

**COVER STORY**

**A Different  
Path  
Towards  
the Same  
Destination**

**The Words from  
a Humble Star—  
Learn to Lead Your Life**



# THE GRANITE TOWER

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**EDITORIAL OFFICE** *The Granite Tower*, 145, Anam-ro, Seongbuk-gu, Seoul, Korea (02841)

**TELEPHONE NUMBER** 02-3290-1685 / 82-2-3290-1685

**E-MAIL** [thegrانيتower@gmail.com](mailto:thegrانيتower@gmail.com)

**WEBSITE** <http://www.thegrانيتower.com>

**UNIVERSITY SWITCHBOARD** 02-3290-1114 / 82-2-3290-1114

**PUBLISHER**

YEOM JAEHO

**FACULTY ADVISER**

YOON JOEWOON

**ENGLISH ADVISERS**

BRIAN STOKES, DWAYNE CRITES,  
MICHAEL BLACKWOOD, ALEX VOS

**EDITOR-IN-CHIEF**

KIM JAE HYUN

**ASSOCIATE EDITORS**

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**JUNIOR REPORTERS**

KIM HA YOUNG, LEE YUNMI, JEON SOHYEON,  
MAENG JUN HO, PARK MIN JEONG, LEE HYE MIN

**DESIGN&PRINTING COMPANY**

DAHAE (Tel. 02-2266-9247)

**DESIGNER** LIM SEONG EUN

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**KOREA  
UNIVERSITY**

## EDITOR'S LETTER

# Where a New Universe Begins

I remember reading a news that a group of scientists has recently detected gravitational waves. Unfortunately, as a liberal arts student who feels daunted by complex physics terminology, I fail to understand the details of this discovery. Although this news about the outer space is astonishing, I will have to confess that it seems too far-fetched from my life, which is full of petty worries about my ambiguous career and day-to-day works.

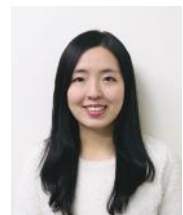
Nevertheless, maybe I am, and we all are part of this giant wave, since “we” are all connected with these similar concerns. We are products of similar educations, we live under different societies that share common problems, and ultimately, we all strive for a better life. Our brains that are packed with our own thoughts and questions create a single universe, but they are not isolated; they are constantly and invisibly clashing and linking with the cosmos of the person sitting beside, just like the collision of two black holes.

Scientists claim that these gravitational waves created by two black holes may be the key to understanding the Big Bang Theory—the universe’s birth. For the March issue, *The Granite Tower* (GT) has put together a variety of “universes” that consist today’s education. Starting with the difficulties freshmen might have faced with the high admission fee, GT has touched on the crisis of humanities threatening the future of liberal arts, and also the agony of college part-time lecturers.

In hopes of these catastrophic conflicts of each universe generating ripple waves of progression that will result in the birth of a better educational environment, GT has also visited scenes where changes are already happening, such as the alternative education. Although these changes may not always be successful or may carry other side-effects, they will hopefully usher in an improved education, a better universe, a better “us.”

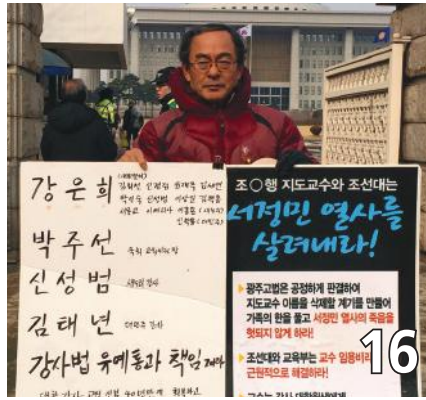
*J.H. Kim*

**Kim Jae Hyun** ([kjh95@korea.ac.kr](mailto:kjh95@korea.ac.kr))  
Editor-in-Chief, *The Granite Tower* (GT)





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# NEWS

## Honorary KU Professor Park Won Im Donates 50,000,000 Won

By Kim DaHyun (byejen@korea.ac.kr)

Park Won Im, an honorary professor at the Department of Physical Education in College of Education here at Korea University (KU), recently donated 50,000,000 won in college development funds for the sake of KU students at College of Education. This was not her first generosity as she has in the past donated 10,000,000 won as “KU College of Education Development Fund.”

The donation ceremony for the college development funds was held at the Office of Head of College of Education at KU Uncho-Useoun Hall on February 1. The donated money is to be used as education program funds as well as scholarship funds for students at College of Education. To commemorate Park’s contribution to KU, lecture room 303 at Uncho-Useoun Hall was named “Park Won Im Lecture Room.”

At the ceremony, Professor Park said, “I pondered how best to help students from since when I was still teaching as a professor and came across the idea of donating to College of Education, and I am just now realizing my goal.” Ko Hyung Jin, the Head of College of Education said, “Professor Park’s donation has tremendous meaning for me as a head of the college. I will use the funds with care for various education programs for students.”



Pictured right is Professor Park Won Im. Provided by yna.co.kr.

## KU’s Tuition Fee For 2016 Remains Frozen After a Fierce Standoff

By Maeng Jun Ho (juneau0317@korea.ac.kr)

On January 22, the tuition fee committee of Korea University (KU) announced that the tuition fee would remain the same after the fourth round of meeting held at the 4.18 Memorial Hall. Despite the students’ proposal to reduce the tuition by 2.9 percent, a university official was quoted as saying, “Neither increase nor decrease in tuition is feasible due to budget constraints.”

The committee consists of six students and six school officials, along with a professional accountant handpicked by the President of KU. However, the very structure of the committee has stirred a controversy since the outside accountant is deemed as biased. Not surprisingly, the meeting came to an end with seven votes in favor of freezing the tuition and six votes against.

