are called out by this simple play device. If the spring cannot be obtained, a rope without the spring can be used.

### 3. Ladders:

Children enjoy climbing up and down. Ladders of all kinds such as step ladders or climbing ladders may be placed upright or horizontally. These tempt the child to self-testing play. If trees are not available for these ladders, they may be made on frames (Plate II, Fig. 1).

### 4. Slides:

Smooth waxed or metal covered boards from three to six feet in length with heels or wooden blocks attached under one end (for holding the slide to the tree or to a ladder) make a satisfactory slide. (Plate II, Fig. 1).

### 5. Tree Benches:

Children enjoy sitting down and walking on benches and also climbing up on benches. Benches 15 inches high may be built around trees for this purpose.

### 6. Sand-box:

Sand is one of the most important and valuable play materials for children of all ages. It gives children an opportunity for manipulation, original construction, and social contacts. The sand should be clean and free from sharp or dangerous objects. The younger children are satisfied with just the sand itself and find plenty to do in patting, pounding, or transporting it with their hands from one place to another. Older children enjoy making dramatic scenic representations.

PLATE II

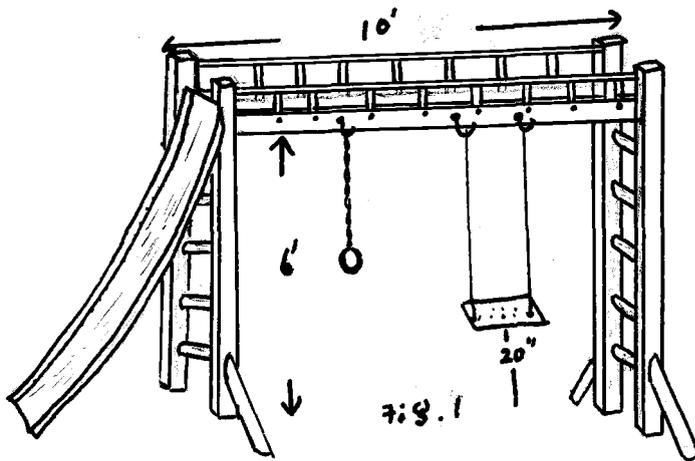


Fig. 1

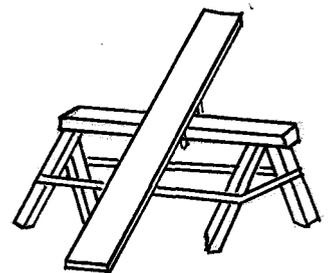


Fig. 2

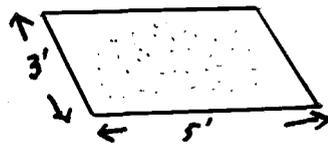


Fig. 3

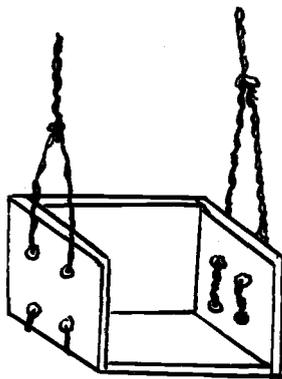


Fig. 4

For older children there should be provided in the sand-box toys which stimulate more definite and purposeful play, such as cups, wooden spoons, pails in different sizes, and sieves.

#### 7. Sacks:

Four or five clean sacks may be dyed in different colors or used plain. Fill with sand or excelsior and place them on the play ground. Children enjoy piling and jumping over them. They may also lay them down and jump on and off of them. They may also string them from the trees with a strong rope and sit on, kick, or punch them; in fact children themselves find many ways to use them.

A large sack which is filled with sand can be placed on the ground and used for supporting a balancing board.

#### 8. Teeter-totter:

A wooden board, six or eight feet long, three inches thick, one or one and one-half feet in width, with cleats fastened in the middle on the under side may be used as a teeter-totter when it is placed over a saw-horse or over a narrow box. (Plate II, Fig. 2).

This type of board can be used for a walking board if it is put between saw-horses or boxes or sacks of sand. Also, it may be used as a sliding board when the cleat at an end is put on a ladder.

Different kinds of teeter-totters can be made at home as shown in Plate III.

#### 9. Empty Boxes:

Empty fruit and packing boxes can be used as chairs and benches. One may also collect different sizes of boxes and nail down each one and use them as steps.

#### Some Suggestions for Home-Made Toys

Home-made toys or simple toys made by a carpenter are just as satisfying to children as expensive equipment. Since many Korean parents have very little money for equipment, the following toys are suggested for children.

##### Toys Made From Spools

#### Spool Dolls:

A large spool may be used for the body of the doll, (Plate IV) a small one for the head, four spools for the legs and one for each of the arms, and one-half a spool for the hat of the doll. Shoe string or cord, rubber elastic may be used to string the spools together.

Make a hold through the large spool crosswise, near the top. A string or elastic put through the body spool, fastens the two spools on each side of the body spool forming the arms. A large knot at both ends of the cord makes the hands. Use the string or elastic to hold head, body and legs in place. Double the elastic and make in it a large knot which prevents the elastic from slipping through the spools. Put

PLATE III

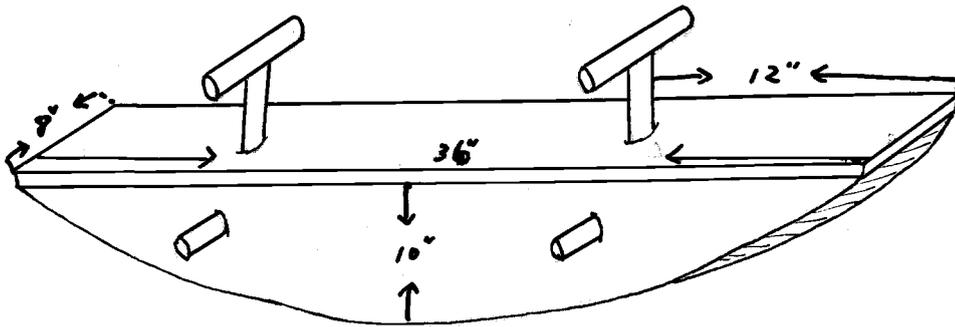


Fig. 1

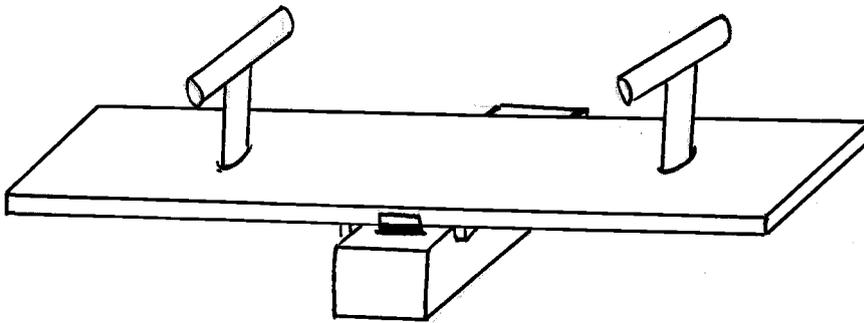


Fig. 2

both elastics through the hat, head, and body and a single elastic through the legs. Make a knot at each end of the legs.

Mark the features on the doll with a pencil and paint with a brush. Dip the doll into varnish for a more permanent finish. Children also enjoy plain spool dolls without coloring.

In the same manner, many different types of dolls can be made from spools (Plate IV).

#### Spool Animals:

##### Spool Giraffe:

Use two large spools for the body and two tiny spools for the neck, four bamboo or wooden sticks for the legs, one for the neck, also a piece of long cord, string or elastic to fasten together. (Plate V, Fig 1.)

In the two large spools four holes are bored for legs, also one hole on the top of one spool for the neck.

The medium size spool is filed off to make the nose and has two holes bored in the upper side for horns and one hole on the under side for the neck.

A string which is knotted fastens the body together. String for a tail and for pulling at the animal may be left at the front. The head, neck and legs are put together and glued on.

##### Spool Cat:

Two large size spools are used for the body. Two medium size spools for the legs, a small size one for the head and a few wooden beads which have large holes for the tail. (Plate V

Fig. 2).

The spool used for the head has a hole drilled through to the center.

Make holes in two large spools through one side to the center making these holes rather close together and toward the ends of the spools for fastening legs.

Use three strings and make a knot. Through the head run all strings together, then through the hole in the body. A string is then pulled out through the hole made for fastening on the front of the leg. A knot is made in the string to hold the legs on.

Two strings are then drawn through the hole of the second spool of the body. A string pulled out through the hole for the hind legs makes it possible to fasten on these legs. The last string goes entirely through the spool. On this beads with knots form the tail.

#### Spool Dog:

This can be made with one spool and cardboard (Plate V, Fig. 3). Paste or glue two cardboard cut out at the ends of a spool. Animals other than dogs may also be made in this way.

#### Shade Pulls for the Nursery:

Use two spools and four wooden beads. String these on a double cord making knots between each. Leave string long enough to fasten on shade.

#### Spool Tops:

Cut a large spool in two and sand down to a point. Put

PLATE IV

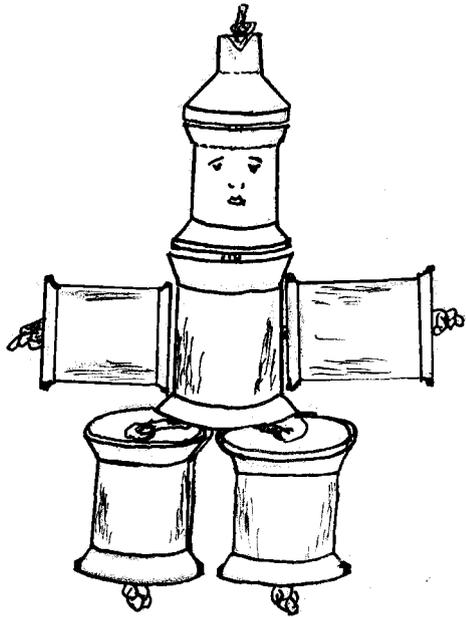


Fig. 1

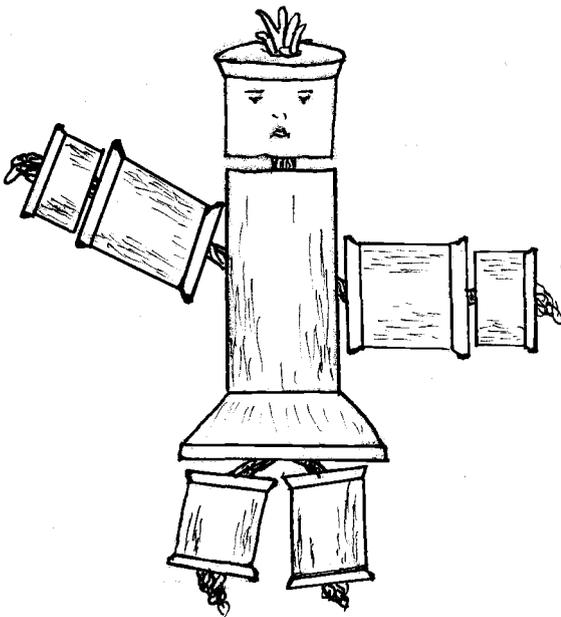


Fig. 2

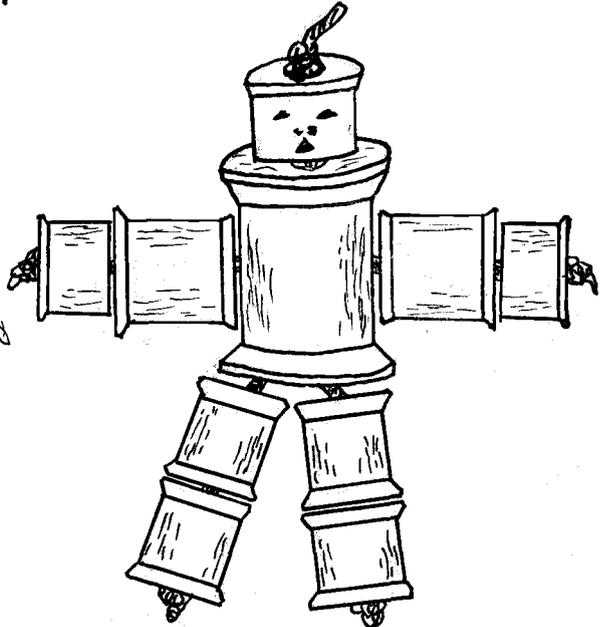


Fig. 3

PLATE V

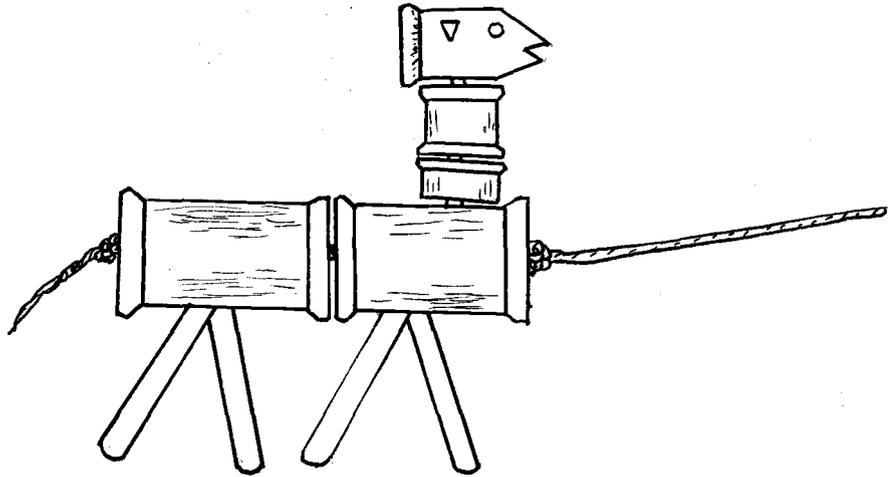


FIG. 1

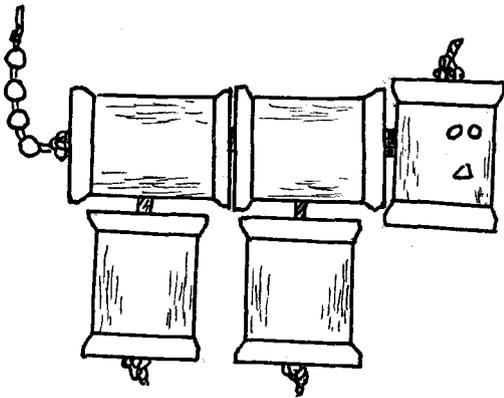


FIG. 2

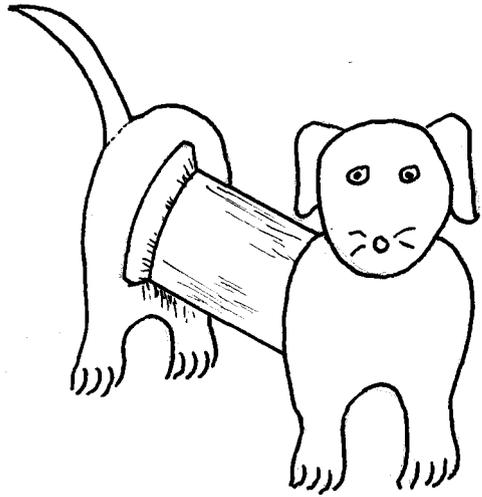


FIG. 3

a skewer or wood through the spool for the point. Sand this off and cut to desired length. A pin may be driven in the point of the top letting the head of the pin form a metal tip. The handle should be sufficiently long to make it possible to spin the top. If desired, the tops may be painted.

#### Bird Feeding Station:

Use two spools, a large one for the bottom, and a small one for the top of the bird-house. A stick which tapers off toward the top is used. (Plate VI, Fig. 3).

The stick or pencil pole is put into the hole of the upright spool and at the top of the stick or pole it passes through the small spool. Mark out openings for bird food around the sides. This can be painted in colors.

#### Sun Dial:

A large spool, and triangle cardboard are used for this sun dial. Mark the time on the spool, as shown in Plate VI, Fig. 4).

