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PECULIARITIES OF PRIMARY EDUCATION AND MUSICAL AND AESTHETIC EDUCATION IN THE CONDITIONS OF THE KOREAN WAR OF 1950-53. RECOLLECTIONS OF WITNESSES AND NOTES ON THE COVER OF THE TEXTBOOK

Purpose of the study: to search the conditions of primary and secondary education organization, including concerning a subject «Music» during the Korean war.

Objects of research: The memoirs of the eyewitnesses, list and analysis of some songs submitted in the textbook of music for primary school of a sample of 1950, including notes of the schoolboy on a cover of the textbook. The circumstances of the Korean War of 1950-53 and the features of primary education, including musical and aesthetic education, have been almost not studied in the scientific literature in Ukraine. The content of government directives and the list of topics in school programs are mainly highlighted. In view of this, it is important to study living witnesses of the events, analyze texts in textbooks, as well as the conditions for implementing the educational process.

Results: The memories of witnesses of the first days of the Korean War, the features of school classes «in the open air» were studied. The list of songs in the 1950 music textbook was analyzed. The lyrics of some songs were given. The facts from history, reflected in the student's notes on the cover of the textbook, were studied.

Conclusions: The state and civil society in the conditions of a brutal war demonstrated resilience and cohesion in ensuring the educational process. It is advisable to further study this experience in detail.

Keywords: Korean War, primary education, musical and aesthetic education, textbook, eyewitness accounts, reintegration

ОСОБЛИВОСТІ ПОЧАТКОВОЇ ОСВІТИ І МУЗИЧНО-ЕСТЕТИЧНОГО ВИХОВАННЯ В УМОВАХ КОРЕЙСЬКОЇ ВІЙНИ 1950-53 РОКІВ. СПОГАДИ СВІДКІВ І ЗАПИСИ НА ОБКЛАДИНЦІ ПІДРУЧНИКА

Мета дослідження: розглянути умови організації початкової та середньої освіти, зокрема щодо предмета «Музика» під час Корейської війни.

Об'єкти дослідження: спогади очевидців, список та аналіз деяких пісень, поданих у підручнику музики для початкової школи зразка 1950 року, включаючи нотатки школяра на обкладинці підручника. Обставини корейської війни 1950-53 років і особливості здійснення початкової освіти включно з музично-естетичним вихованням майже не досліджені у науковій літературі в Україні. Висвітлено головним чином зміст урядових директив і переліку тем у шкільних програмах. Зважаючи на це важливим є дослідження живих свідків подій, аналіз текстів у підручниках, а також умов реалізації навчально-виховного процесу.

Результати: Досліджено спогади свідків перших днів корейської війни, особливостей шкільних занять «просто неба». Проаналізовано перелік пісень у підручнику з музики зразка 1950 року. Наведено тексти деяких пісень. Досліджено факти з історії, відображені у записах учня на обкладинці підручника.

Висновки: Держава і громадянське суспільство в умовах жорстокої війни задемонстрували стійкість і згуртованість у забезпеченні освітнього процесу. Є доцільним подальше детальне вивчення цього досвіду з огляду, у тому числі, на поточну ситуацію в Україні.

Ключові слова: Корейська війна, початкова освіта, музично-естетичне виховання, підручник, спогади свідків, реінтеграція

Statement of the problem and its connection with important scientific and practical tasks. The Korean war 1950-1955 years has appeared one of most destructive in XX century. Its consequence has appeared damage put not only politics, economy, economy and culture, but also and education, first of all – school.

Hardly begun after a finding of independence the reform of primary and secondary school was interrupted as a result of temporary occupation almost of all territory of Republic, destruction and appeal on front of the teachers, absence of school rooms and deficiency of the textbooks. Government and the bodies of local self-management of Republic Korea carried out measures on the prompt renewal of educational process with use of all accessible methods and means.

So the experience of organization and contents of school education in South Korea in conditions of war deserves study and introduction of its separate elements in Ukraine.

Analysis of key research and publications.

The primary and secondary education in Republic Korea in conditions of the Korean war in the scientific literature of Ukraine is submitted only in the several publications and, as for example in (Kim O.O., 2021) and (Sahan H. & Trofymchenko A., 2020), contains mainly information on the normative documents and brief description of measures on realization of the tasks, put in them. There is no detailed analysis of the contents of the textbooks, participation of various layers of the population in training the schoolchildren, description of conditions and situation.