A comprehensive set of evidence provided by the students has proved futile in the face of the school official’s flat-out denial and uncooperative attitude. Unwilling to accept the outcome, some students staged a sit-in outside the building and refused to let them pass, with some shedding tears of frustration.

In addition, they pointed the finger at the school’s lack of transparency in disclosing the annual budget. Baek Shin Hye, the vice president of Korea University Graduate Student Association (KUGSA), said, “Not only was the school overdue in submitting the relevant documents, but there were also some irregularities in the information.”



Students participating in a press conference for the tuition cut, in front of the 4.18 Memorial Hall. Provided by Star.zari.

## KU-The Future Road—Saengtaegil—to be Constructed

By Lee Jeong Min (cosmos0330@korea.ac.kr)

Korea University (KU) announced on December 30, 2015 that it will construct “KU-The Future Road” as an extension to their project of building a greener campus. KU designed three paths for this project as follows: Liberty Eco Path (*Jayu Saengtae-gil*), Justice Eco Path (*Jeongeui Saengtae-gil*), and Truth Eco Path (*Jinli Saengtae-gil*). The three different roads all respectively let walkers feel the nature and history of KU in the Liberal Arts and Humanities Campus, Science and Engineering Campus, and Green Campus.

The path is designed to let students and visitors of KU take a closer look at the beauty of nature that is more often taken for granted. In addition, KU plans to introduce the history of the school through these three paths. Several subsidiary facilities that explain about the historical meanings of each location are to be constructed along the paths.

The response to this project is so far positive. “The intent to explain KU’s history through an eco-friendly way is new and creative,” Kim Keun Hee (’15, International Studies) said. “Not only is this an effective way to introduce KU’s history to Korean students but also to students from foreign countries that visit KU,” she added. Although the project is yet to be finished, it is expected to yield positive influences in molding KU pride and eco-friendliness. ☑



A map of KU-The Future Road. Provided by KU Green Campus.

## Massive Open Online Course Visits KU

By Jeon Sohyeon (jeon1995@korea.ac.kr)

The influence of modern technology is gaining more thrust in Korea University (KU). One of the Electrical Engineering major courses, Mobile Communication Engineering, will be offered to students as the Massive Open Online Course (MOOC) this semester. The class will start on March 2 and students may make their final decisions to take the course between March 4 and March 9.

Since lectures, discussions, and assignments will be given or done online, the MOOCs do not have designated classrooms. Students will however, have to take their tests offline to earn their credits.

All lectures will be uploaded on Blackboard, and registered students will be able to listen to the lectures wherever and whenever they have internet connections.

All registered students will have to take the lectures through the Blackboard system only, or else their credits will not be recognized. KU, however, will make classes available to both non-KU and KU students who are blocked by credit restrictions, allowing students to take classes through the Open Education and the official K-MOOC website.

“The MOOC system allows students to follow lectures at their own pace and increase efficiency in learning,” said Nam Dong Hwi (’15, Statistics), a student who took a MOOC. As Nam wishes, MOOC is hoped to expand for the good of many students. ☑



MOOC's promotion photo. Provided by the MOOC website.

# WITHOUT A TRACE

## Where Did the Admission Fee Go?

“Of the total admission fee, the fate of 1,030,000 won remains unknown. Freshmen cannot help but feel puzzled,” read the pickets that the students standing outside 4.18 Memorial Hall were holding up. It was cold outside, but the atmosphere seemed to heat up as the students yelled for what they rightly deserve—a right to know about where and how their admission fee is used. The students were shouting louder and louder so that their voices could reach inside the hall, where the 2016 Korea University Tuition Review Board (KUTRB) was going on.

By Lee Jeong Min (cosmos0330@korea.ac.kr)

of admission fees was discussed openly at KUTRB. Although many have been casting doubt on the collection of admission fees, no formal questioning has taken place. When asked on the whereabouts of the admission fees, the response KU gave was rather firm and concise. The two answers the university gave were as follows: one, under the guidelines of the Ministry of Education, collecting admission fees is perfectly legal; two, admission fees are summed with regular tuition fees and thus used for multiple purposes.

Admission fee, a separate notion from the average tuition fee, refers to a sum of money freshmen are required to pay as they matriculate at KU. Almost every university, even those in foreign countries, requires that this fee be paid. However, the shame is that both KU Anam and Sejong Campus require a 1,030,000 won admission fee and are ranked the top two universities in Korea that require the highest matriculation fees. What is worse is that there is absolutely no transparent information as to where and how this money is used, nor any explanation as to why the price is so high. This is the first time that the legitimacy

more transparency when collecting them,” he added. Students, too, are bracing themselves for a long fight to trace admission fees that have vanished into the hands of KU. As students unite to track down this hidden money, they will also stand up for their right to know. The results as to what will happen in the future is unknown; however, it is clear that whether the university will reconcile with students or further antagonize them is clearly up to the administration. ❧

“This certainly explains that admission fees can indeed be collected. However, it does not mean that 1,030,000 worth of it can be left in question,” Park Se Hoon (’13, Political Science and International Relations), the 48th President of KU Student Association (KUSA) protested. At the KUTRB discussion, Park brought out statistical references that testified that KU admission fees are absurd. Even Ivy Leagues, prestigious schools with one of the highest tuitions around the world collect admission fees that amount to merely two to three percent of tuition fees. As for KU, the percentage has reached 17.