#### Doll Table:

Two spools glued to a square of cardboard or small box cover makes a simple table. (Plate VI, Fig. 1). A doll's bed can be made in the same manner using four small spools for the legs of the bed. A small Christmas tree can be mounted in a spool, or cardboard as shown in Plate VI, Fig. 2).

#### Doll Chair:

A piece of heavy cardboard pasted over the top of an upright spool may serve as a doll chair.

PLATE VI

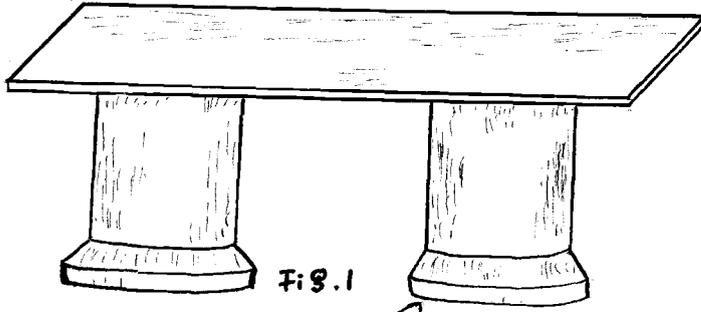


Fig. 1



Fig. 2

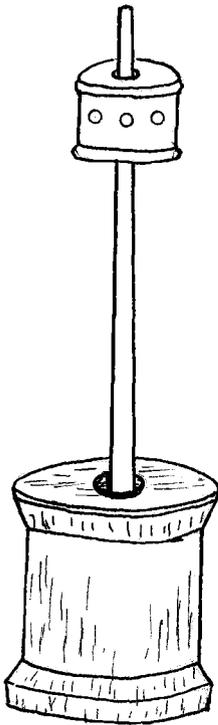


Fig. 3

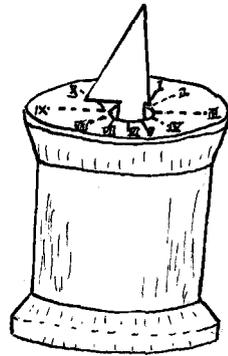


Fig. 4

Mallet:

Use a very large spool. Make a hole in the middle of one side of the spool and glue a piece of bamboo into this hole for a handle.

Spool Roller:

Three very large size spools and a long wire are used in making this toy. Wire is drawn through the spool and twisted. A third spool is used in the handle of the toy.

Wheels of Wagons and Cars:

Big spools can be used for wheels on wagons made of small boxes.

Spools for Strings of Beads:

Collect many spools and dye them different colors. String them together with a strong cord or string or let the child string them himself. Children find many different ways to play with beads.

Spools for Building or Counting:

Collect many spools of varying sizes and shapes. Put them in the child's basket or in empty boxes. Children can find many interesting ways to play with spools. Spools can be made on counting boards or counting toys.

Spool Shelves for Toys:

Use three boards of the desired size for shelves. Make holes in the four corners of each board and cut a rope which is twice as long as the desired hanging length of the shelves. Beginning on the under side of the bottom shelf pass a rope

through holes in four corners of the bottom board and on each of these four ends string 4 or 5 spools. Thread the rope through each hole in the second board and repeat again, making two or more shelves. Hang on the wall for toys or books.

### Toys Made From Cardboard and Paper

#### Cardboard Man:

Children enjoy playing with paper and cardboard. Paper can give children creative and constructive ideas. (Plate VII).

Make figure of head and body with pencil and cut out twelve pieces of oval shapes for the legs and arms. Each of these should have holes at each end. Two strings pass through those holes and join the legs and body and arms. This doll is movable by means of the string on the back.

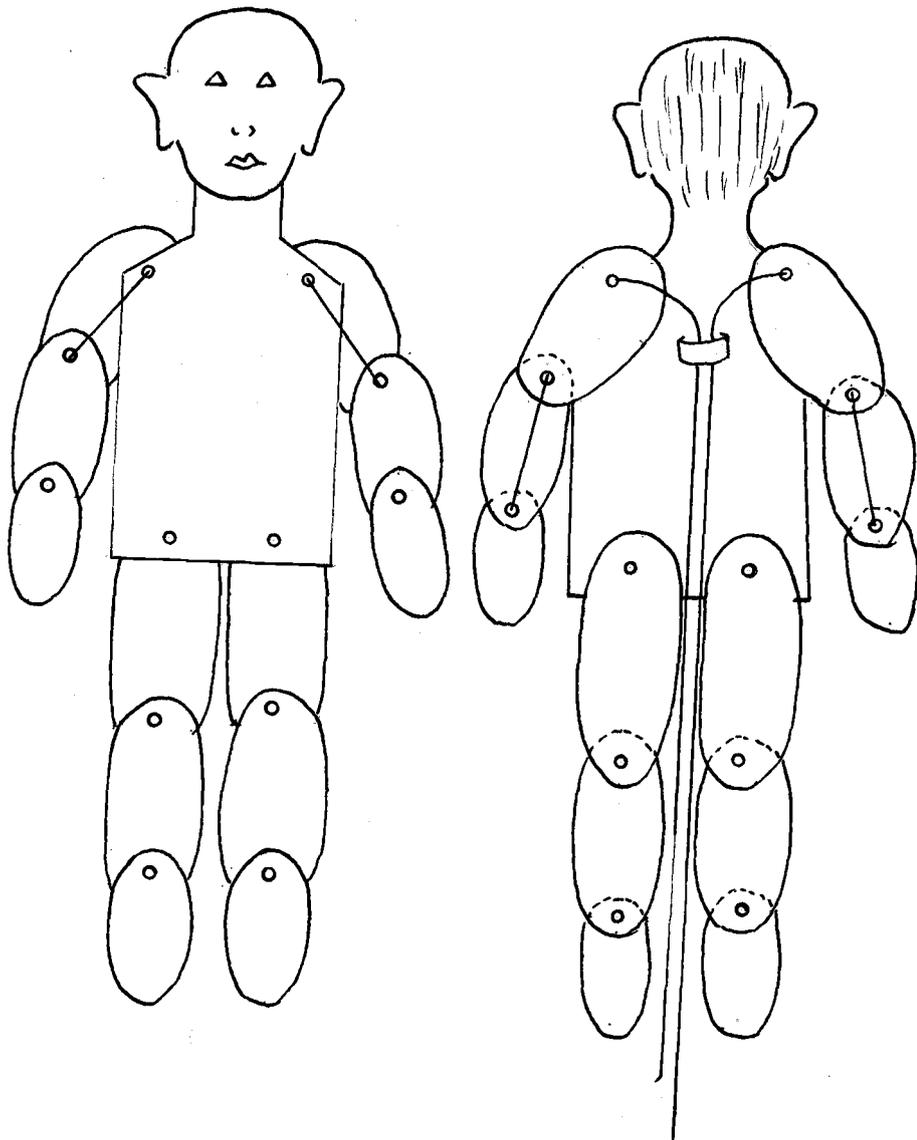
#### Animals with Movable Parts:

Cut two or three pieces of body part according to the animal desired, also other pieces such as feet, head, etc. Attach these pieces to the body with tiny staples at the points indicated in the figures by (O). (Plates VIII, IX, X, and XI). These may be moved in various interesting positions. Children enjoy making and joining pieces.

#### Mail Box or Laundry Box:

Mark a square of cardboard or construction paper into sixteen squares, cut as in diagram. Punch two rows of holes. Lace together, tie string at the top and glue the bottom. This can be used as a mail box or laundry box. (Plate XII,

PLATE VII



Figs. 1 and 2)

### Rocking Animals:

Draw figures of animals which are desired on cardboard and cut these out. (Plate XII, Fig. 7) Mark a circle on the cardboard (Plate XII Fig. 3) and draw lines dividing it into three parts, then fold both sides of the circle, for the rocker. (Plate XII Fig. 5) Make a slit to fasten figure on the rocker. Fasten brace in the bottom of rocker with clips. (Plate XII Fig 4.)

### Animals:

Draw a pattern of animals on cardboard and cut out two exactly alike. Paste them together either at the top or with a small square bead between them so they will stand alone.

For a single piece a cardboard support can be pasted on the under side.

### Silhouette Booklet:

Draw animals or other objects on black drawing paper. Cut out these figures and paste on white drawing or cardboard. Staple together to form a booklet.

### Scrap Books:

A two page scrap book can be made from cardboard. Paste simple pictures on the cardboard. If desired, glue two pages together with cloth tape. Children gain in their motor control by turning pages and in imagination by looking at pictures. Cloth can also be used for a scrap book. Pictures

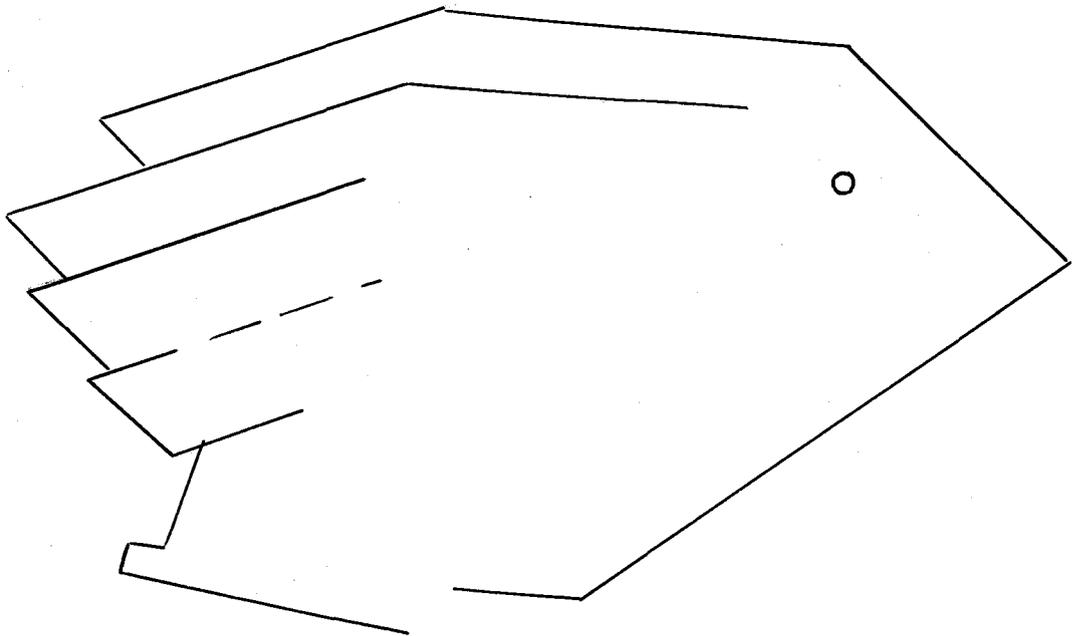
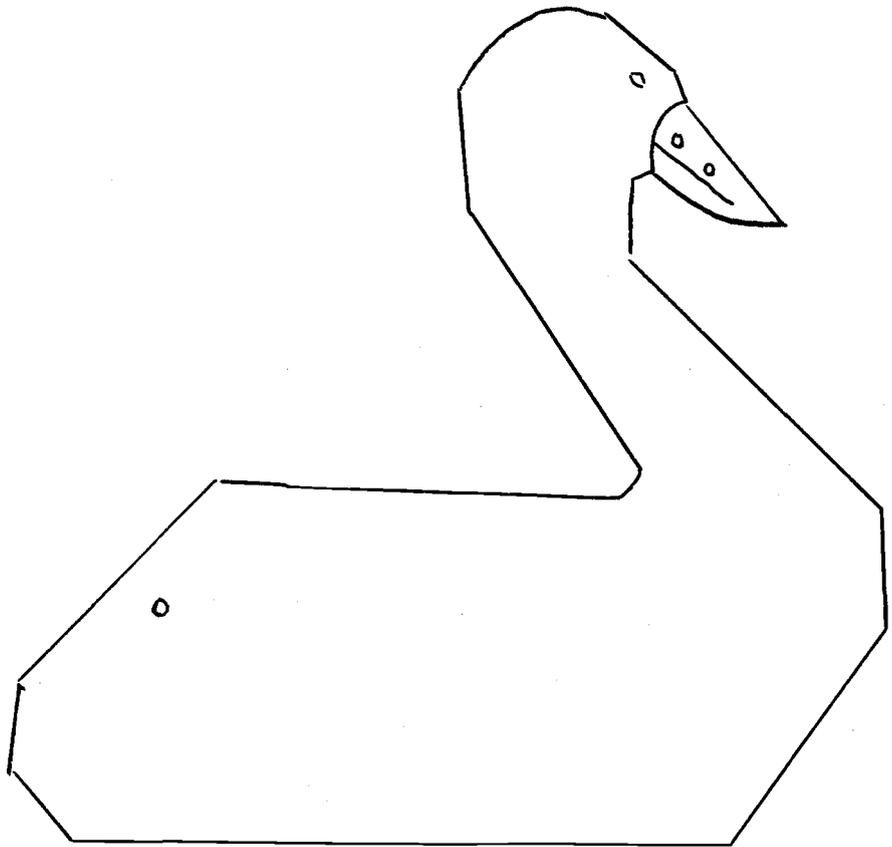
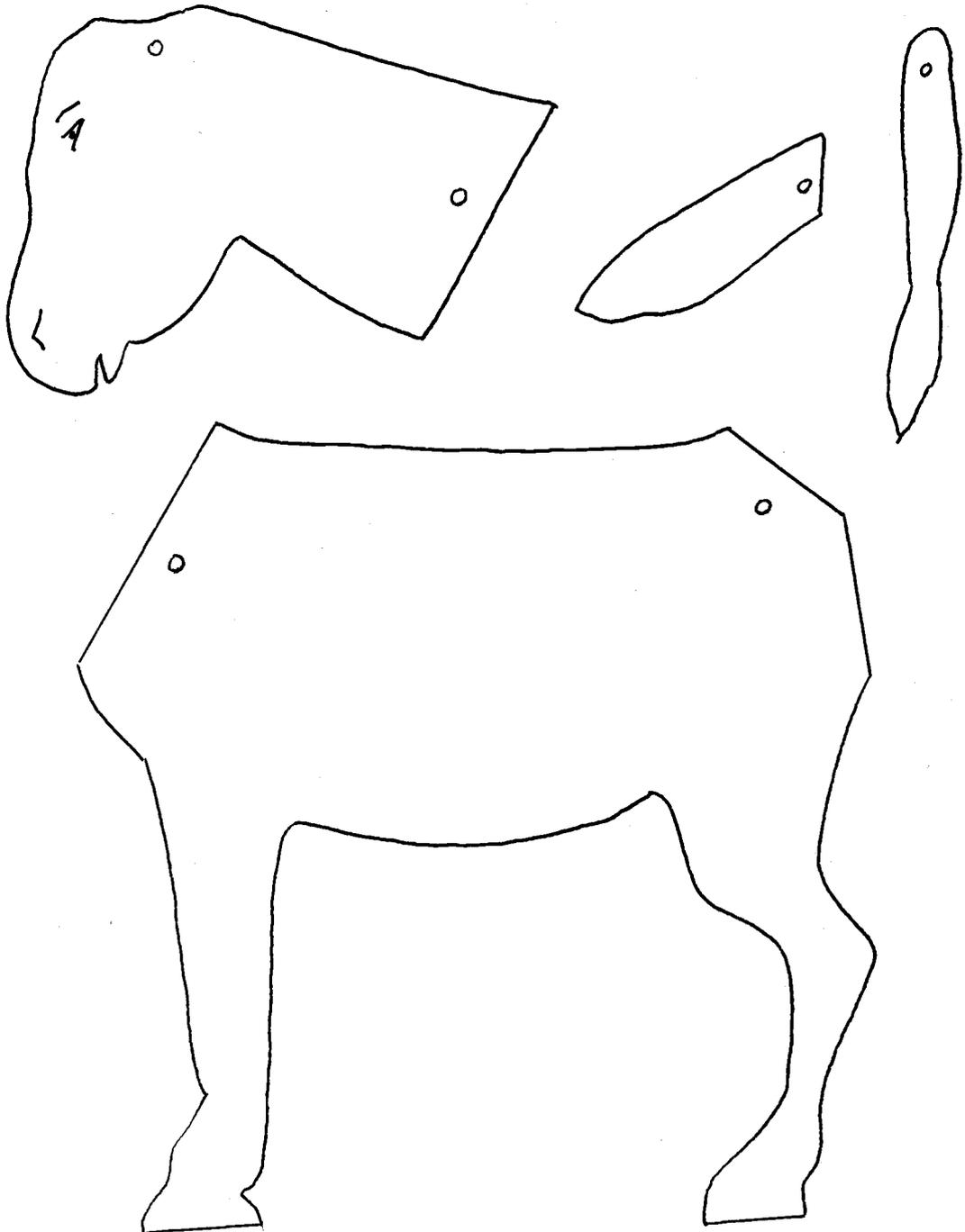