Formulation of the article's aims and objectives. The purpose of this study is to search the conditions of primary and secondary education organization, including concerning a subject «Music» during the Korean war. Objects of research are the memoirs of the eyewitnesses, list and analysis of some songs submitted in the textbook of music for primary school of a sample of 1950, including notes of the schoolboy on a cover of the textbook.

Presentation of the main material. The

Korean War caused tremendous human, material, and psychological damage to Koreans and the aftermath continues to this day. At the same time, we must also examine the lives of the people who lived through the Korean War. Even during the war, people had to live their daily lives. The students had to go to school. Even while battles were raging everywhere, Koreans established schools and held classes in their refugees.

Case 1. Baemyeong High School (배명고)

Even when the Korean War broke out, strong instructions were issued at Baemyeong School for students to attend school and participate in classes as usual. However, starting around 5:00 PM on June 27, bombs falling and exploding in the direction of Miari (미아리) in Seongbuk-gu (성북구) became clearly visible to the naked eye. Unable to continue classes under these circumstances, students were sent home, and only the teachers remained to observe the situation and clean up the aftermath. Around 7:00 PM, news arrived that North Korean troops were entering through Miari Pass in Seongbuk-dong.

Finally, on June 28, the streets of Seoul turned red, becoming a land ruled by the army; it was truly a lamentable state of affairs. How could the world change like this in just a few days? During the North Korean troops' entry into Seoul on June 28, bombs were dropped from North Korean fighter jets,

causing the schoolyard to sink deep like a pond and shattering most of the classroom windows. Already at 8 a.m. the next day, a meeting was held at the Wangsimni Gwangmu Theater 왕십리 광무극장 (in front of the school), and the People's Committee was organized.

Case 2. Gyeonggi High School (경기고). Even on the day following the news that the North Korean army had launched an invasion of the South on Sunday, June 25, 1950, our school was conducting normal classes with all students present. Classes continued until the 27th due to a lack of instructions from the authorities, but as the war situation became critical, the sound of artillery fire grew closer. This was because the North Korean army had invaded as far as the vicinity of Chang-dong (창동). When the second period ended on that day, the authorities issued an order for an indefinite school closure. This marked the last class held before the Korean War. On the 28th, the North Korean army, having occupied Seoul. Only two or three teachers managed to evacuate to Busan, while most had to endure a life of hardship in Seoul for about three months starting from that time (Gim Sanghun, 2023).

For three months following the invasion of the South by the North Korean puppet forces on June 25, the capital city of Seoul was extremely due to their blatant acts of robbery and the desperate destructive acts (Fig. 1) during the September 28 evacuation.



Fig. 1. Scene (1950) of war damage in residential section of Seoul, Korea

Director of the Seoul Metropolitan Government Education Bureau addressed to the directors of schools with the application: «Recognizing that the desolation is truly indescribable and that our greatest task today is to restore the nation from destruction to construction and from chaos to peace by demonstrating the excellence of a people with abundant resilience in the face of such trials, I request that you thoroughly implement the following measures so that educators may play a pioneering role in the restoration of all order. The instructions below are: School Status Survey Report; Security and protection of school buildings and facilities; Preparing for the start of the school year (Gim Sanghun, 2023).

In response to the state of war, the War

Countermeasures Committee was organized. Students evacuated in a straight line to the evacuation site. Measures were taken to have evacuation teachers register with the evacuation province and be assigned as instructors to schools accommodating evacuee students. Due to the destruction of most of schools, the creation of correspondence and radio schools was initiated: as a result of the Korean War, the territory of South Korea was a complete ruin, and radio lessons «in the open air» (Fig. 2, 3) over a large area were the only means of at least partial implementation of the curriculum; with regard to musical and aesthetic education, in the absence of mass use of sound recording reproduction devices, this was the only possibility of demonstrating musical works.



Fig. 2. Children who studied in military schools on the streets of Seoul during the war. Photographed on June 5, 1953 by Warren Lee, a war reporter (Kim O.O., 2021)



Fig. 3. Exhibits that recreate outdoor lessons during and immediately after the Korean War (Kim O.O., 2021)

Even in the most awful winter, when hundred thousand people the colds and illnesses were lost for famine, government of Southern Korea and have found a way to continue training many children. In a countryside the schoolboys continued study under boards established on wooden poles, and were engaged together, using the bound paper books (O Seongcheol, 2020).