“If there is no rationale for admission fees to be collected, it should not be collected. If there is a rationale behind all this, an appropriate amount should be collected,” Park firmly said. Although students and KUSA have constantly been asking for the usage details of the admission fees to be open to the public, KU has refused to do so, claiming that such information does not exist. Thus, as the mystery of where admission fees disappeared to continues to deepen with the persistent, secretive conduct of KU, the conflict between the students and university is exacerbating.

If KU continues to be uncooperative in making information transparent or rationalizing the collection of admission fees, KUSA is even considering litigation. “We are more than willing to do what it takes to solve this problem,” said Park. “The university should definitely show the rationale for admission fees, and demonstrate

# Who Deserves More?

Starting this year, three new scholarships named Libertas, Justice, and Veritas will be implemented Korea University (KU). Instead of giving financial rewards to students with high Grade Point Averages (GPA), the new scholarship policy primarily focuses on providing more financial aid to those in need. The drastic change of the scholarship program, however, has sparked a debate among KU students and remains controversial.

By Park Min Jeong (seoul96@korea.ac.kr)

Scholarship should not serve as an instrumental value. It should be used to alleviate psychological instability of low-income students, rather than motivate KU students' learning. I personally hope that this scholarship could expand and assist with living expenses of underprivileged students. Although these students may manage to provide tuition for themselves with the help of various scholarships, they still need to manage other problems, like paying for school textbooks and coping with housing expenses. Meanwhile, our university tuition fee can also impose a big burden for a majority of the middle-class students who are on the ambiguous borderline between two different classes. Therefore, scholarships for middle-class students need to be implemented as well as to supplement distributive equity.



**Kim Donggyu** ('14, Psychology)

As far as I am aware, the purpose behind the new scholarship policies is to offer support to the disadvantaged. However, I do not understand why this measure must lead to the abolishment of academic scholarships. Like students in the low-income group, countless middle-class students also study in difficult circumstances. Nonetheless, middle-class students do not benefit from any financial aid just because they deviate from the national student aid's standard by a small margin. Thus, it is inconsiderate of KU to take away the faintest gleam of hope from these students. In my view, KU should come up with another alternative instead of insisting on an income redistribution policy.



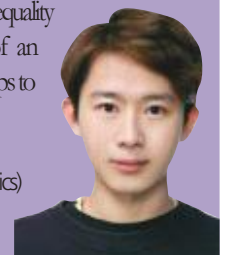
**Kang Gi Hyun** ('14, Biomedical Engineering)

I agree with the intent of the new scholarship policies to increase support for the deprived. If so, the ratio of merit-based scholarships should have been diminished instead of simply abolishing the established system since it was the only fair criterion available for students. State scholarship's calculation of income percentile is not a reliable measurement because it is based on parent's income. Some students receive more financial aid than they deserve when their parents do not accurately report their income. As a result, a number of students are placed in an unfavorable position. Grade scholarship supplements the weakness this system holds by giving equal opportunity for students to acquire scholarship.



**Lee Joo Yeon** ('15, Business Administration)

How scholarships will be used at KU, either in the form of merit-based scholarship or need-based financial aid, is not a simple problem limited to KU. In fact, it is more complex and can be further extended to a social issue. For instance, people today constantly weigh between helping the lower classes of society through the law of differentiation and providing more incentives to skillful people based on the logic of a market economy. In my opinion, our society should head towards the former rather than the latter, because it is better in terms of both equality and efficiency. Currently Korea suffers from low growth, with its annual growth rate below three percent. According to the International Monetary Fund (IMF)'s 2015 report, however, Korea can expect a boost in its economic growth by raising the income of the bottom 20 percent of society. In this way, offering financial help to the deprived alleviates inequality in society, which then results in overall growth of an economy. Similarly, KU should also use its scholarships to help those in need.