PLATE IX

68-B



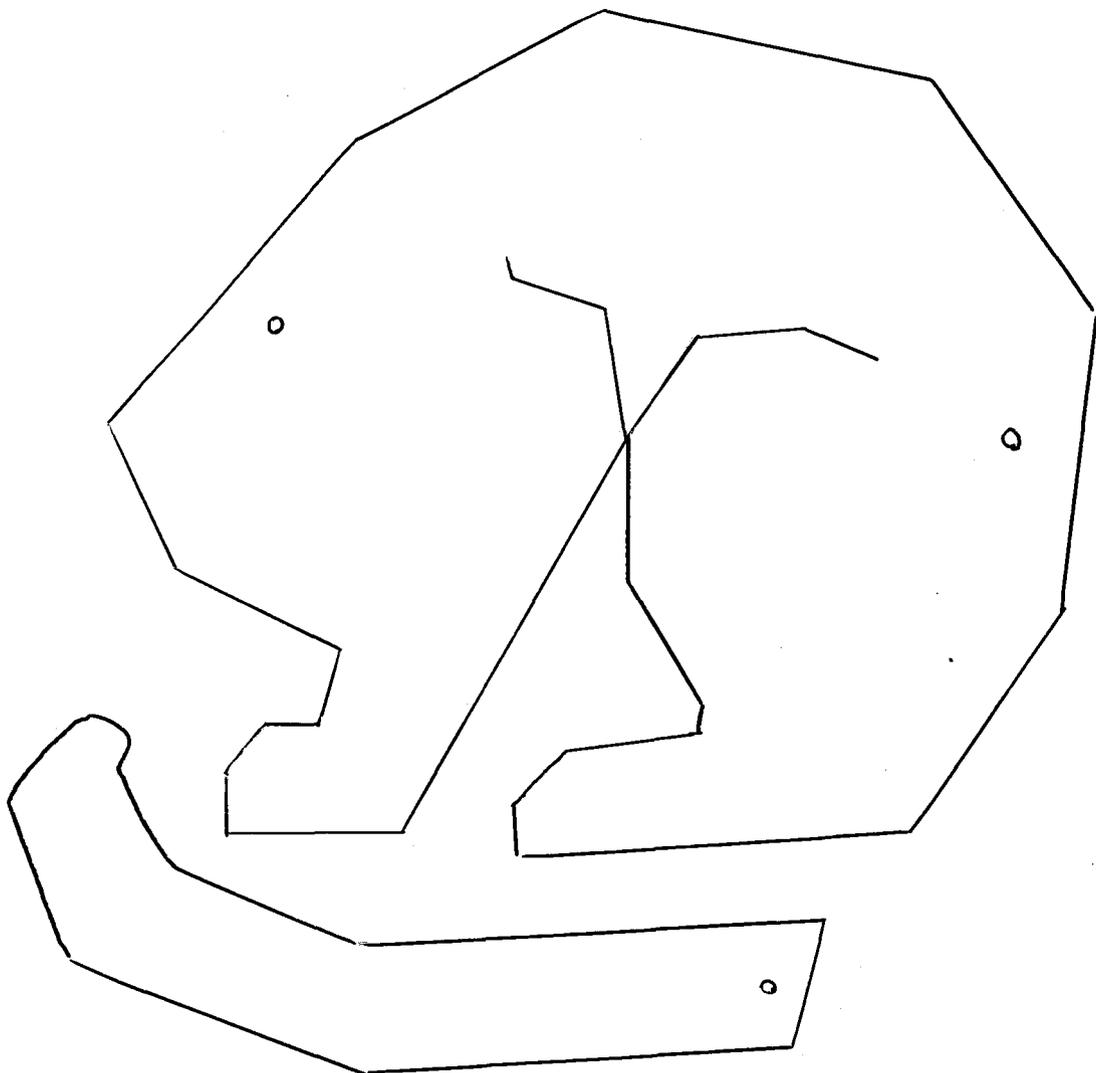
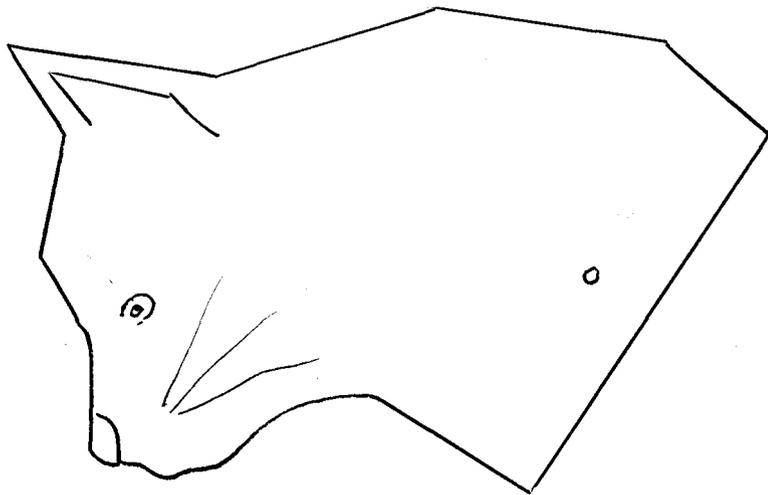
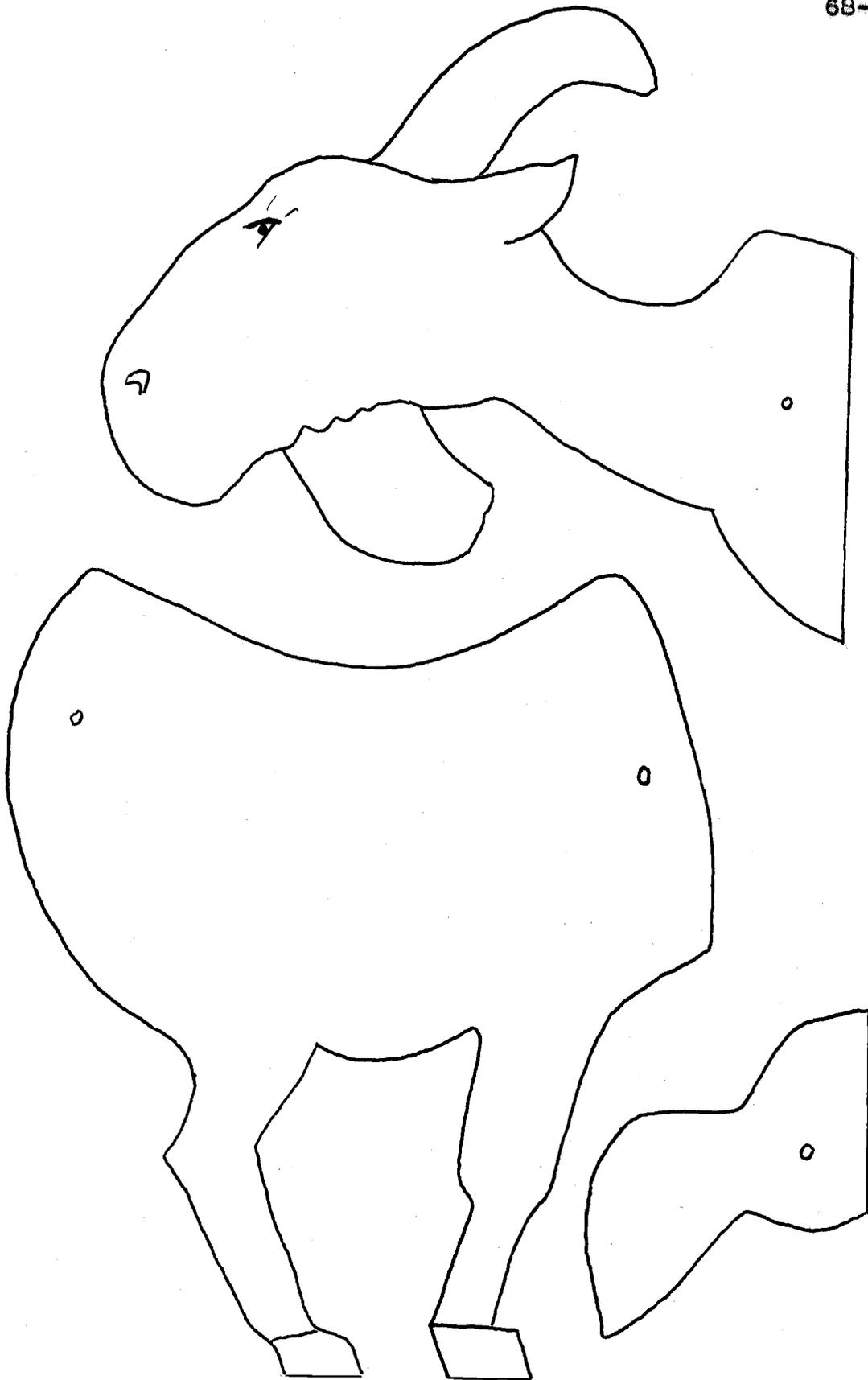


PLATE XI

68-D



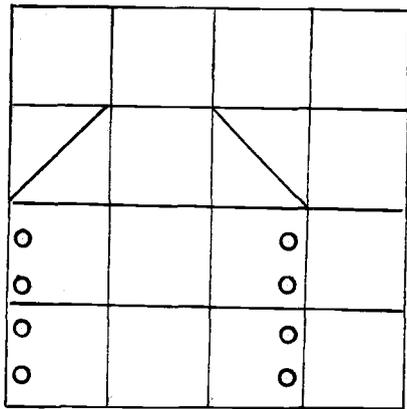


Fig. 1

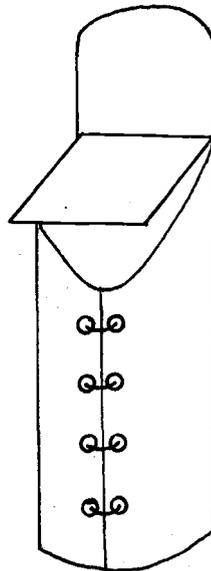


Fig. 2

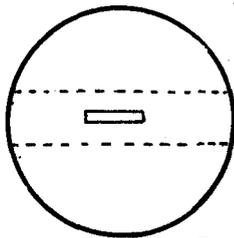


Fig. 3



Fig. 4

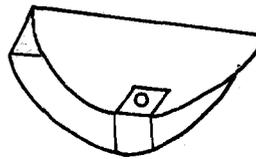


Fig. 5

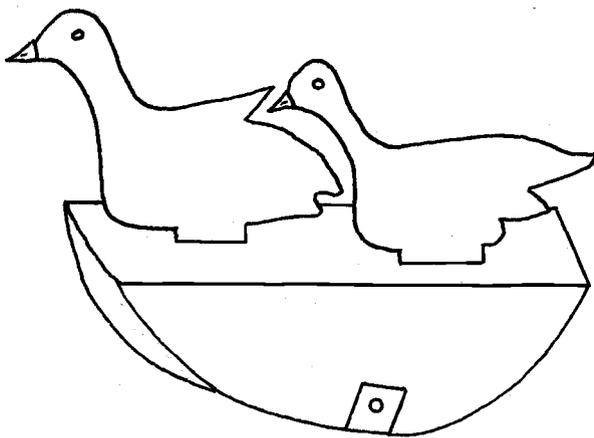


Fig. 6

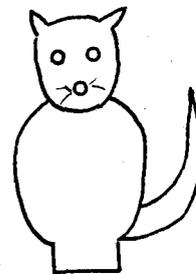


Fig. 7

from magazines and newspapers can be pasted in scrap books.

#### Paper Sacks:

Children enjoy playing with sacks. They soon discover many different uses in play. Store play, noise makers, hats, bags, and masks (with cut out holes for eyes, nose and mouth)

Many like to slip the sack over the head and tie it with strings or ribbons.

#### Cardboard Boxes:

Many different sizes of boxes are desirable for the child's play. Children enjoy putting small boxes into large ones.

Empty boxes such as salt and cereal boxes can be used for the storing of pegs or other small collections of things. A salt box can be made into a rattle for the young child by putting beans or a small bell or small stones inside of the box and closing the lid. This rattle can be painted with bright colored paint or covered with cloth. Bamboo can be used for a handle if desired.

#### Box Doll:

Use a cereal box or a salt box for the body. The head-dress may be cut from cardboard and glued as desired.

#### Picture Puzzles:

Paste any simple pictures on cardboard and cut this into two or three pieces. Children enjoy matching these pictures.

Color Matching:

Paint sheets of paper red, yellow, and blue and paste these sheets on heavy cardboard. Then cut out several triangles of uniform size and shape from each color. Children enjoy matching and naming these colors.

Sewing Boards:

Make holes of uniform size on cardboard and sew the figures with colored threads or yarns. See Plate XIII.

Toys Made From BambooTen-Pins:

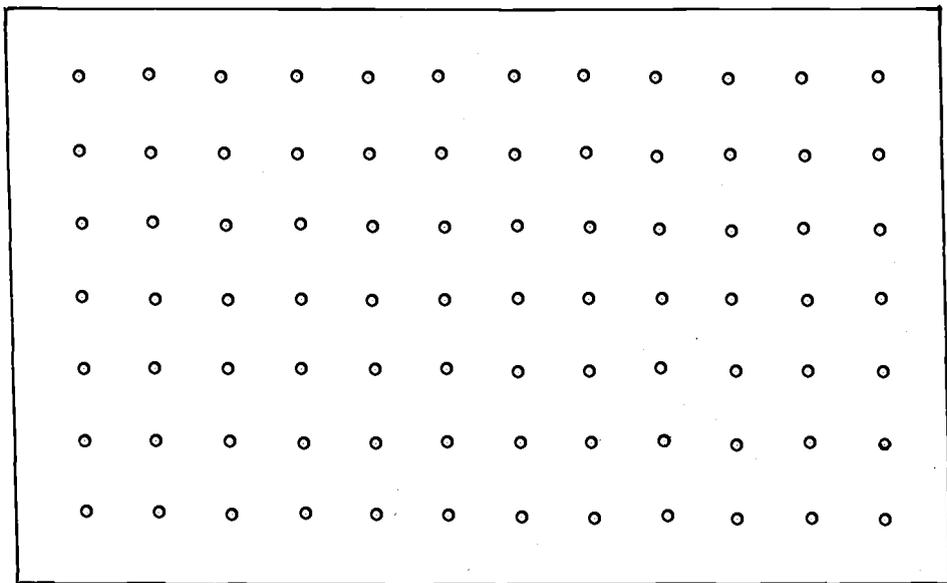
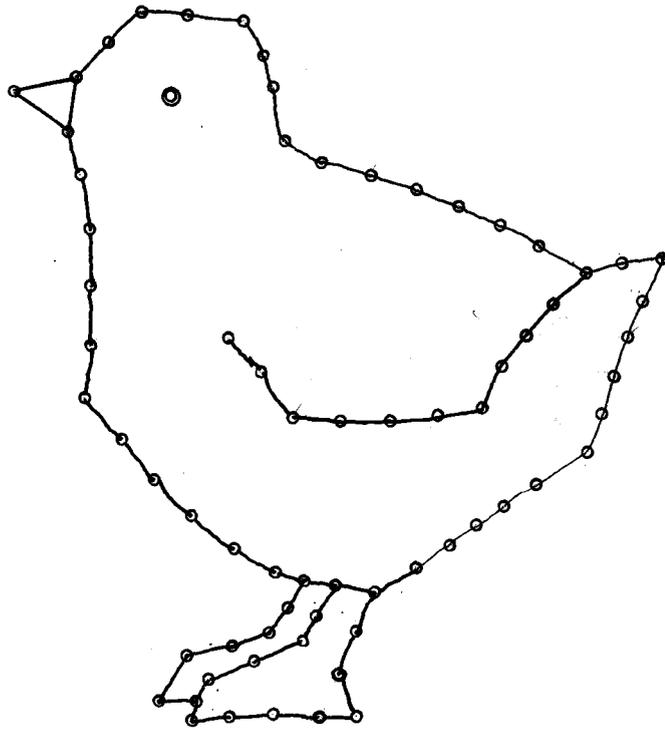
Cut off bamboo in desired lengths and dye them in different colored dye baths. Make a hole in each end of the pins. Several different colors of ten-pins can be made from bamboo.