Intensification of measures to preserve and develop national norms in education was carried out with the aim of restoring the national artistic potential. One of the tasks of musical and aesthetic education was to encourage evacuee students from both South and North Korea to attend school. Despite limited resources, the government of the Republic of Korea financed the production of new textbooks for elementary schools.

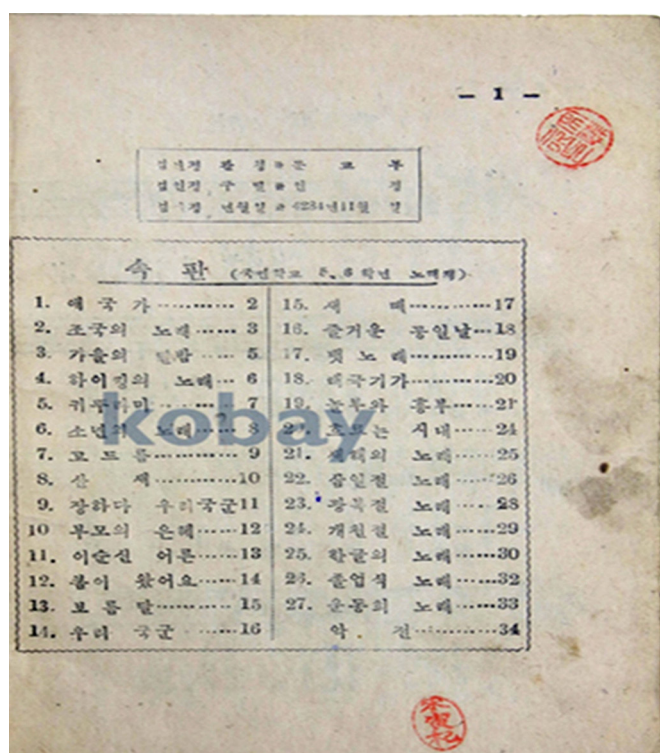
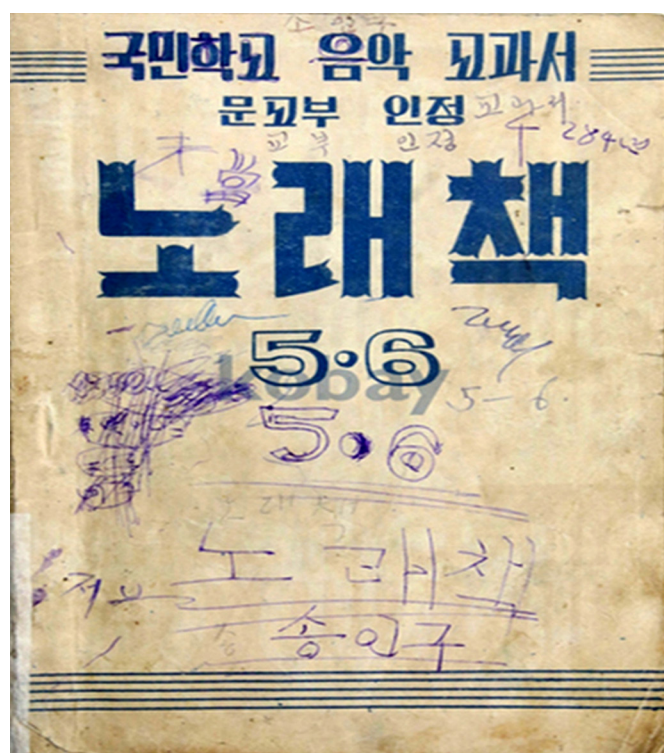


Fig. 4. Music Textbook for Primary School (Kim O.O., 2021)

In conditions of military time the essentially new politics directed on failure (refusal) of traditional formal education and a concentration of attention on practical training was developed. Accordingly, the job above the new textbook of military time was conducted. In the meantime, as a temporary measure, were issued and textbooks, delivered to the pupil, of an old sample (Gim Sanghun, 2023).