**Lee Joo Myeong** ('13, Food and Resource Economics)



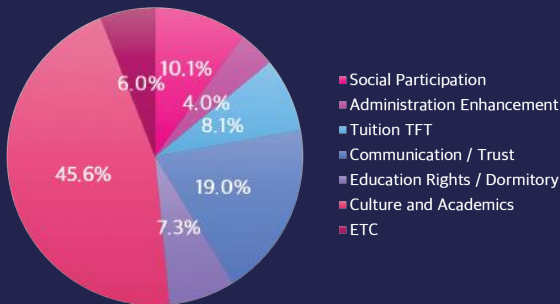
# Looking Forward KU 2016



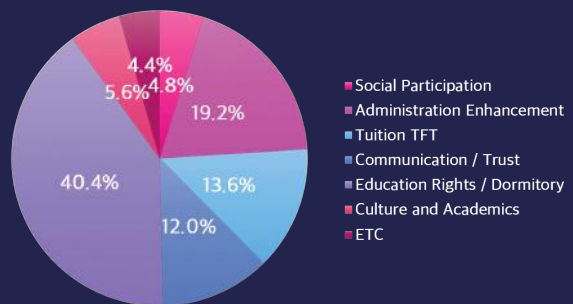
## Looking Back KUSA *Jieum*

# 2015

KUSA *Jieum*'s Most Satisfactory Policies

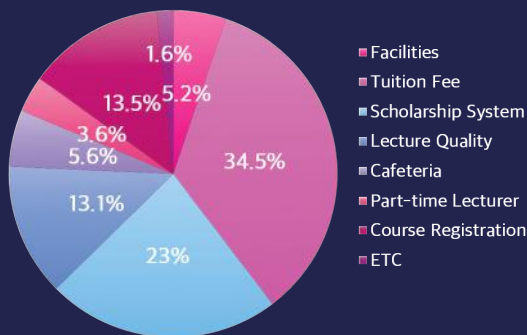


KUSA *Jieum*'s Most Unsatisfactory Policies

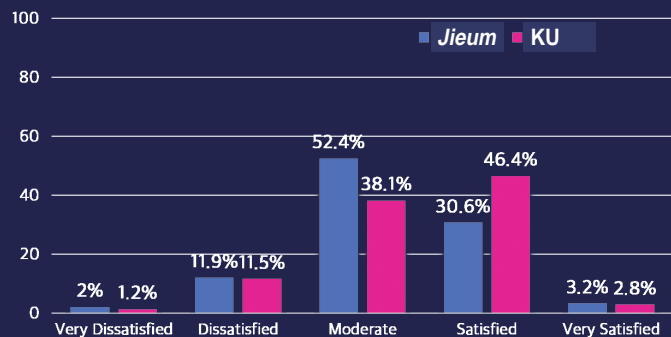


## Looking Back KU Life

Areas of KU in Need of Improvement



Satisfaction Level





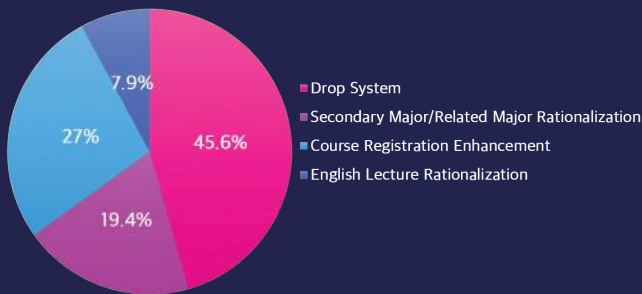
It seems that Korea University (KU) has a dynamic year ahead. Restless newcomers and the vigor of spring are filling the air surrounding KU. The KU Student Association (KUSA) *Star:zari* is moving their ambitious election promises into action, and there are some changes in the education system. Hence, for the betterment of KU, it is now time to look back at 2015, learn lessons, and look forward to 2016. In hopes that the statistics will contribute to the finer start of the year, *The Granite Tower* (GT) presents 250 voices of KU.

By Kim Ha Young (emily0923@korea.ac.kr)

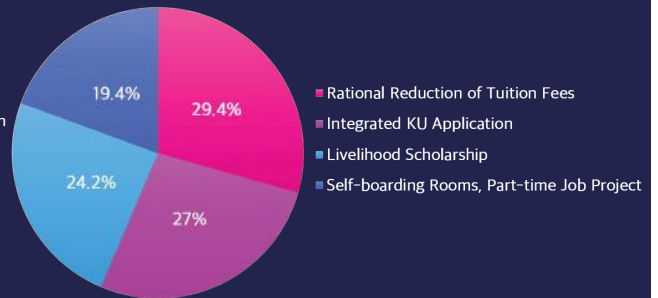
# 2016

## Looking Forward KUSA *Star:zari*

KUSA *Star:zari*'s Most Anticipated Education Policies

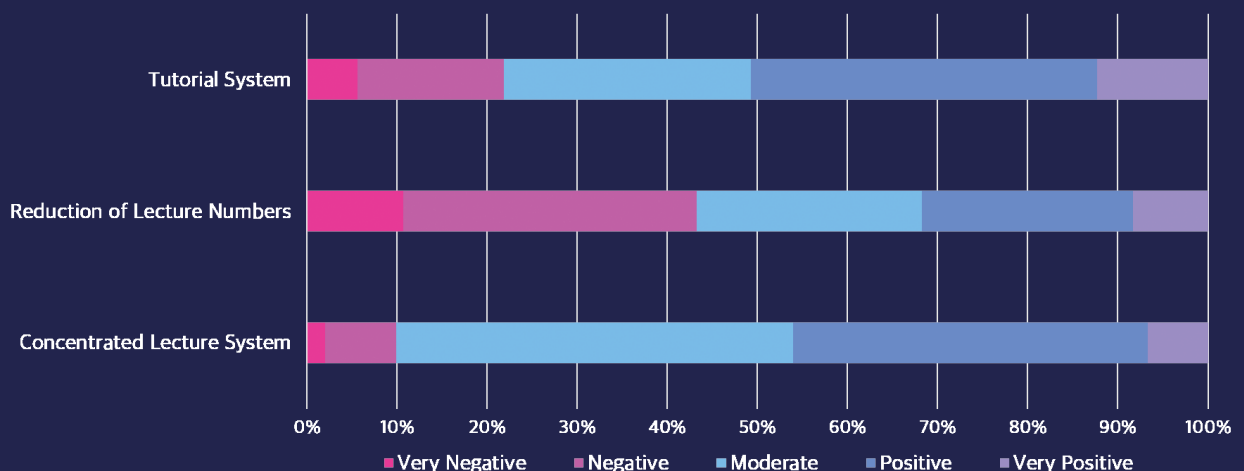


KUSA *Star:zari*'s Most Anticipated Welfare Policies



## Looking Forward Changes in KU

### Thoughts on the New Education System





# Knocking On *Star:zari*'s Open Door

The running mates sat there in the auditorium with tightly held hands. Ironically, the two seemed very relaxed and nervous at the same time. It was when the last vote consolidated their victory that they finally stood up and roared with happiness, hugging their electoral campaign team who had been supporting them. With an exuberant face Park Se Hoon ('13, Political Science and International Relations), the

newly elected 48th President of Korea University Student Association (KUSA), and An Sohyeon ('13, Mathematics Education), Vice-President of KUSA, held their clenched fists up high in the sky – overflowing with joy.

By Lee Jeong Min (cosmos0330@korea.ac.kr)

December 3, 2015 was the 48th Korea University Student Association (KUSA) Anam election day. There were two candidates running against each other as follows: *Go:On* and *Star:zari*. With 3938 votes (48.73 percent of all votes) for *Star:zari* and 3264 for *Go:On*, *Star:zari* outran *Go:On* by 8.34 percent and became the upcoming leader of KU. As soon as they were inaugurated, the new KUSA has been quick to put their commitments into action—starting with the campaign to make tuition fees rational.