Wheels for Wagon and Car:

Use large size bamboo. Cut bamboo off in desired lengths and widths. Fasten wheels on each side of wagons or toy cars with nails or screws.

Bow and Arrow:

For the bow use a medium size bamboo stick three feet long, a strong cord (string two and one-half feet long is needed for this arrow). A small size bamboo stick one foot long is used for the arrow point which is sanded off on the end. Tie the string to both sides of the large bamboo. This toy promotes the development of arm, chest, and back muscles.



### Water Pump:

Cut off large pieces of bamboo, eight inches long near a knot. For an outlet bore a hole at the end. A smaller size bamboo fifteen inches long is then put into this outlet in the bamboo near the knot. Water will pass through these holes.

### Bamboo Muscial Instruments:

Two pieces of wooden board 12 x 6 x 2 inches are used for the foundation of the instrument. Use six bamboo strips, which are split in half, 10 x 1 inches. Six nails are needed to fasten these bamboo strips on the wooden board. One inch is allowed between each bamboo strip.

Use a spool mallet, a bamboo or a wooden stick for hitting the instrument.

### Pencil Holder or Flower Vase or Needle Box:

Cut a large size piece of bamboo in the desired length. An end should be cut near a knot to close the bottom. This bamboo can be painted in colors or used plain.

If a piece is cut in short lengths near a knot, the knot can be used to form the lid. A short length of this bamboo can be used for a needle box or a safety pin box.

### Pegs:

Cut off small sizes of bamboo in two inch lengths. Dye them several different colors and dip into varnish. An empty orange box can be used for the peg board with holes bored which allow pegs to stand.

Another peg board can be made of a heavy board mounted

between two sturdy end pieces, the board being made with holes of different diameters for pegs which may be fitted into and pounded through by means of a mallet sufficiently heavy to give the needed muscular satisfaction to the child. Each peg may be pounded entirely out of the hole by means of an extra peg that is provided or the board may be turned over the the pegs pounded back.

#### Bamboo Counting Beads:

Cut off bamboo, one inch in diameter, and in one inch lengths. Dye bright colors such as red, blue, yellow, green, orange, and purple.

Cut off six sticks from bamboo in one foot lengths and attach to wooden frames, which are made of colored board. There may be four rows of beads and each row carries eight beads of assorted colors.

These beads can be strung with a strong cord or shoe lace.

#### Toys Made From Wood

Wood is suitable for making toys for children, and soft wood in particular is available in Korea for cut out animals and other toys.

#### Blocks:

Blocks help children in make believe, creative, and dramatic play. They also promote physical development. Blocks should be cut in various shapes, and sizes, but of

the type that will fit well together.

3x3x1 1/4"; 3x6x1 1/4"; 3x12x1 1/2"; 6x12x1 1/4";  
6x18x1 1/4"; 3x18x1 1/4"; 2 1/2 x 6" round, 3x3x1 1/4"  
triangle; 3x6x1 1/4" triangle; 1 1/4x1 1/4 x 6" are desirable.  
This set affords many different possibilities for play.

Hollow blocks can be made from cigar boxes.

Round block sets are desirable and may be made from  
wood in various sizes as follows: 2 1/8" diameter x 4 inches  
high, 3"x4"; 3"x5"; 3 1/2" x 5"; 4"x4 1/2"; 4"x5".

#### Train:

Cut out shapes to represent engines and several sizes  
of cars. Windows may be painted on and cars joined together  
with hooks and screw eyes. (See Plate XIV, Figs. 2,3 and 4).

#### Car:

Use an orange box nailed to a wooden board four inches  
thick. Fasten 4 wheels (cut from wood), to the board by means  
of large headed nails or screws loose enough to permit wheels  
to turn, as shown in Plate XIV Fig. 3).

#### Boat:

Use a wooden board 3"x6"x11" which is cut out in front  
to form a triangle. Nail a board 2"x4"x8" square on top of  
this and screw on one or two large spools for smokestacks.  
A small piece of wood for the captain's room adds to the  
interest. Portholes may be painted on (See Plate XIV Fig. 4).  
Cigar or other boxes may be used for barges.

#### Doll Cradle:

Use orange box or other sandpapered box. Nail down to

rockers made of 1 1/2" to 2" wood.

#### Wagons:

Either a box or a board two feet by one and one-half feet and reinforced at both ends is needed. Fasten wooden wheels with a hole sufficiently large to permit the wheel to turn. Handles may be made of wood. Nail down each with two large nails. (See Plate XV Fig. 1). In the same manner a basket or carriage can be made. (Plate XV, Fig. 2)

#### Wheelbarrow:

Wheelbarrows of various sizes may be constructed of odd pieces of lumber and old boxes. (Plate XV Fig 3).

#### Wooden Animals:

Those made of paper and illustrated in Plates VII to XI can also be cut out from soft wood. Transfer pattern on to wood and cut carefully following the lines. Mark in the features.

These animals may be kept in stables which are made from fruit boxes. Take off the side of the box and divide it into sections for the animal stalls. Cardboard or wood board may be used for the roof, which can be removed.

#### Wooden Doll:

Cut off the desired length of wood and paint or draw the figure, which can be taken apart. (Plate XIV Fig. 1). Empty boxes can be made into chairs, shelves, and settees. See Plate XVI. Some of these will need reinforcing.

PLATE XIV

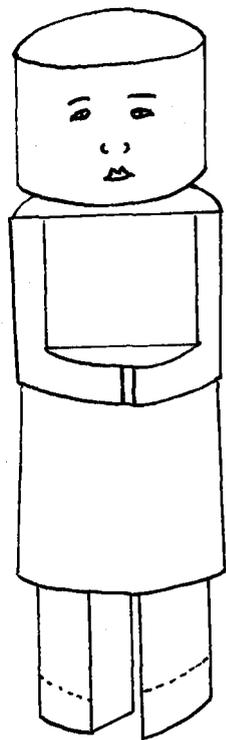


Fig 1

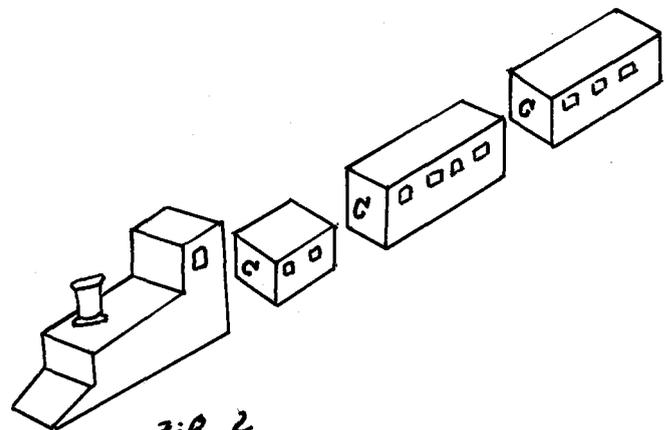


Fig 2

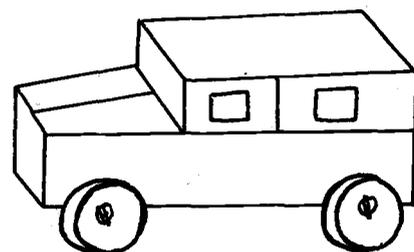


Fig 3

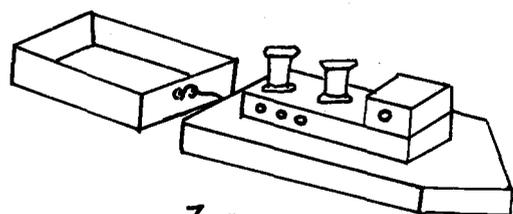


Fig 4

PLATE XV

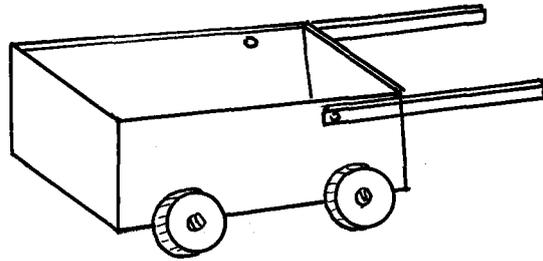


Fig. 1

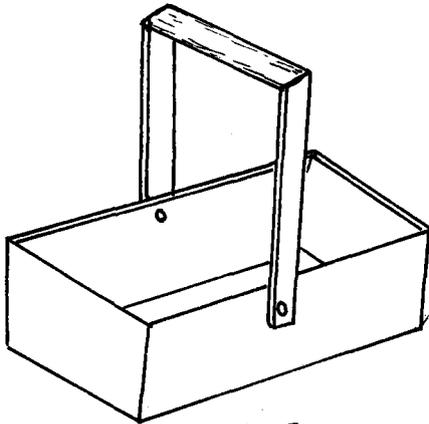


Fig. 2

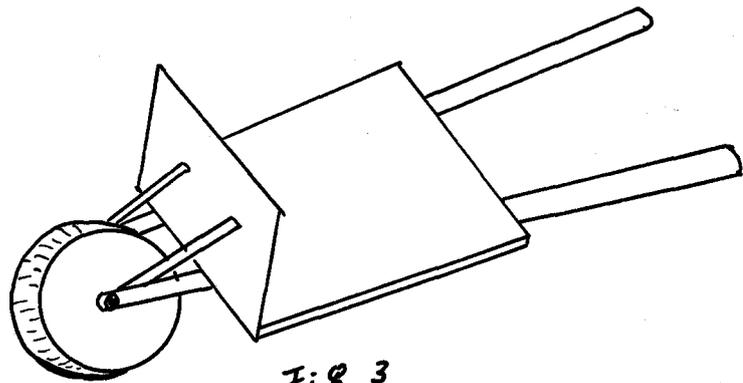
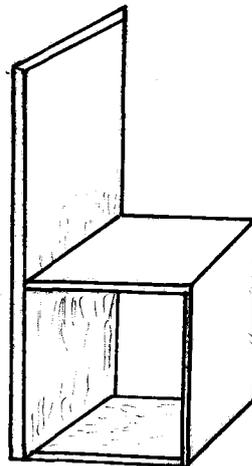
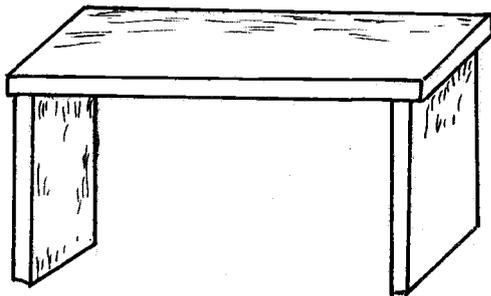
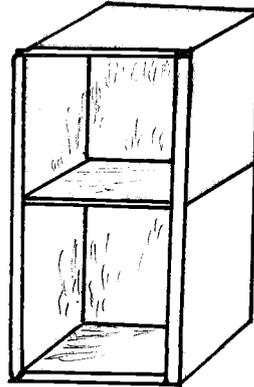
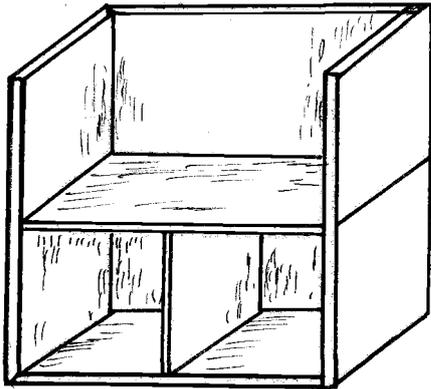


Fig. 3

PLATE XVI



Cloth ToysBean Bags:

Make different sized bags (colored cloth is desirable) and fill with beans.

Gourd:

A rattle may be made from a gourd by putting a small bell or beans inside and pasting cloth over this and varnishing. A sand pail can be made from a gourd by cutting off the small end and fastening a string to the sides.

## Part II

## CLOTHING FOR CHILDREN

This part of the chapter represents an attempt to set forth the important principles involved in clothing children with reference to the physical, psychological, and economic standpoints, and also, to present some illustrative material which may give assistance in pattern making and pattern altering. The problem includes the following:

1. To set forth the functions of children's clothing
  - a. To set forth principles of clothing for the infant
  - b. To set forth principles of clothing for the older child.
2. To summarize accepted principles
3. Practices with reference to children's clothing in Korea
4. Methods of adapting practices in Korean dress to more simple and more adequate forms.

## FUNCTIONS OF CLOTHING

## A. PHYSIOLOGICAL FACTORS:

The purpose of children's clothing is to keep the body cool or warm, clean, and comfortable.

1. Keeping the Body Cool or Warm:

A baby's body temperature should be 98.6°F. or 36.9°C.

Clothing assists in keeping this temperature constant during the various types of weather. These factors are influenced by:

a. The Kind of Fabrics Used for Garments

The different kinds of fibers give different degrees

of warmth. Woolen fiber gives the most efficient warmth, and silk is next in order, while linen is the coolest fabric. The fabric should be chosen according to the needs for regulating the body temperature of the child.

b. Length and Fit of Clothes

Underwear and other garments when loose-fitting are warmer than identical garments which cling to the body. Long garments give more warmth than short ones. The loose-fitting and longer garments are usually preferable for infants.

c. Conditions of Weather and Places Garments are Worn

Temperature varies with the time of day, season, and place (such as outdoors or indoors). The number of garments should therefore be changed or selected according to conditions.

d. Differences Among Individual Children

Activities and physical conditions of different children influence the needs for garments. Undernourished children need more warmth in clothing than healthy and active children. The garments for an undernourished or an inactive child should therefore be chosen for qualities that give sufficient warmth with little weight.

2. Provision in Clothing for Growth, Activity and Comfort

a. Allowance for Growth

The garment as well as food is an important factor in promoting growth. During the early months and years, the child grows with surprising rapidity. Clothing that is too heavy or improperly balanced may not permit room for growth.

Too tight or too light weight garments are uncomfortable and physically harmful. They may interfere with growth or respiration. Never draw diapers tightly and never use tight bands. Shoes and stockings that are outgrown before they are worn out, if not discarded are likely to cause permanent foot difficulties.

b. Allowance for Freedom of Activity

Children's garments should give room for freedom of activity. Too heavy, too long and very tight garments prevent movements and are also uncomfortable. Tight clothes may effect the emotional and social development of children.

c. Comfort

Freedom from Irritating Factors

- (1) Materials: The soft skin of the baby is easily irritated by unsuitable materials. Pure wool or stiff materials usually irritate a baby's skin and give discomfortable feeling. Irritating fabrics should not be put next to the baby's skin. Cotton and silk or a combination are proper fabrics

for children's underwear.

- (2) Cleanliness: clean clothes should be put on the baby every day. Frequent changes are necessary. Soiled garments kept in close contact with the body will cause chafing and infection. Washable materials are preferable for children's clothing. Diapers should be boiled and well rinsed following each time they are used.
- (3) Construction of Clothes: Seams, hems, trimmings and finishings should be flat, smooth and soft, so that they will not irritate the sensitive skin of the baby. Fastenings should not be so large that they cause irritations.
- (4) Loose-fitting: Garments must be sufficiently loose to permit freedom of movement and to insure ease in dressing without emotional upsets.
- (5) Amount of Clothing: Too much clothing makes the baby tired, irritable and nervous and may easily be a cause of illness.