Our attention was attracted with the fact, that shown on Fig. 4 copies of the textbook was exposed on-line auction 'Kobay'. We have assumed, that the collection interest is connected to records, which are made by a hand of the schoolboy on the first page of a cover. Usual in such cases the conclusion about the negligent relation is unfair, as the named already deficiency of notebooks forced to use any possible opportunities. For example, in our native Kharkiv of lessons at schools have begun on September 1, 1943 all in one week after its liberation of German occupation. Behind notebooks absence the schoolboys made them of the old newspapers and wrote between the lines (Rybalchenko R.K., 2006).

The typographical text on a cover means: 국 민학교 음악 교과서 – textbook of music for primary school; 문교부 인정 – authorized by Ministry of education. The records of the schoolboy on a cover mean: 교안저 – education plan; 저의 노래책 – my collection of songs; 송인구 – Song In-gu (name).

The first assumption was, what is it schoolboy has written down the name. But text on a cover (교부 인정), can be translated as « the recognition of ancestors », «the recognition of the fathers» and often in Korea is used to the Korean christian churches pastors.

The search in the Internet on key words «pastor Song In-gu» has shown presence of tens links really devoted to well known in Korea pastor Song In-gu (1922-1997). For example:

- When Rev. Song In-gu was a child, Ms. Park No-hwan (later a senior deaconess at Changwon Guksa Presbyterian Church), who was like an aunt to him, often carried him on her back. Every time, she would always say, "Please let my baby grow up to be a pastor." (Seong-gyeol sinmun 08-23 10:27).

- Rev. Song In-gu Appointed as Senior Pastor, June 30, 1992 (Song-ingu mogsanim wonlomogsachudae).

- In 1949, while Park Jong-man was in his second year of seminary, he was appointed to Songjeong Church in Cheongju when Evangelist Song In-gu took up the post. At his first ministry, he prayed

and evangelized diligently, and within a year, the congregation grew from 20 to 60 believers. Soon after, he received a call to Yongjeong Presbyterian Church in Cheongwon County and took up the post there. He studied in Seoul from Tuesday to Friday, came down on Saturday to visit parishioners, and preached on Sunday. It was April 1950 (Hangug sing-gyeolsinmun: 2026-04-18 13:55).

Last citation relates already to the period of the Korean war and testifies to the vigorous activity of Song In-gu in entire free territory of Republic. Thus, from the moment of occurrence of the first christian churches in Korea their activity did not concern only to religion. Under the influence of Christianity, starting from the late 19th and early 20th centuries, significant changes took place in the Korean educational system, including musical and aesthetic education, and it was they who became the basis for the formation of the modern structure of the educational system in the Republic of Korea.

Many christian schools were created which together with private schools were alternative to official ones during the Japanese occupation down to liberation in 1945. The activity of christian church in Republic during the Korean war also of volonyeer feature.

The table of contents of the Music Textbook in Fig. 4. shows a list of songs: 1: 애국가 (National Anthem); 2: 조국의 노래 (Song of the Motherland); 3: 가을의 들밤 (Autumn Chestnuts); 4: 하이킹의 노래 (Camping Song); 5: 귀뚜라미 (Cricket); 6: 소년라의 노래 (Song for a Boy); 7: 고드름 (Icicle); 8: 산 새 (Mountain Bird); 9: 장하다 우리국군 (Our Wonderful Army); 10: 바이의 은혜의 (Fatherly Grace); 11: 이순신 오는 (I Song-shin is the Great, in 1597 Admiral I Song-shin performed a miracle by destroying the Japanese army in Myeongnyang) (Seolminseog, 2017); 12: 봄이 왔어요 (Spring has come); 13: 보름달 (Full Moon); 14: 우리 국군 (Our Armed Forces); 15: 새 떼 (Flock of Birds); 16: 즐겁고 공일날 (Happy Holidays); 17: 백노래 (Boat Song); 18: 태극기 (Flag of the Republic of Korea); 19: 놀부와 흥부 (Nolbu and Hingbu, Song of Two Brothers); 20: 후리는 시리 (Clouds are Floating); 21: 새해의 노래 (New Year's Song); 22: 일절 노래 (March 1st Song: About Independence); 23: 광복절 노래 (Liberation Day Song); 24: 개천절 노래 (Song about the National Day – a public holiday on October 3 – the legendary date of the formation of the first Korean state Gojoseon (고조선) in 2333 BC); 25: 한글의 노래 (Song about Hangeul – the Korean alphabet); 26: 선용식 노래 (Graduate Song); 27: 운동회 노래 (Song about

sports).