Among many of *Star:zari*'s commitments, its monthly educational reform is certainly in the spotlight. Ranging from reforming course registration systems to reviving the drop system, for every month there is an educational goal to fulfill. The educational problems *Star:zari* is willing to tackle are the fundamental chronic problems that KU students have had to face all the time. The fact that these problems had been discussed over and over during the past regimes of KUSA proves this. Although there have been consistent efforts to fix these problems, the results have so far been unsatisfactory.

*Star:zari* has identified the reason educational reforms have been slow to come; precedent KUSAs had only temporarily dealt with these problems. This is why the new KUSA has set up a year-long plan to deal with education. “We believe that if we give students educational problems to ponder on persistently throughout the whole year, the responses will be a little different from making them think in the short term,” said Park. “Then the results of summing up those responses and talking our ways out will also be different, like never before.”

“It is great that the new KUSA is gradually and persistently trying to deal with educational problems,” Sim Jae Yun (12, Business School) expressed his thoughts. “However, considering that the previous KUSA's commitments have tended to end unfruitfully, *Star:zari* would have to focus on trying to implement its goals

through systematic and specific measures.” Likewise, although there have been positive responses to *Star:zari*'s new challenge, there were also skeptic and worrisome voices, too.

As to the skeptical responses to *Star:zari*'s new project, Park thinks that the negative views are very “reasonable and natural.” He also acknowledges that it would be difficult to fulfill all of the educational goals in just one year. “What is more significant than achieving the goal is trying to encompass every problem and attempting to deal with all of them, even just a little bit,” he said. In order to fruitfully achieve as many goals as possible, students' participation and interest will no doubt be one of the most important factors.

One of the biggest hurdles of all that *Star:zari* would have to overcome is definitely students' mistrust of and apathy towards university politics. The statistics directly point to this matter; only 42.85 percent—not even half—of KU students voted and 10.49 percent of these people voted that they do not support either candidate. Park thinks that this trend is not specific to KU, but reflects a big social orientation towards individualization and fragmentation. “A student association that intrigues students can be said to be doing a good job,” he added.

Park believes that restoring trust and interest in the KUSA begins with sharing the experience of change. “Showing students that even their tiniest care can bring about a difference in their lives—be it small or big—and sharing that experience of making change is crucial,” he said. Thus, *Star:zari* aims to bring a difference to not only institutional problems but also to real life problems that students may face. Therefore, *Star:zari*'s commitments incorporate events that yield both small and big utility, ranging from hosting snack events to tackling mighty educational problems.

Communication between KUSA and students is another factor that ought to be focused on. While *Jieum*, the 47th KUSA,

successfully wielded Facebook as their main platform for information exchange, many criticized that it was only caught up in communication through Social Network Service (SNS). Considering this, *Star:zari* hopes to smoothly utilize both online and offline communication platforms. As an effort to connect with students who do not use Facebook, or do not visit the KUSA website, *Star:zari* aims to launch a smartphone KUSA Application (App).

As for the vitalization of offline communication, Park thinks that his eagerness for connection comes first. He wishes to be the President of KUSA that is actually out there on the field with everyone else—visiting lecture rooms or standing outside school building with sticker boards for surveys, rather than using Google docs, and attending departmental events and talking to students one by one. These are just some of the plans Park is envisioning to create a bond with students. “I am not much of a speaker, but more of a listener,” Park laughed, as he enunciated his desire to communicate with the students.

Park dreams of KU becoming a place where true liberty is granted and communication is made possible. To reach this vision, which may seem both idealistic and realistic, both KU and the students have responsibilities to fulfill. The school should show the urge to openly communicate, and students should raise their voices. “I want everyone to know that changing our lives is changing my life,” Park added. There is much to expect from *Star:zari*, the newly head leaders of KU, who dream of a “shining you, and a connected us.”

1 Picture of Park Se Hoon, President of KUSA and An Sohyeon, Vice President of KUSA. Provided by *Star:zari*.

2 Byulzari, the 48th KUSA's official logo. Provided by *Star:zari*.

3 Park participating in the press conference of university representatives opposing against Prime&Core Project. Provided by *Star:zari*.

4 *Star:zari* and KU students raising their voices for transparent admission fee uses and reduction in tuition fees. Provided by *Star:zari*.