## B. PSYCHOLOGICAL FACTORS:

### 1. Construction:

Self-help garments: The fact is often overlooked that children's garments offer opportunities for mental as well as physical development. Children's garments should be constructed in such a manner that they are easy to put on and take off. Simple patterns and easily

managed openings and fastenings are important. These factors do much to prevent reactions of anger that are caused by interference of the child's actions. In later ages the garments give satisfaction and interest the child in self reliance. In fact, well constructed and well designed garments are desirable in training the child to manage dressing and undressing by himself.

## 2. Color of Garment:

White, light blue or pink colors are desirable for the baby. They can be laundered easily and kept clean. Dull or greyed colors are less desirable for children's clothing. Well harmonized color and design of garment will give interest and satisfaction to the child. Children can be taught the names of colors from clothing. If a child lives on a busy street or must cross dangerous traffic crossings, bright colors are preferable because drivers can see them at a greater distance.

## C. ECONOMIC FACTORS:

### 1. Cost in Money:

- a. Construction of Garments: Simply constructed garments reduce the cost, that is with the simple decorations less material and fewer trimmings and openings are needed.
- b. Number of Garments: Children grow fast from the first months to two years of age; therefore the right kind of garments and a minimum number is essential for the reduction of clothing expenditures.

- c. Material: The kind of fabrics influence the cost of garments. Cotton is cheaper than other fabrics. It is also durable and withstands washing and is serviceable to wear. The method of weaving influences the expense of the garment. Plain and twill weaves are sturdy and cheaper than fancy weaves.
- d. Fast Color: Non-Shrinkable Fabrics are desirable for children's garments. Mercerized material or that which has been washed before cutting out reduces loss through shrinkage.
- e. ReadyMade and Home Made: Home made garments can be made attractively. They contain better workmanship and tend to reduce the cost.

## 2. Time:

- a. A simply constructed garment reduces the time spent in construction and in ironing.
- b. A minimum but adequate number of openings save time for the child and mother. The kind of fastenings also influence the expenditure of time.

## ACCEPTED PRINCIPLES

### A. SUITABLE MATERIALS FOR CHILDREN'S CLOTHING

(Chief materials available in Korea are wool, silk, linen and cotton).

#### 1. Wool,

The fiber of wool is springy and produces a looseness

of weave which encloses the multitudinous air spaces that are necessary for heat insulation or warmth.

- b. Under the microscope, the fiber is rough and distinctly irritable, especially when it is wet and even slightly irritating with perspiration. A tightly woven fabric is stiff, therefore an infant readily acquires a rash when it is next to the skin. Infection may at times result and give great discomfort.
- c. Absorption of moisture is poor. Wool dries slowly and shrinks when not properly washed.
- d. Wool is not desirable for garments that require laundering because it is difficult to get all traces of dirt and bacteria from wool. Special care is required to prevent destruction by moths and mold.
- e. Wool is more expensive than other fibers. When all factors are considered, it seems that wool is most desirable for outer garments, such as sweaters or coats. Blankets of light weight, loosely woven soft and flexible materials such as albatross, cashmere, challis, jersey cloth, and flannel are less effected by laundry.

## 2. Silk,

- a. Silk fiber naturally has a smooth surface, so that it permits efficient cleaning. Silk when not tightly woven or not heavily weighted, absorbs moisture readily.
- b. White silk may be weakened if not properly washed.
- c. Silk gives sufficient warmth for children. Combinations

of silk and cotton are suitable for children's underwear. Silks such as crepe de chine, flat crepe, pongee, tussal and habutai are desirable for occasional dresses.

### 3. Cotton.

- a. Cotton fiber has good heat conducting properties; in fact in some weaves it is as warm as wool or silk. Loosely woven materials are cool.
- b. It is easy to wash and can be sterilized because it withstands water and high temperatures. It needs little care to keep clean.
- c. Non-starched cotton fabrics are smooth and non-irritable for the baby's skin.
- d. It absorbs moisture readily and also permits rapid evaporation.
- e. Many interesting colors and designs can be found in cotton fabrics.
- f. It is cheaper than other materials and also more serviceable.
- g. Some types shrink and should be washed before making into garments. Mercerized fabrics, however, shrink not more than 1/4 inch per yard. Cotton fabrics such as broadcloth, gingham, percale, chambray, lawn, nainsook, and sondo-cloth are suitable materials for children's garments.

### 4. Linen.

- a. The fiber is smooth and does not soil readily.
- b. It is lacking in warmth because it has large but few

air spaces. It is therefore desirable for summer garments.

- c. It absorbs moisture readily, evaporates moisture quickly and is easy to wash.

## B. CONSTRUCTION OF CHILDREN'S CLOTHES.

### 1. Cut.

Ample room is desirable for children's garments, thus providing the freedom for movement. Cottons shrink from  $1/4$  inch to 1 inch per yard in length during washing and about half this amount in width. This should be kept in mind in cutting children's clothes. A finish of from  $1/4$  to  $3/8$  inches longer than the desired finished length should be allowed if the cloth is not washed before making.

Shoulders should be fitted so as to hold the dress comfortably in place and prevent shifting.

A yoke which is shirred, drawn to fit stay pieces, or stitched down pleats or tucks help to give the proper fit. This gives fullness and swings loose across the back and chest of the dress.

Sleeves should permit quick movements without straining the dress, and armholes should be generous in size. Raglan and kimono sleeves yield roomy space. Wide armeyes give a comfortable feeling even though additional underwear may be worn. The length of sleeves is determined by the climate and by the temperature in the

home. In short sleeves avoid interference with the bend of the elbows. In long sleeves, give amply elbow room with a deep curve at the lower edge.

Neck line should be low to prevent the dress from pulling back and choking the child. Collars and cuffs are not essential for children, in fact collars are frequently a handicap in putting on outside wraps.

## 2. Finishing:

The crotch seam and the bulk seam may be the cause of irritations of the skin which could reduce pleasure in activity. Seams and bindings should be smooth and flat and neatly finished. French seams and flat fells are generally suitable and durable for children's garments. The strength of any seam is largely dependent upon good stitching, thread of good quality and of correct size for the material.

## 3. Fastenings:

Button holes should be firmly bound. Large smooth buttons sewed on securely should be where the child can easily manage the openings. Hooks and loops as well as medium size buttons are not desirable. Openings in the center back of dresses are suitable for the baby because they can be spread out to prevent wetting. They may also be easily put on the baby. For older children, openings in the center of the front are desirable.

#### 4. Trimmings and Decorations:

Simple decorations are desirable for children's garments. Printed fabrics should be trimmed with a plain fabric of a quality to insure evenness in wearing. Simple stitches such as the running stitch, blanket stitch, chain, bias, cross-hem stitching and fagating, smocking and applique can be used as a decoration or trimming. These stitches are attractive and give room for growth. Pockets are favored by children. They should, however, be low enough so that the weight of the hands cannot bear down in them.

#### C. SELF-HELP FACTORS:

##### 1. Fastenings:

Children's garments should be made so they may be easily slipped on and off by the children. Zippers and medium size buttons which are placed in a position to be readily seen and reached by the child are desirable. Buttons from  $1/8$ " to  $3/4$ " in diameter will be found to be the most satisfactory size. They should fasten firmly. Snaps, hooks and eyes, small buttons, and button holes, blind closings or worked loops are all undesirable because the small child cannot manage them alone. The number of fastenings should be as few as possible.

##### 2. Openings:

Openings large enough to permit easy passing of the garment are preferable for children. Small neck openings

and openings in the back of a garment are both difficult and unpleasant for the child. Plackets in bloomers should be wide enough to be easily managed by the child. The drop-seat back is convenient.

3. Reduce to a minimum the number of garments. One-piece dresses are simple and desirable for training the child.

#### CONCLUSION:

1. Materials chosen for children's clothes should provide warmth, be light in weight, soft and non-irritating, allow evaporation, absorb moisture readily, permit good ventilation, be durable and serviceable, be easy to wash or sterilize, be a fast color to washing, light, and perspiration, be non-shrinkable, be of materials such as gingham, cambric, broadcloth, percale, printed lawn or challie, nainsook, or voile.
2. Garments should be provided that:  
Give warmth, fit to the individual child, give freedom, do not interfere with growth, are comfortable, are non-irritating, are of simple construction and easy to wash and iron, save time and money, have self-help conveniences.

## CLOTHING FOR THE INFANT

1. Provision For Growth.

Few but light weight clothes are needed in early infancy. The chief requisites are to have clothing immaculately clean and no more than is actually needed. In this way, the expense may be kept down low. The first clothes should be simplified and provide ample warmth. When the baby begins to sit up and later to get around by himself, allowance for growth should be made in his clothing. Neck, sleeves, and bands should be kept loose (kimona and raglan sleeves are not so quickly outgrown). They are short and light weight which gives freedom of action. When the baby starts creeping and walking, the design of clothing should promote locomotion. Clothes should not fall below the knee because long clothes interfere with action.

2. Provision For Comfort at an Early Age.

Clothes which are made of soft comfortable, light weight materials give the greatest satisfaction to the baby. Well designed clothes reduce the amount of handling necessary for dressing the baby. Diapers should be soft and clean, and give little bulk between the small legs. Dresses may open either all the way down the back or front. They should have no restricting arm holes and wrist bands. This type is easy to put on the baby and is also easy to iron. When the baby is lying down, the

separated dress which opens all the way down the back may be kept dry.

### 3. Number of Garments.

A sufficient number of garments should be available for the baby, so that it can be changed when necessary. Dresses should be of simple cut and of as few pieces as possible for efficiency.

#### Necessary Clothing for the Average Baby

- 4 dozen diapers - fitted adjustable diapers are the best, one dozen 18 x 36" and three dozen 27 x 54". Oblong shape is preferable. Outing flannel, birdseye or cotton mesh are suitable material.
- 6 day slips - in hot weather, sleeveless slips are desirable. In cold weather a kimona or raglan sleeve slip should be used. Bias cut slips stretch and give fullness, straight ones need extra fullness across the back and chest (tiny tucks, gathers, or smocking). Full length front openings simplify dressing and laundering. Wide lappings permit freedom for kicking. Cut neck fronts low. Suitable materials include: nainsook, fine muslin, lawn, batiste and dimity.
- 4 night gowns - Soft materials, long enough to cover feet.
- 3 abdominal binders - Unhemmed strips 6" wide and 18 to 20" long, (cotton or mixtures). This may be fastened at the side of the front.
- 2 blankets may serve as a coat for the very small baby.
- 8 stockings of cotton and longer than the foot.

3 bibs - lined, muslin or pique.

Measurements for the Infant's Dresses and Nightgowns.

Neck	10 - 12 1/2 inches
Armhole	9 inches
Wrist	5 - 6 inches
Sleeve length	6 inches
Placket	8 inches, or full length
Length finished	dress 20 - 24 inches nightgown 27 - 30 inches
Chest	34 inches
Shoulder	2 3/4" plus 1/2" for tucks or gathers
Hem	2 - 3 inches
Bottom width of skirt	40 inches

5. Construction:

Seams - free from bulkiness, flat felled or plain seam catch stitched, small French seams for dresses.

Hems - flat and wide, hand hemmed or finished with a simple decorative stitch.

Trimmings - tiny hand run tucks with fine feather stitching, line smocking, chain stitch, blanket stitch.

Twistless tape - for tying instead of using pins; buttons.

Color - dainty tints of blue or pink may be used although white is the most satisfactory.

6. How to Know When the Infant's Clothing is not Right?

A. Too Warm Cloth

1. Skin will dilate, producing noticeable flush on face.
2. Sweat glands become very active and pour out perspiration.
3. Wet spot on pillow.

B. Too Little Clothing

1. Great deal of crying
2. Cold feet and hands.
3. Loss of weight if continued over a period of time.
4. Expression of discomfort

Summary of Important Points to Consider in Baby's Clothes

1. Material - washable, soft, dainty, absorbant, non-irritating.
2. Pure wool should not be used next to the skin of the baby.
3. Seams, hems, trimmings, and all finishes should be smooth, flat, and soft.
4. Simply cut garments are needed for the comfort of the baby. They are also economical in time and money and easy to iron
5. Freedom for movement is essential for growth (raglen or kimona sleeve).
6. Avoid use of bands for tying.
7. Several layers of garments are more desirable than one heavy warm garment. It can more easily regulate the body temperature and is easier to launder.
8. Clothes for the infant should be long enough to cover the feet.
9. Never use rubber pants except for special occasions.

10. Wash diapers each time they are used.

## CLOTHING FOR PRESCHOOL CHILDREN

A. Provision for Growth

When a child starts to walk, clothes should give sufficient freedom for movement. Independent locomotion is delayed by improper clothes, such as skirts or rompers that pull the neck too tight, or long sleeves that slip over the hands, or shoe buttons pressing into the ankles. These are all enough to discourage attempts at walking.

Looseness in garments for preschool children is highly desirable. If garments are bulky, they interfere with activities such as bending over, climbing, and jumping. If clothes are well made, they should have adequate fullness through the chest, raglan sleeves and a wide long stitched tuck under the hem to provide for growth. Panties with shirts to match, and of fast color, will give great satisfaction in service. Clothing should be planned by anticipating the rate of growth and the durability of the garment. During this period growth takes place rapidly and the body proportions change greatly; therefore clothes influence the posture of the child. For this reason, the child's garments should be light in weight and flexible in texture. Outer garments which hang from the shoulders are good. Narrow necklines, broad shoulder straps for the under garments and well out, easy fitting outer garments,

and correctly fitted footwear are very important for this age.

### B. Self-Help.

At an early age, clean and dry clothes give comfort and satisfaction to children. Clothes also help in the training of toilet habits.

- a. Shirts that button in front can be unbuttoned by the child.
- b. Panties-- a wide elastic at the top, loose enough to leave no mark on the child's body but snug enough to hold the panties in place and which can be slipped down easily are satisfactory.
- c. Blouses should have a deep neck opening, raglan sleeves, and the length should be just above the knees in order not to interfere with creeping.
- d. Openings should be placed where the child can reach and see them easily. Openings in front are desirable but if placed on the side, they should be easily reached by the child.
- e. Combinations of drop-seats are very convenient for toilet training.

### Conclusion

In this period the clothes for children should be:

1. Washable, fast color, and of non shrinkable material
2. Should give ample freedom for activities.
3. Of simplified construction and sturdiness of workmanship.

4. Length and position of openings and fastenings that permit self-help.
5. Should have pockets.

### Selecting Shoes for Children

In childhood shoes which are too short or too narrow and badly shaped will soon cripple the feet and at the same time cause poor posture. See Plate XVII. Points to be considered in children's shoes are as follows:

1. Correct size and shape are important.

Draw an outline of the foot as the child stands and compare this with the shape of the shoe which is to be purchased. Shoes should be  $\frac{3}{4}$  inch longer than the picture of the foot and wide enough to permit the toes to be comfortable.

2. The inner line of the shoes should be straight.
3. The heel should fit snugly.
4. The shank should be narrow
5. Sole should be flexible.
6. The toe of the shoe should be wide and high enough to prevent pressing down on top of the toes.

### Stockings

1. In warm weather short socks are attractive and permit exposure of the legs to direct sunlight.
2. In cold weather, long stockings are desirable for warmth.
3. The feet of socks or stockings should measure  $\frac{1}{2}$  inch to  $\frac{3}{4}$  inch longer than the child's foot, so the child's toes will not be cramped.

\*

**The Right Way**

**The Wrong Way**



**Normal Foot**

**Flat Foot**



**Plenty of room,  
Bones in proper  
place,  
Snug fit heel,  
proper arch.**

**Pinched toes  
Twisted and misshapen  
bones.  
Loose fit at heel.**

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\* Patterson, Mary. F. "Clothes for California Children."  
Bulletin No. 4-1918. P. 10.

PRACTICES IN REGARD TO CHILDREN'S CLOTHES  
IN KOREA

A. Fastenings are not suitable for growth.

Belts and ties are used to keep up the trousers and skirts. Ankle ribbons are also used for boys. Both legs of the trousers are tucked toward the inside over the socks and are tied together as shown in Plate XX. Short vests with snaps are placed under the blouse instead of using the belt and tie as shown in Plates XIX and XX.

Ribbons are used for blouses and coats. A long ribbon fastened on the left side of the blouse which is used to fasten around the baby's bust and is then tied up in front. (See Plates XIX and XX). This type of fastening prevents a good circulation of blood.