Is of interest of such two songs from the textbook:

태극기 (Taegeukgi, 2026)
태극기가 바람에 펄럭입니다.
하늘높이 아름답게 펄럭입니다.
태극기가 힘차게 펄럭입니다.
마을마다 집집마다 펄럭입니다.

(Taegeukgi – the flag of Republik of Korea

The Taegeukgi flutters in the wind.
It flutters beautifully high in the sky.
The Taegeukgi flutters vigorously.
It flutters in every village and in every house.)

조국찬가 (Jogugchanga, 2026)

1절

동방의 아름다운 대한민국 나의 조국
반만년 역사 위에 찬란하다 우리 문화
오곡백과 풍성한 금수강산 옥토 낙원
완전 통일 이루어 영원한 자유 평화

2절

꽃피는 마을마다 고기 잡는 해변마다
공장에서 광산에서 생산 경쟁 높은 기세
푸르른 저 거리엔 재건(경제) 부흥 노랫소리
느림하게 나가는 새 세기의 젊은 세대

후렴

태극기 휘날리며 벅차게 노래 불러
자유 대한 나의 조국 길이 빛내리라

(Homeland Anthem)

Verse 1

The beautiful Republic of Korea of the East, my
homeland

Our culture shines brilliantly upon a history of
five millennia

Odo's Paradise on Mount Geumsugansan, rich
in five grains

Achieve complete unification for eternal
freedom and peace

Verse 2

In every blooming village and every fishing
beach

High momentum of production competition in
factories and mines

Songs of reconstruction (economic) revival in
those green streets

The young generation of the new century

marching forward with dignity

Chorus

Singing with overwhelming emotion while
waving the Taegeukgi

My free homeland, Korea, shall shine forever)

Even in conditions of war in Republic was saved inherent to Confucian philosophy and christian doctrine restraint and tolerance. Let's pay attention, for example, to Verse 1 last line of the Homeland Anthem, demonstrating hope for the future peaceful reunification of a native land. Also Song about the National Day is present under number 24 in the above mentioned list, which and now is traditional in both Korean states.

Similar restraint and tolerance are appreciable as well in the movies of Republic, as for example: «Joint security area» and «Taegeukgi», which name coincides with the name above mentioned song.

During many decades after achievement of armistice Koreans in Republic save hope on reunification. Thus the most advanced representatives of intelligency and the cultures expect not only prospect, but also problems, connected to reintegration of North in view of prevailing there now ideology and propagation, what can be seen for example in remark of Jeong Myeong-bok (정명복) on experience of her job with the students from different cultural groups: «I was flustered when the section regarding the Chinese Communist Army's participation came up during a lesson explaining the Korean War in relation to Korean history.» Teacher Jeong stated that although he strives to teach as objectively as possible, he worries that some multicultural students might be hurt whenever such sensitive topics arise. Furthermore, teachers say they handle content regarding foreign workers with particular caution when it appears in textbooks. This is because students might suddenly realize that their own parents face discrimination when they encounter such sections (Min Gyeonghun, 2013).

Conclusions. The organization and realization of training of the schoolchildren in Republic of Korea in conditions of the Korean war was one of priority tasks of Government and local authority bodies. The field schools, school in refuges were created. The mass evacuation of the schoolboys from temporarily оккупированных of areas was organized. The significant attention in the school program was

given to a subject «Music». Were republished довоенные, and then the new textbooks of music for an elementary school are issued. Alongside with a state hymn, songs glorifying the heroes of an antiquity and present, issued songs collections contained also songs equally recognized in both half of Korea, and in hope on peace reunification of a native land in the future. The active participation in educational process was accepted also by the figures of christian church in Korea, continuing traditions of the first missionaries-christians.

Not leaving hopes on peace воссоединение of

the country, the advanced intelligency realizes thus as well problems, which can arise at reintegration of the inhabitants of Northern Korea in a democratic civil society.

Future research directions. Prospects for further research lie in the further study of experience of realization of tasks of primary education in Korea in conditions of war and introduction of its elements in education in Ukraine. The inclusion of the detailed unit devoted to events of the Korean war, including to process of training at schools in the program of a subject «History» can appeared to be useful.

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