5 Park explaining about KU's future he envisions in an interview with GT. Photographed by Kim Hye Ri.

# Korea University Lyceum, Education for Life

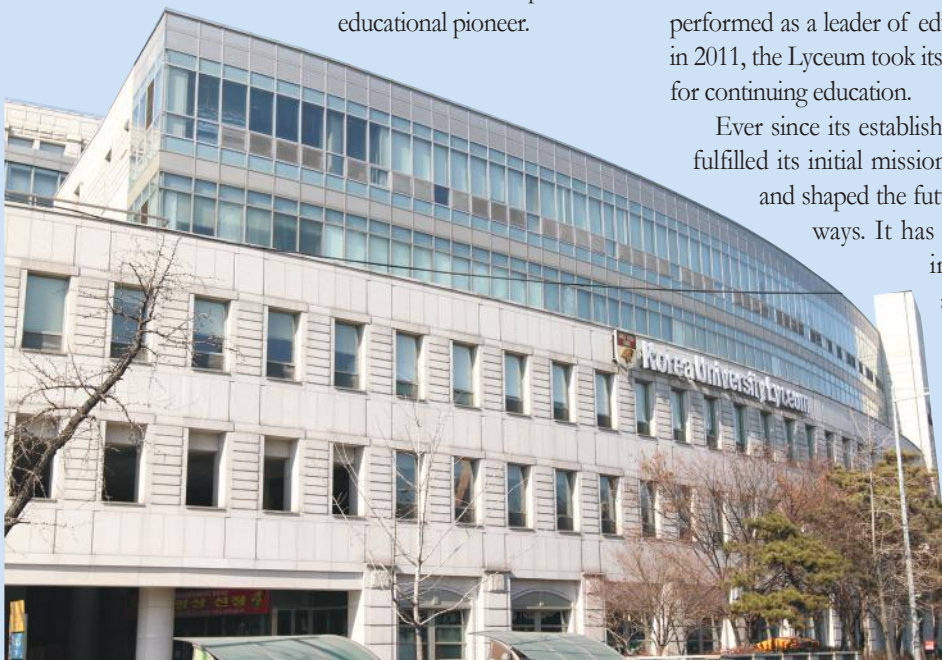
“Cogito, Ergo Sum,” spoke Descartes. According to his proposition, human beings can define their existence through their consciousness. This is actually true. Throughout life, humans think incessantly. To think is to look for answers, answers to questions that come to our consciousness. Therefore, humans live a life full of questions. This is what makes human beings different from other mammals and even from each other. If humans are therefore naturally curious, would it not be rational then to find answers all their lives?

By Lee Hye Min (min4562@korea.ac.kr)

If one has the urge to learn something, there should be an institution that can satisfy that desire. This is why the Korean University (KU) Institute for Continuous Education, also called KU Lyceum, came to be. Located in front of the first gate of KU subway station, the KU Lyceum provides higher education through various ways at the Lyceum College, Expert School, Noble Academy, and After School for anyone with the desire to learn. The four main goals of the KU Lyceum are to support the education and growth of the general public, to bring forth regional development and cooperation, to expand in size so to allow for all those who wish to be educated, and to establish an actual Continuous Education plan as an educational pioneer.

The name Lyceum most commonly refers to a secondary education institution, while the term originates from the Latin rendering of the gymnasium in Athens, which Aristotle used for his peripatetic school. Just as the name suggests, for the past 21 years, the KU Lyceum has met continuous development. In 1955, it was founded as a Social Education Center (SEC) under the Korea University Educational Research Center (KUERC). Upon its construction, a great amount of attention and praise returned to KU for fulfilling the objectives of a true higher education institution. Thanks to all the interest and popularity, the SEC became independent and changed its name to the Social Education Institution. For 14 years the SEC successfully performed as a leader of education for the general public. Then, in 2011, the Lyceum took its current name and title as an institute for continuing education.

Ever since its establishment in 1995, the KU Lyceum has fulfilled its initial mission, changed the scope of education, and shaped the future of education in Korea in various ways. It has opened up various courses for all individuals who want to study for a college degree, regardless of age and background. These courses are offered mostly through the Lyceum College and Expert School and are designed to be available for as many people as possible. More specifically, the Expert School provides highest courses, license preparatory courses, staff coaching/training courses, and education administrator



Korea University (KU) Lyceum. Photographed by Lee So Young.



Seniors taking KU-Joongrang life education class. Provided by KU Lyceum.



The KU Lyceum provides a life-long education to those in need. Photographed by Lee So Young.

courses. The career and path counselor course under the education administrator course aims to train individuals about the incessantly changing Korea Education Policies and to better prepare teachers and parents alike for planning students' or children's future paths and careers.

For those who want to achieve a college degree or learn something new after graduation, the KU Lyceum is one of the easiest and most effective methods. "The course helped me to learn practical ways to find a new career and start a different life after being unemployed," said one student of Highest Rank Best Instructor Course that was open from November 2015 to January 2016. "It was also a pleasurable experience to meet new people from all backgrounds with similar interests," added the student. Likewise, the KU Lyceum can be more than a way to earn credits and degrees. It can, especially for seniors, help in opening the other pages of their lives through courses which provide practical and substantive knowledge.

The KU Lyceum, however, has been showing several demerits concerning its way of getting degrees. Questions regarding its educational process have been raised numerous, even from the past. The ease at which a student receives a degree from the KU Lyceum has been met with sharp criticism and doubts of whether the Lyceum provides the high quality education it guarantees. Currently, the system only requires learners to complete two-thirds of the curriculum in order to achieve the degree or certificate of approval from the President of KU. Fortunately, the certificate differentiates itself from an authentic bachelor's degree by a clear statement that it is from the Institute of the KU Lyceum. Another demerit is its lack of awareness. Most of the news or information in the media are ones provided by the Lyceum to publicize itself and not enough public interest has been built for the Lyceum to continue on with its goals.

In the wake of these concerns, the KU Lyceum has to address both issues with different approaches. To appreciate the quality of its education curriculums and the merits to

getting a degree, it must design the curriculum to have more professionalism and provide more practical and organized courses, consequently making the degrees worthy of pride and of generalized recognition as an approval for quality education. Furthermore, it should try to publicize itself more and participate in further seminars and open courses to build its reputation. To earn gradual interest, the KU Lyceum should encourage course reviews from those who completed the curriculum and notify others about what the Lyceum has to offer.

"The KU Lyceum offers much more course variety to students. For example, we are one of the first few institutions to offer a Business School degree course," answered Professor Lee Cheon Hee (Physical Education), the President of the KU Lyceum to the question of how the KU Lyceum differentiates itself from other secondary education institutions such as Ewha Womens University or Soongsil Univeristy. Moreover, Lee led the discussion to the current issues that should be fixed concerning the KU Lyceum, saying that the institution needs an improvement in its facility and space, as well as to build an infrastructure corresponding to the current needs of the students. "The KU Lyceum will continue to grow," Lee added, "Adding on to providing a professional degree education, we will keep on maintaining balance with local society by providing various free courses for Sungbuk-Gu residents. Moreover, we hope to become an institution contributing to the national education."