1. Wide openings at the bottom of the infant's trousers are undesirable from the standpoint of warmth although they are used because of convenience in changing diapers.
2. A string or belt is used to draw the diaper around the baby's abdomen. This is undesirable for the comfort of the baby.

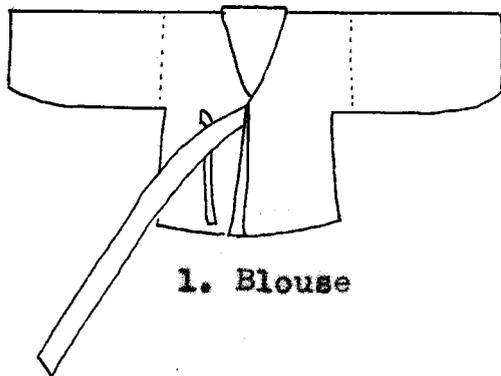
B. Other Factors that are not Suitable for Growth and Activity.

1. Heavy, thick diapers give the child an uncomfortable feeling. The pressure on the legs may cause deformity of the bones. Wet diapers are not washed as frequently in the winter time.

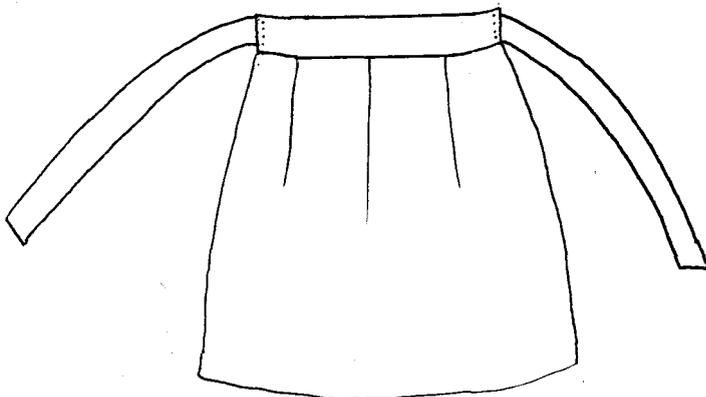
2. Too loose and too long sleeves and trousers interfere with children's activities.
3. Lined trousers are warm for winter, although they are frequently too heavy for children.
4. Starched clothes often cause irritations of the skin.
5. Design and color of materials are not considered for children. Bright colors which are rarely fast to light and washing are used for children's clothes.
6. Children's dresses are the same design as are adults.
7. The Korean winter dress has to be taken apart when it is washed and remade. This process requires much of the mother's time and energy.
8. Exceedingly large number of garments are made for children in wealthy families while the children in poor families do not have a sufficient number of dresses for a change. Children grow fast, and dresses are often outgrown.
9. Many embroideries are used as trimming on belts of jackets and on blouses and coats, also on both sides of the vest. This takes time and money.
10. Complicated garments require more materials and time for construction. Korean clothes for the children do not meet the needs of physical activity. (See Plates XVIII, XIX, XX, and XXI).

PLATE XVIII

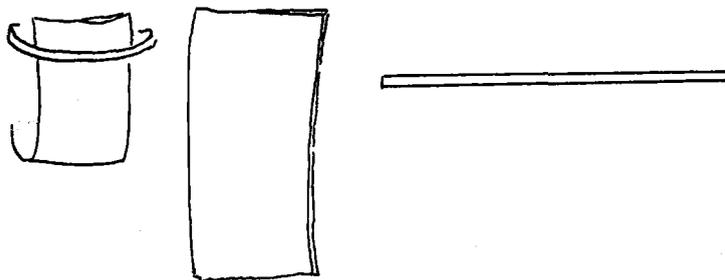
Infant Clothes



1. Blouse

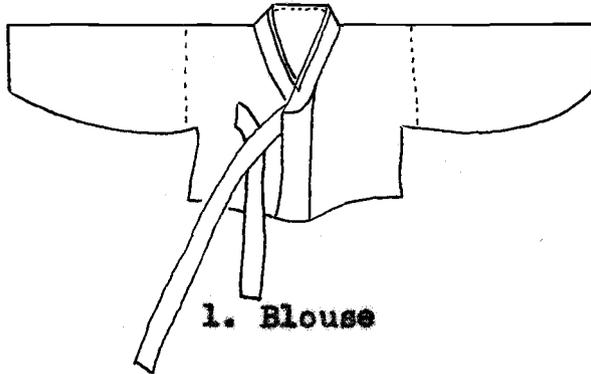


2. Skirt

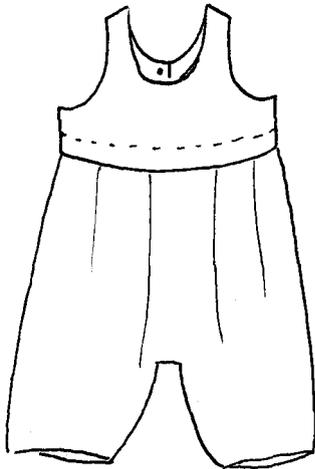


3. Diaper

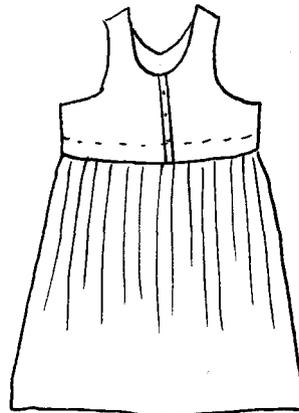
Girl's Clothes



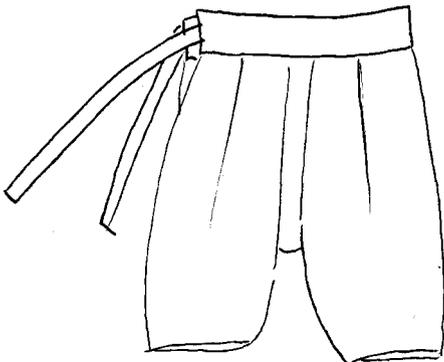
1. Blouse



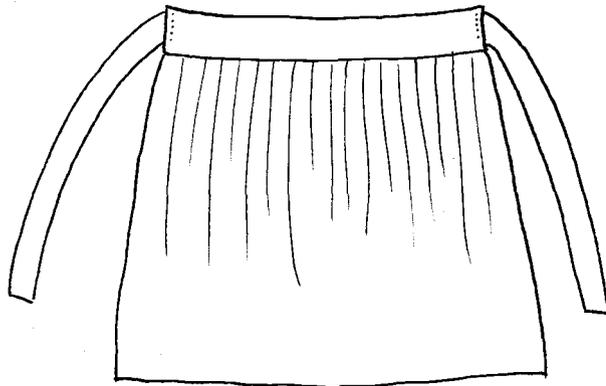
2. Bloomer



3. Skirt



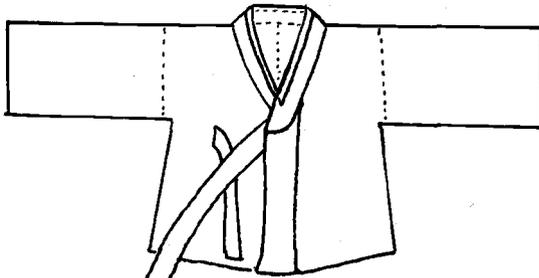
2. Bloomer



3. Skirt

PLATE XX

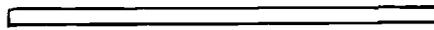
Boy's Clothes



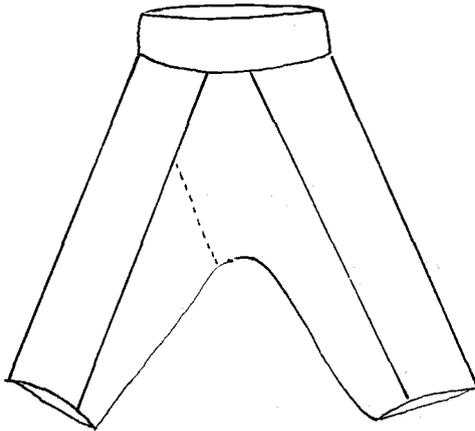
1. Blouse



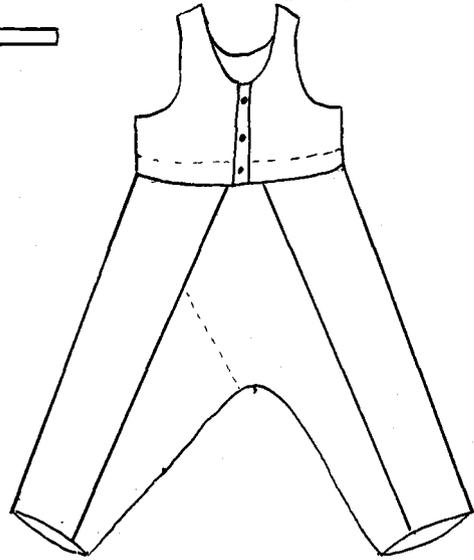
2. Vest



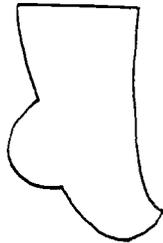
3. Trousers' Belt



4. Trousers



5. Trousers

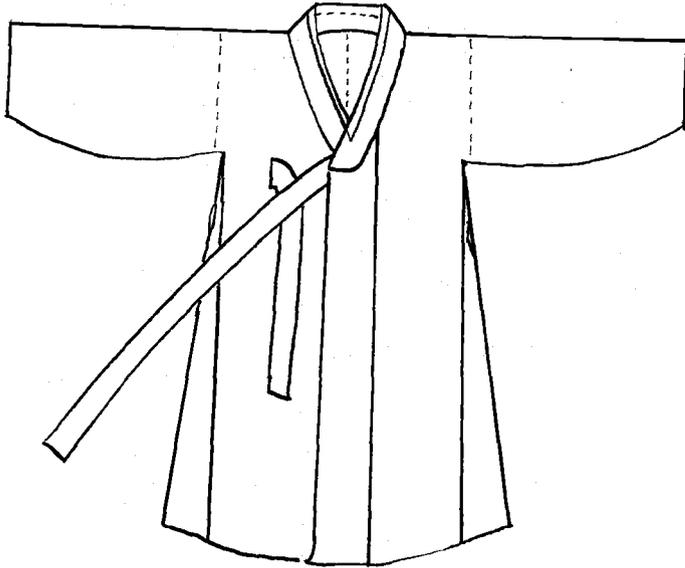


7. Socks

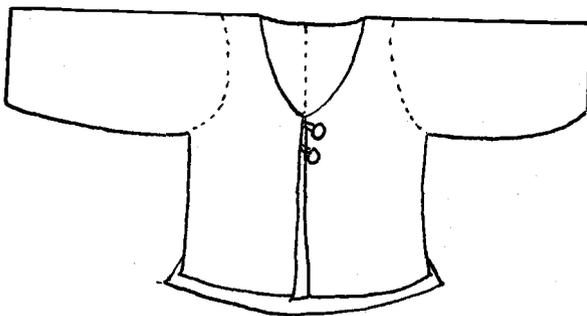


6. Ankle Belt

PLATE XXI



1. Coat



2. Jacket

## SUGGESTED CHANGES IN KOREAN CHILDREN'S CLOTHING

Recently, western styles of clothes have been brought to Korea. Although these ready-made clothes are more convenient than the typical Korean dress for the children, they do not meet the accepted principles. Poor workmanship and undesirable trimmings are found in these garments.

The following points are suggested by the writer as possibilities for adapting principles found in Western clothes to the making of simple dresses for Korean children.

1. Retain the general characteristics of Korean clothes.
2. Simple clothes rather than pleated for ordinary wear and for playing.
3. Gathered or pleated full skirts can be used, and they can be made shorter.
4. Kimona sleeves, ample elbow room with a deep curve at the lower edge and ample room in the armholes.
5. Short sleeves may be used in summer.
6. Skirt and blouse may be sewed together to make one-piece dresses.
7. Buttons or zippers can be placed on the blouse instead of belts and ribbon.
8. Use tape or safety pins for diapers.
9. Use light colored, washable, non-irritating cotton material.

It is probable because of racial differences that measurements made on American children would not be as accurate in constructing patterns for Korean children as would those made on Korean children themselves. The writer has therefore gathered data on Korean children's measurements which may be used in constructing patterns that have been described in this part of the thesis.

Measurements of children ranging in age from four to six years were obtained for ninety-two children enrolled in three kindergartens of Korea. Measurements were taken in three different localities, and average measurements were used to construct the following table:



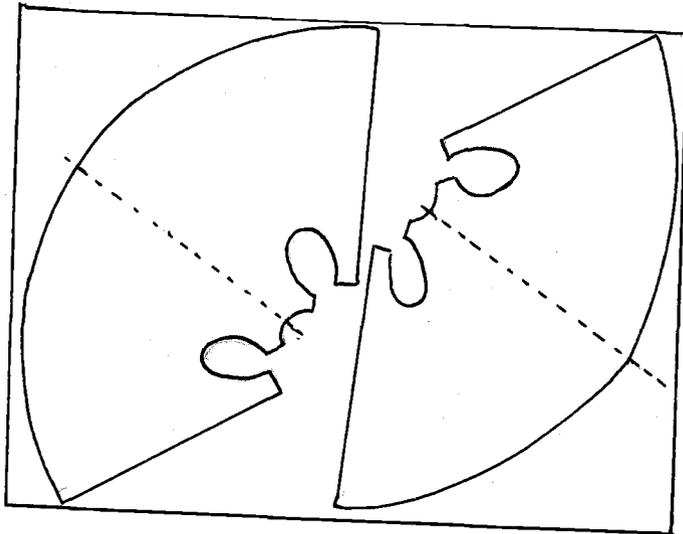
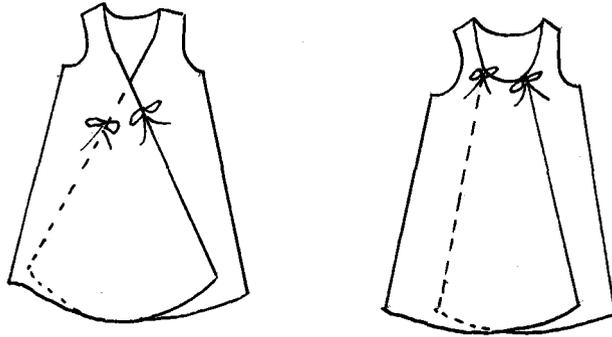
## DIRECTIONS FOR CONSTRUCTING PATTERNS

At the present time no patterns for the construction of garments are available. The writer has therefore in this part of her study selected or modified directions which have been developed by Laura and Baldt and which may be used in making patterns. \*

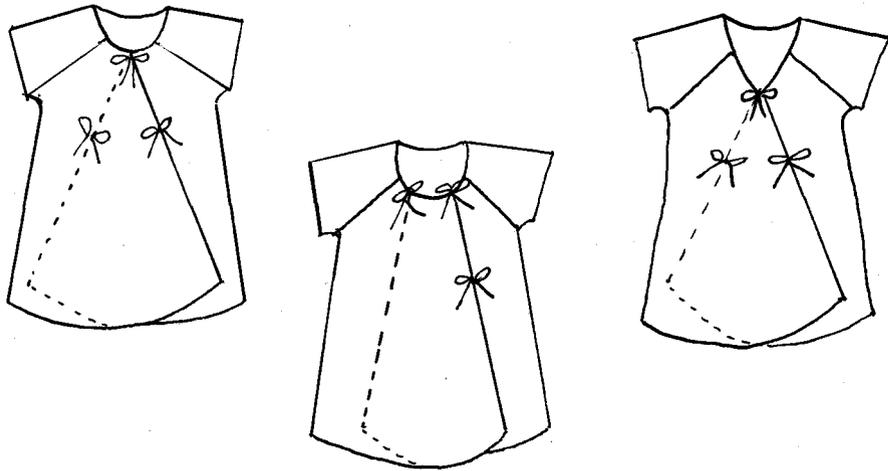
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\* Laura and Baldt, Clothing for Women. J.B. Lippincott Co. 1929.

Clothing for Infant



**Bias cut slips-- stretch readily, give freedom,  
less material, no seams, wide laps  
and convenient opening.**



**Infant Clothes**

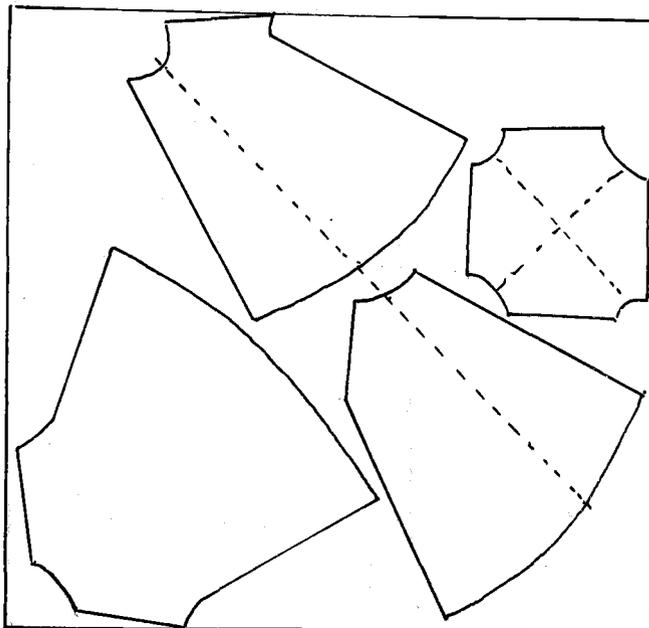


PLATE XXIV

Diapers for Infant

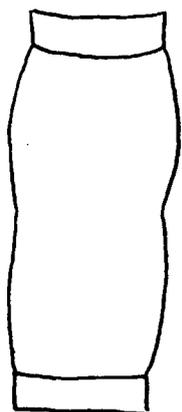
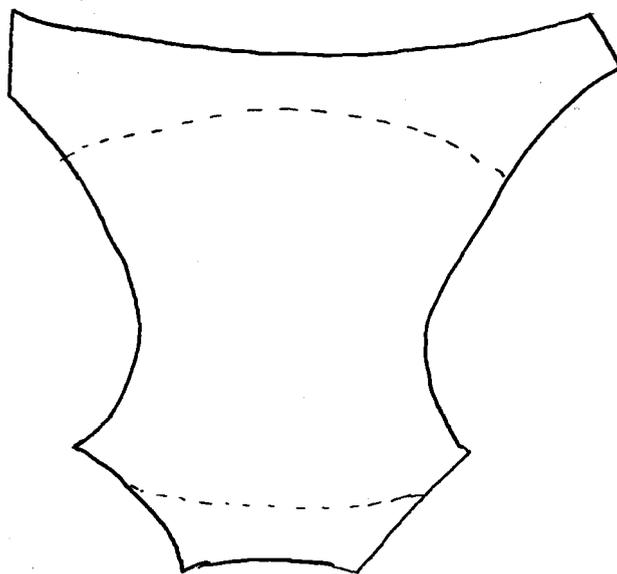
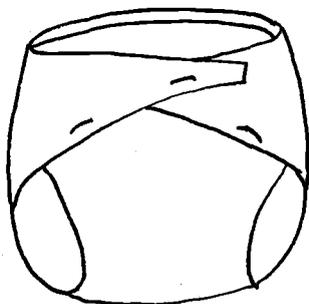
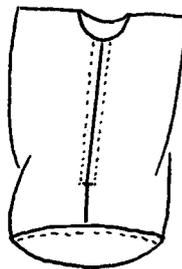
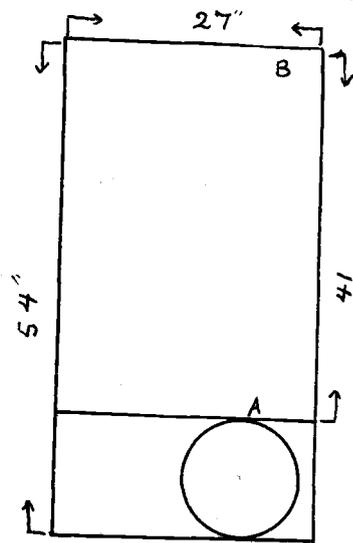
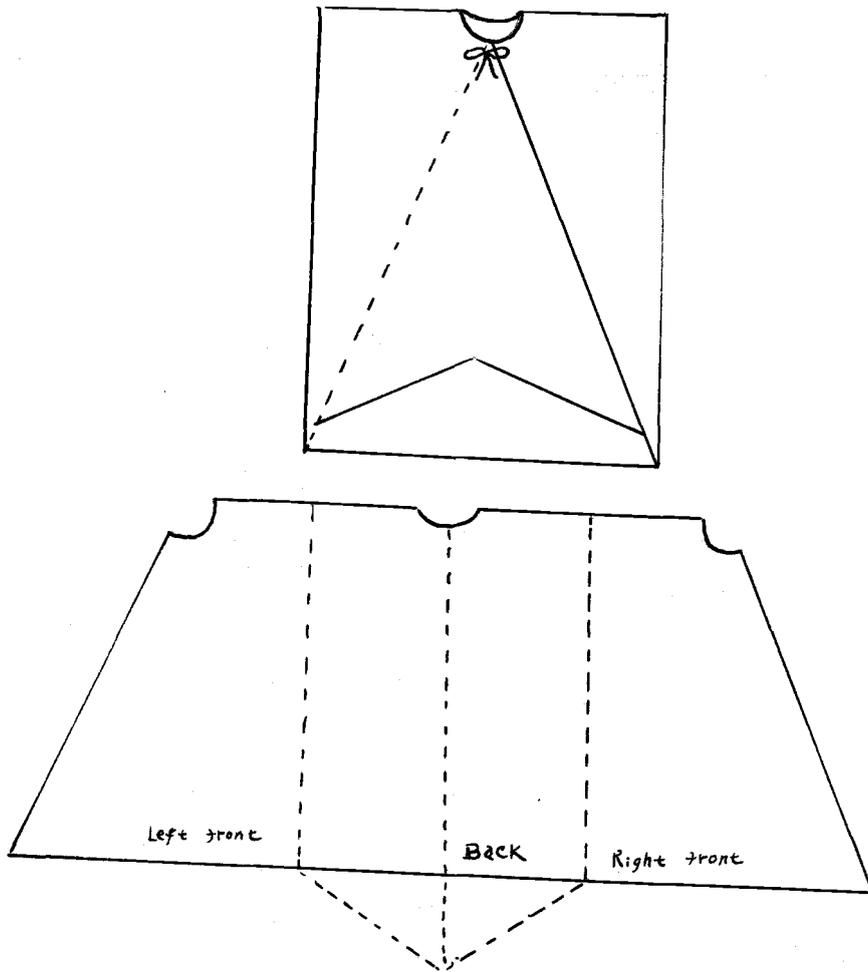


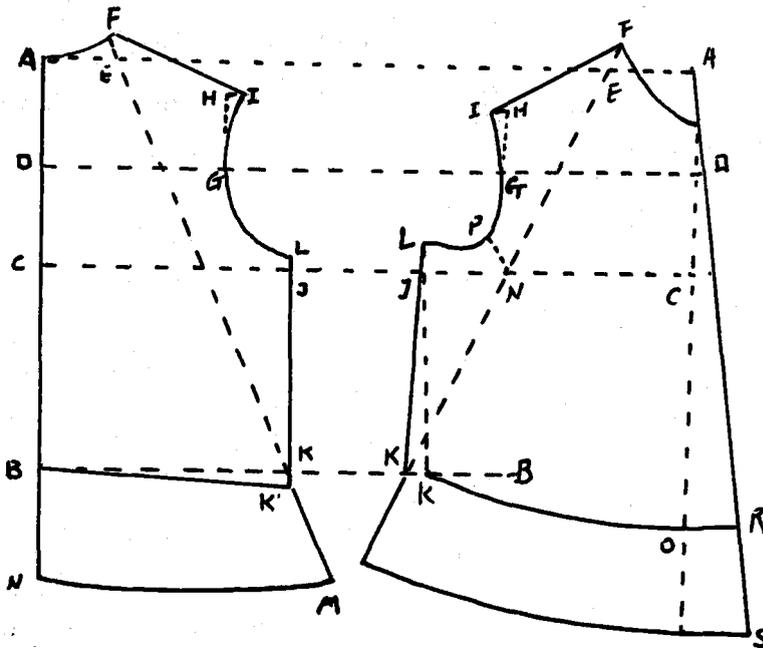
PLATE XXV



Keep warm also give plenty room for kicking.

# PLATE XXVI

## Foundation Pattern



### Measurements used \*

Length of back -----  
 Length of front -----  
 Length of under arm ----  
 Bust-----  
 Waist-----  
 Neck-----  
 Width of front-----  
 Width of back-----

\* Directions on next page.

## Back

AA	equals	construction line
AB	"	length of back
BB	"	construction line
AC	"	$1/2$ AB
CC	"	Construction line - bust line
AD	"	AC
DD	"	construction line - width
AD	"	$1/2$ neck measure
EF	"	$3/4$ inch
AF	"	neck curve
DG	"	$1/2$ width of back
GH	"	AE plus $1/2$ inch
HI	"	$1/4$ inch
FI	"	shoulder line
CJ	"	$1/4$ bust measure
EK	"	$1/4$ waist measure plus 2 inches
KK'	"	$1/4$ inch
EK'	"	waist line
K'L	"	underarm measure plus $1/2$ inch through J
IGL	"	armhole curve
BN	"	4 inches
K'M	"	4 inches, ruler on K' and F

## Front

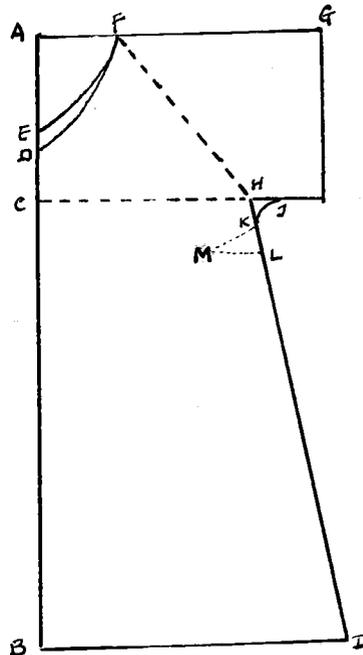
AE	equals	$1/6$ neck measure plus $3/8$ inch
Ef	"	$1/2$ inch
AF'	"	$1/2$ neck measure
FF'	"	neck curve
DG	"	$1/2$ width of front
GH	"	$1/2$ AD plus $1/4$ inch. HI at right angles to GH
FI	"	shoulder line - $1/4$ in. shorter than back shoulder
CJ	"	$1/4$ bust measure
JK	"	construction line at right angles to CJ
KK'	"	$1/2$ inch
K'L	"	underarm measure plus $1/2$ inch through J
FK'M	"	construction line
N	"	points of intersection CJ and FK
F'O	"	length of front
NP	"	$1 \frac{1}{4}$ inches
IGPL	"	armhole curve
OR	"	$1 \frac{3}{4}$ inches
F'RS	"	center front line
K'OR	"	waist line of front



## Directions for Sleeve

AB	equals	line of indefinite length
AC	"	$\frac{1}{4}$ armhold plus 2 to 3 inches
CD	"	inside length of sleeve
CE	"	$\frac{1}{2}$ width around top of arm plus desired fullness
EF	"	$\frac{1}{2}$ inch
AF	"	dotted line
G	"	$\frac{1}{2}$ AF
GJ	"	line at right angles to AF
AF	"	curve for top of upper sleeve
FK	"	1 inch long curve
KE	"	backward curve
GL	"	$\frac{1}{2}$ GA
LM	"	$\frac{1}{4}$ inch
GN	"	$\frac{1}{2}$ GF
NO	"	$\frac{1}{2}$ inch
AMGOE	"	curve for top of under sleeve
DR	"	$\frac{1}{2}$ hand measure plus desired fullness
DP	"	$\frac{3}{4}$ inch
PR	"	curve for bottom of sleeve
RE	"	dotted line
RU	"	$\frac{1}{2}$ RE or wrist to elbow joint
UV	"	$\frac{1}{2}$ inch

Kimona Garment



Fold material lengthwise and then again crosswise.

AB. equals desired length from shoulder.

AC. equals desired depth of sleeve or bust line.

AD. equals 3 to 4 inches depth of neck front.

AE. equals 2 to 3 inches depth, neck back.

AF. equals  $2\frac{1}{2}$  to 3 inches neck.

AG. sleeve length.

CH. equals  $\frac{1}{2}$  bust measure plus  $1\frac{1}{2}$  inches.

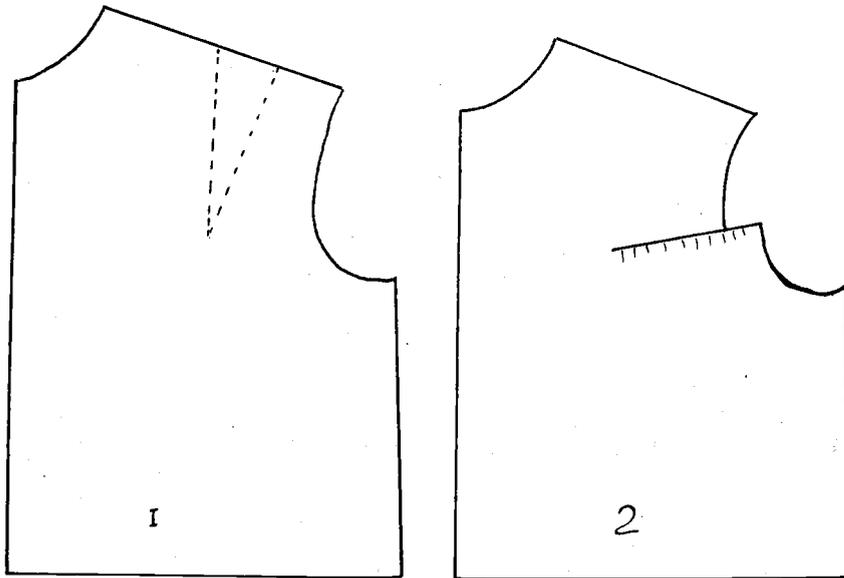
HK. equals  $\frac{1}{2}$  inch.

KL. equals 1 inch.

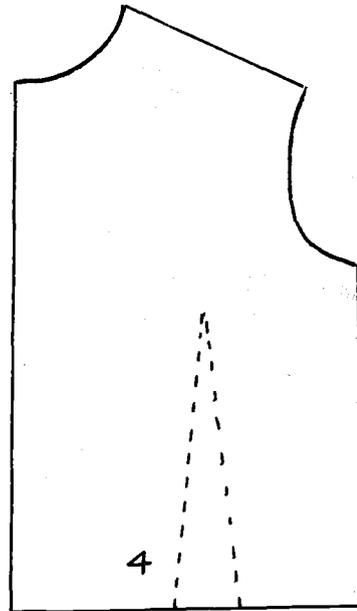
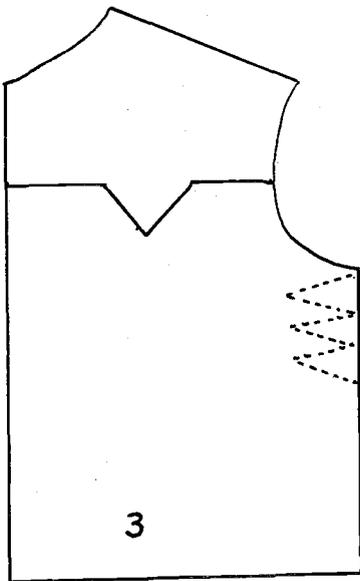
KLM. equals dart.

BI. equals  $\frac{1}{2}$  desirable width.