Curiosity has no age limit, and neither should education. The KU Lyceum has been playing one of the nation's frontier roles in achieving education for life. Education should be an opportunity, never an obligation. Spreading the message that education should be for anyone who possesses the passionate desire to learn, the KU Institute for Continuous Education is the fruit of KU's futuristic insight in education. Although the KU Lyceum still has some drawbacks and plenty of room for improvement, there is definitely hope that it will overcome its deficiencies and take its place as KU's proudest asset as an avant-garde of education for life. ♣

# Where the Sun Sheds Light on Those in Need



The logo of *Haetbitchon*. Provided by [www.koreapas.co.kr](http://www.koreapas.co.kr).

Sometimes it is observed that the smallest reach of one's hand may turn out to be substantial assistance to another. Volunteer work lies along the same line. Little efforts by voluntary workers come together and bring about significant support that cannot be denied. On the same page, here is a club composed of students who are willing to steadily provide aid without any physical reward in return—an educational service volunteer club in the name of *Haetbitchon*.

By Kim Hye Ri (dnflehtod3@korea.ac.kr)

**H***aetbitchon*, a Korean term that signifies a village of sunshine, is a Korea University (KU) Aegineung club that provides volunteer service to underprivileged students, assisting them with their studies in English and mathematics. It was initially founded in 1998, when several KU students who used to individually provide volunteer work at a local children's community center decided to volunteer in a more formal, systematic way, hence creating a club of their own. Currently, *Haetbitchon* is located in room 304 of the Aegineung Student Union Building, composed of six executives and 25 members. Although the club is affiliated with the Aegineung club union, its members major in various fields.

As briefly mentioned above, the main activities of *Haetbitchon* have to do with tutoring middle school and high school students in their studies. The volunteer work takes place in a children's community center called *Bamgol Children's Study Room*, which is located near Weolgog station, just two stations away from KU. "Our club members choose one day of the week to teach these children," said Choi

Jin Ho ('13, Computer Science and Engineering), the village chief of this unpretentious club. "So about four to eight of us visit the community center every day from Monday to Thursday," he added.

At first sight, the local community center where *Haetbitchon* members volunteer resembles any ordinary household, with its red brick walls and wooden windows. A typical day for volunteers starts at 6:00 P.M., when they have a hearty dinner with the students there. Then from 7:00 P.M. to 8:00 P.M. initiates the tutoring of children in earnest. Normally, the students are provided with guidance on subjects of their own choice, but most choose to learn mathematics or English.

In addition, various cultural experiences also proceed during the volunteer service. Examples include going to the theater, visiting cheese factories, amusement parks, and other attractions. Not only that, in the past, the club members and their students also organized campus tours around KU, celebrated track and field events, and prepared for Christmas tide ceremonies within the community center. "Sharing all these activities made us feel as if these kids have actually become our younger siblings," said Kim Ga Hyeong ('12, Mechanical Engineering), the newly elected vice village chief. Although the essential purpose of *Haetbitchon* is to provide volunteer work with regards to educational services, there also exist numerous get-acquainted activities that its members are able to participate in. To be specific, the club goes off on Membership Trainings (MT) every beginning of the semester, and opens up a one-day pub during the KU May Festival Week. "Given that *Haetbitchon* is a volunteer club,



Choi Jin Ho, the former village chief. Photographed by Lee Yunmi.

we came up with the concept of offering all the liquors and snacks at extremely cheap, moderate prices, thus volunteering for the KU students,” said the village chief of the next term, Kim Hyeon Ji (\*15, Health and Environmental Science). “It was almost a miracle that we gained a budget surplus,” she joyfully added.

“Just as the folksy, warm name suggests, *Haetbitchon* aims to bring about a family-like atmosphere among our club members as well as with the students that we assist,” said Choi. Through his words, it seemed that the strongest merit of becoming a part of the club has to do with the fact that its members and the children of the community center share intimate memories and relationships, literally becoming a family of their own. “I felt most rewarding when the students I teach gradually seemed to open their minds. At first, the children were indifferent and careless toward us; later on, however, one kid came up to me, asking for consultation on her family businesses and future goals. It was as if I had truly turned into her actual older sister,” said Kim Hyeon Ji.

The volunteer work itself, however, is not always ideal and easygoing for the members, as it may have seemed in the first place. It is also a work that requires effort and responsibility. Consequently, in order to provide a more systematic, high-quality education to the children they assist, newly selected members of *Haetbitchon* are obligated to participate in orientations and three to four weeks of classroom observations before they actually embark upon the provision of educational services on their own.

The members especially found it challenging when they figured out that not all the children were as enthusiastic toward their studies as the volunteers were. “Though it

varies from child to child, I learned that when the kids find it difficult to concentrate, it is better off to just let the children do as they wish, at least for a short period of time,” said Kim Ga Hyeong. “What the students long for is an affectionate older being who listens to their concerns, not a mere private tutor solely assisting them in academic aspects.”

Here, every word from these three board members of *Haetbitchon* displayed their deep passion and keen

interest toward volunteering, as well as all the club activities as a whole. When asked about which type of KU students they wish to select for the next semester, they emphasized that they would like to embrace people with extroverted personalities, those willing to actively participate in what the club aims to carry out. Responsibility toward the volunteer work was also another point that they accentuated, since abstaining from the arranged day of the week would lead to a burden on other members of the club.