The Use of the Foundation Pattern

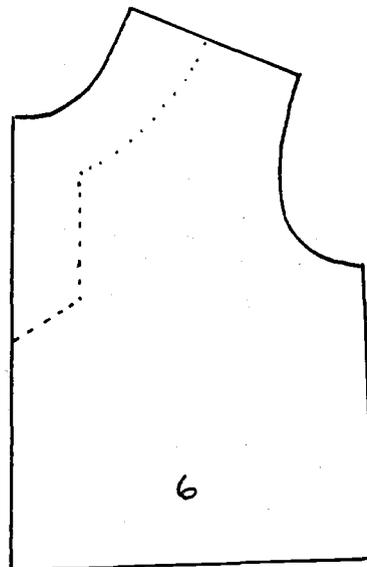
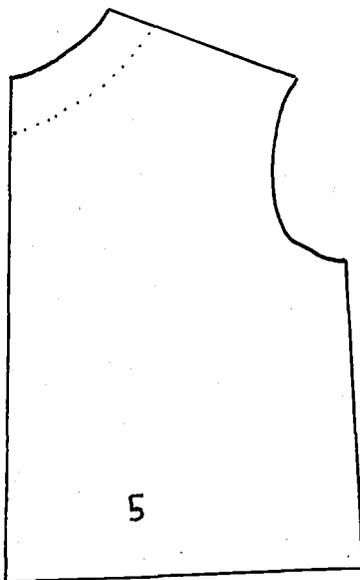


1. With tucks or darts down from shoulder seam.
2. A slash with gathers at the side, about  $\frac{2}{3}$  down from shoulder line.



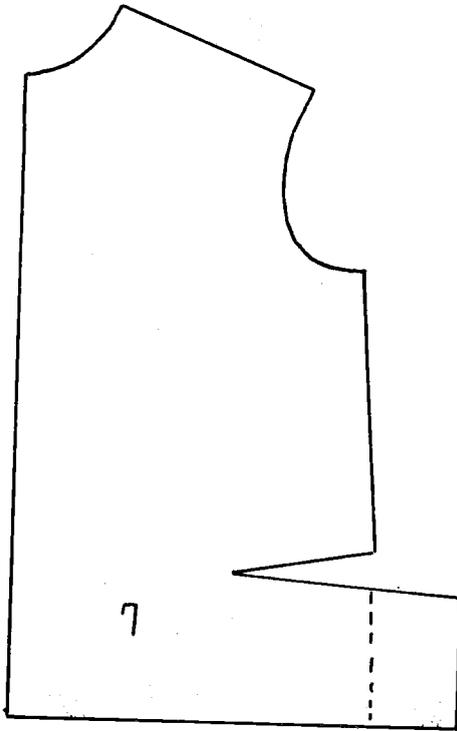
3. With gathers, plaits or darts, at waist or hip line.

4. With dart from waist line up to Bust line.

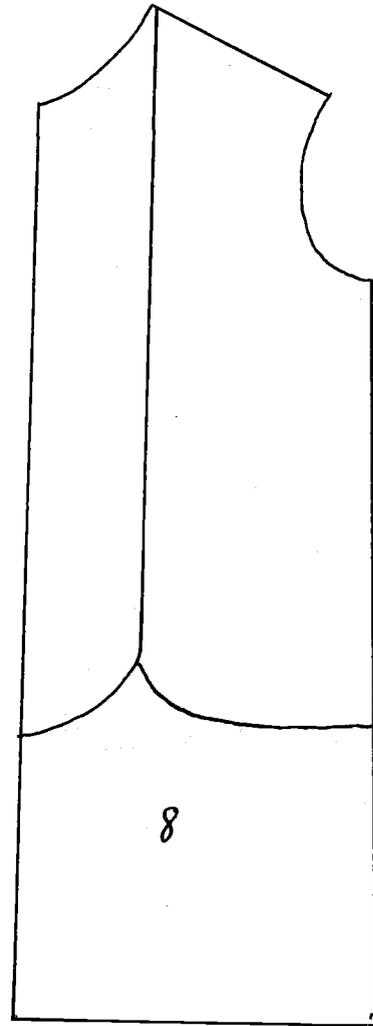


5. With gathers at center front of neck line.

6. Constructing a plain yoke from foundation pattern.



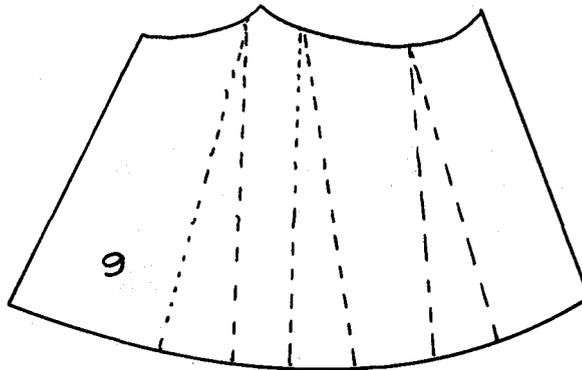
7



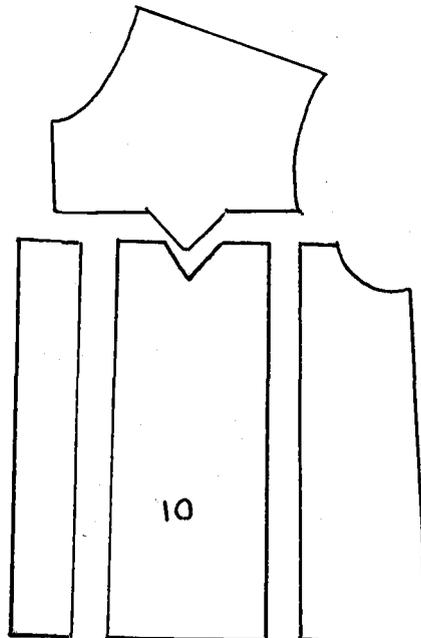
8

7. With gathers, plaits or darts at waist line.

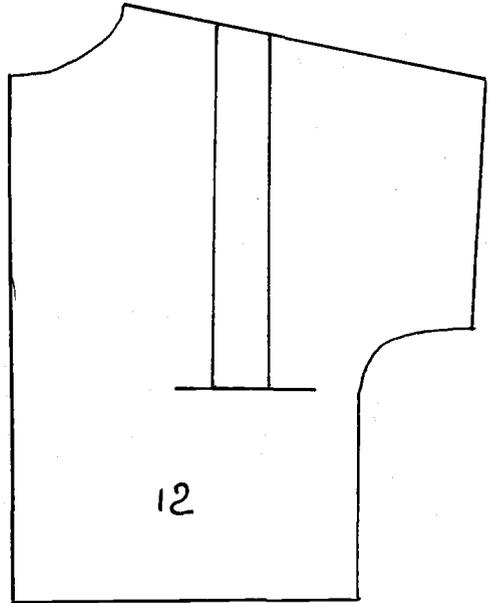
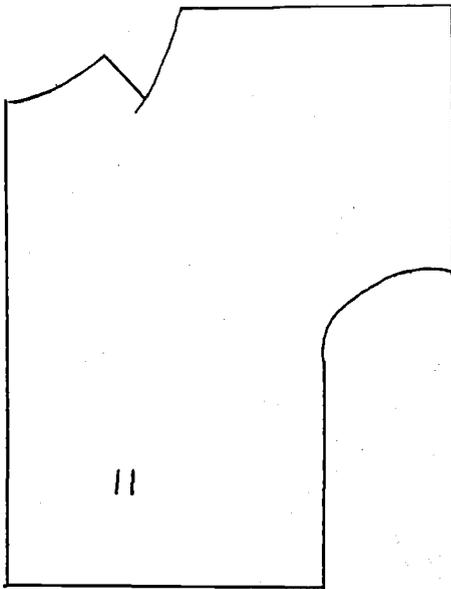
8. To cut a flared skirt--cut off lower part of straight skirt on desired line.

PLATE XXXII

9. Slash and spread lower part of pattern until desired flare is secured.

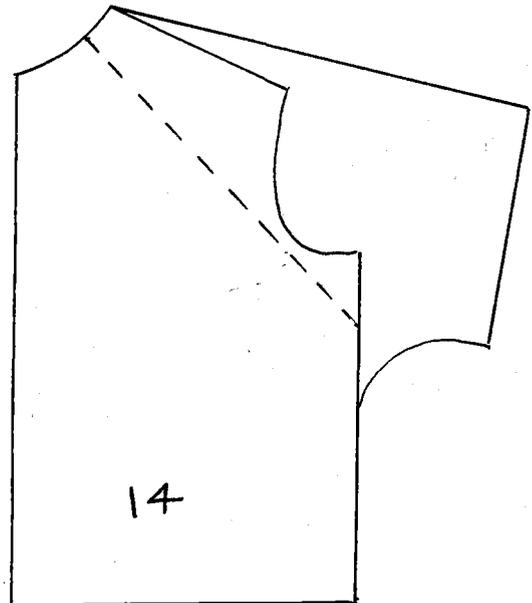
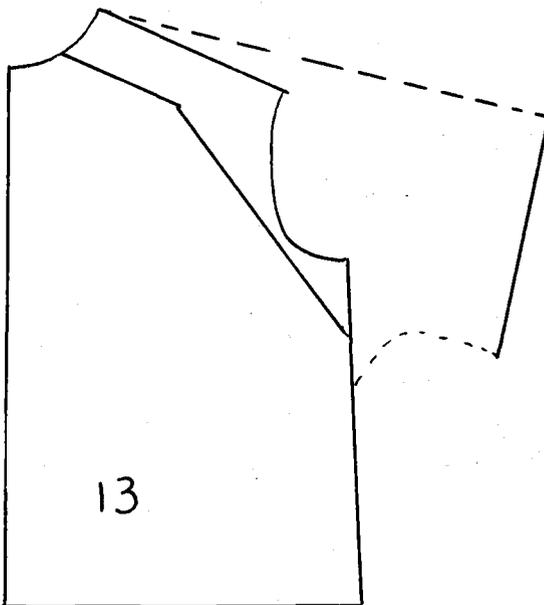


10. Cutting for fullness top set on to the yoke.



11. With gathers or tucks over shoulder.

12. With fullness cut in at side front.

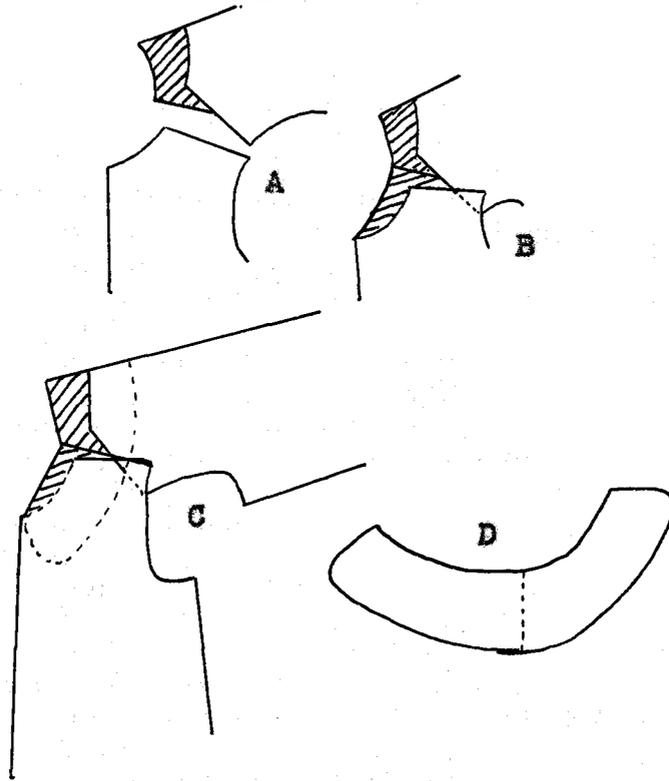


13. A kimono cut from the foundation pattern.

14. A raglan cut from the foundation pattern.

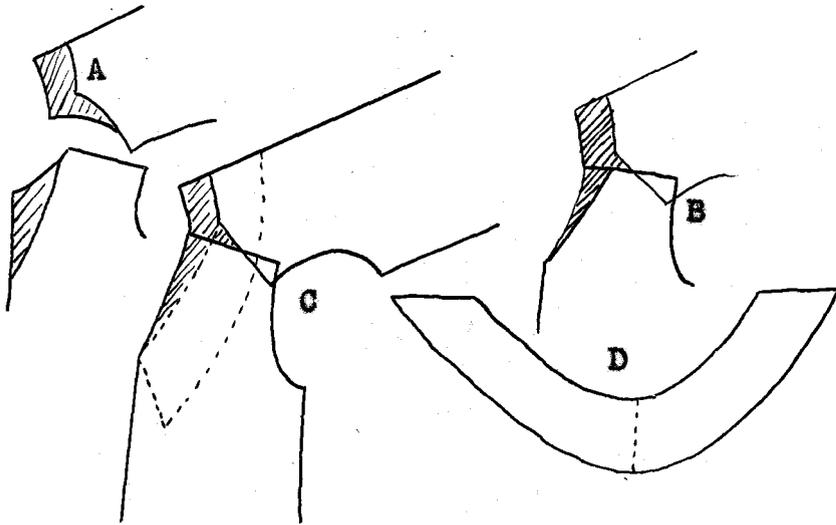
PLATE XXXIV

Blocking Collars



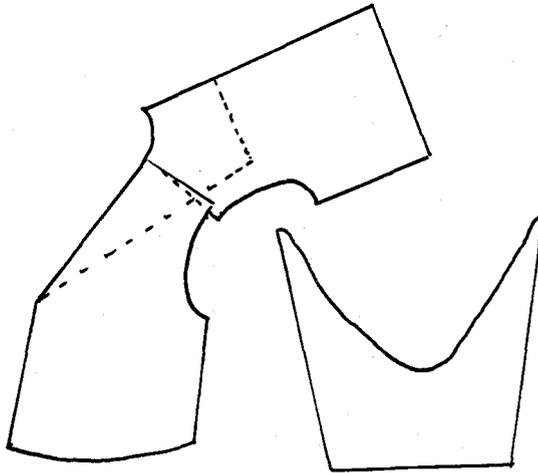
Peter Pan with Roll

See above figures



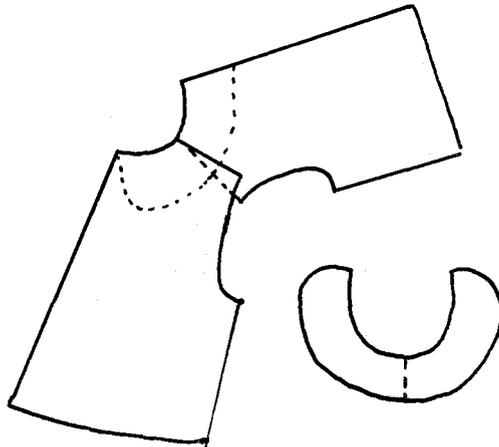
**Pointed Collar with Roll Back**

**See above figures.**



**Flat Sailor Collar**

Place front and back together, shoulder at armhole overlapping about  $\frac{1}{2}$  inch and mark in V neck. On center back mark off 5 inches for depth of collar. Width of half of collar about 5 inches. Connect the outer point of collar with new neck line at center front.



**Flat Peter Pan Collar**

Place back and front of waist together with shoulder points at neck meeting and at the armhole overlapping about  $\frac{1}{2}$  inch. Outer edges of collar are indicated by a curved line as shown in above figure. Front edge is shaped as desired to meet the center front line. Add seams.

## SUMMARY

This problem involves the selection of important principles relating to child development which may be adapted to the needs of Korean children. Although a suggested outline of study which may be used in Ewha College of Korea is included, the writer has limited the material on which Specific Suggestions for making adaptations are made to units on play and clothing.

The writer's problem may be stated as follows:

1. To briefly review present conditions, customs and practices which influence Korean children. Included in these factors are climate, clothing, housing, food habits, sanitary conditions, economic, family organization, practices in child training and education of women.
2. To select and set forth in outline form that material which should be adapted to Korean needs and which is suggested as suitable for a course in child development in Ewha College.
3. To prepare lists of principles which may serve as a guide in evaluating and adapting subject matter relating to the preschool child's play materials and clothing.
4. To describe or illustrate in some detail selected materials and adaptations which may be used in Korea to meet the needs of children with reference to play and clothing.

It is the hope of the writer that this material will be of value not only in Ewha College but also to Korean teachers who may teach parents or high school girls.

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