Oftentimes, those people who have been providing volunteer services for a prolonged period of time affirm that they, in turn, had attained valuable life lessons from the activities they fulfill. This experience seemed to apply to the *Haetbitchon* members as well, whose provision of educational volunteer work benefits not only the children they assist, but also their own internal maturity. To those who wish to participate in a momentous volunteer service in a heimish, family-like environment, *Haetbitchon* is the perfect door to knock on. ☑

## Recruiting Information

**Period of Recruitment:** Every year, beginning of March.

**Requirements to Join *Haetbitchon*:** Any KU student, regardless of age and major, willing to commit themselves with responsibility during club activities are welcomed to sign up for the club.

**Contact Information:** Choi Jin Ho (010-8745-2575)



Kim Ga Hyeong, the newly elected vice village chief. Photographed by Lee Yunmi.



Kim Hyeon Ji, the newly elected village chief of *Haetbitchon*. Photographed by Lee Yunmi.

# A Permanent Work In Progress

The name “Givenchy”, better known as a high-end European clothing brand, has come to mean something entirely different in Korea lately. Loosely based on *Gibang-dae*, a Korean word for local community college, it turned into a satirical expression that reflects the brutal reality for college part-time lecturers in the country. Against such a backdrop, there are those who fight not only for the sake of these lecturers, but also for a brighter future of college education.

By Maeng Jun Ho (juneau0317@korea.ac.kr)

The recent release of the controversial book *I Am a Part-time Instructor* (2015) written by Kim Minsub and the tragic suicide of a part-time lecturer at Chosun University have together shed light on the issue of rights for these lecturers. They both served as an opportunity to gain a glimpse into the inner workings of Korean universities that are busy presenting themselves as lofty and high-minded.

## The Not-So-Great Perks of Being a Part-time Lecturer

Taking a closer look at the reality of being a part-time lecturer, one finds that they are not acknowledged as official faculty members, which leaves them with virtually no rights. Perhaps the most glaring pitfall of being a part-time lecturer is the outrageously low wage, which averages around 600 dollars per month.

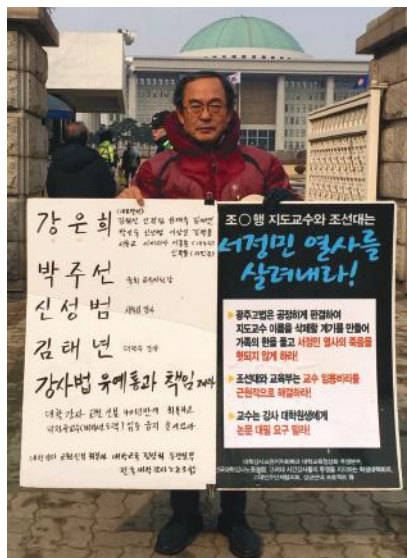
However, Kim Youngkon, a former part-time lecturer at Korea University (KU) who was laid off for not having a doctorate, argues that there is a more fundamental challenge at hand. “The bottom line

that is more critical than the low wage is the inevitable self-censorship that is being forced upon the part-time lecturers,” Kim said. He further elaborated by saying, “The vested interests within universities vigorously censor what we teach in class.”

As a result, all 65,000 part-time lecturers in Korea have no choice but to simply repeat the textbooks in class, with no room for critical thinking or creative problem solving. Considering the fact that these lecturers handle roughly 40 percent of all courses in universities, this is “a serious intellectual loss on the part of students,” according to Kim. “It is also an extension of rote memorization that is characteristic of Korean high schools, eroding the overall quality of college education,” he said.

## The “Part-time Lecturer Act”

As a knee-jerk decision to the widespread uproar after a series of revelations about the urgency of this issue, the National Assembly first proposed and set the so-called “Part-time Lecturer Act” in motion in 2011. This bill recognizes part-time lecturers



Kim Youngkon, demonstrating in front of the National Assembly. Photographed by Lee Yunmi.



as official faculty members. It also legally requires schools to extend the period of employment to one year, which should contribute to raising their social status.

However, despite its seemingly benevolent intention, it was soon discovered that the bill was riddled with its own set of problems. Although this controversial legislation was scheduled to go into effect from January 2013, it was postponed to a year later based on the grounds that it would only backfire. In fact, the Part-time Lecturer Act has been postponed three times ever since then, to early 2018.

Despite the practical difficulties, the National Assembly and the Ministry of Education's intentions are questionable, to say the least. The mere fact that a single piece of legislation, which is directly related to the nation's college education, takes eight years in deliberation and is yet at a standstill indicates the government's irresponsibility that borders on apathy.

### Voices of Universities – Quid Pro Quo

In the meantime, many universities themselves are faced with a dilemma as well. In their defense, once the Part-time Lecturer Act comes into effect, schools will be legally required to extend the period of employment to one year, which necessitates a quid pro quo. Due to the budget constraints, the universities are left with no option but to allocate longer hours and more classes to a smaller number of lecturers, while the remaining majority becomes jobless.

In extreme cases, some schools are even considering merging different majors together just to cut corners. Guaranteeing a yearlong position for part-time lecturers leaves school administrations with such drastic measures, in order to make the best use of their budget. Yet, unfortunately, such an approach will further deteriorate the quality of education in universities.

### Students' Voices on Campus

Although this issue has somewhat fizzled out in a state of deadlock, there are still those who have not given up. In particular, last year's Korea University Student Association (KUSA) and Korea University Graduate Student Association

(KUGSA) have continuously voiced their support for part-time lecturers by holding meetings and press conferences.

More specifically, KUSA has publicly questioned the school administration's lack of legitimacy and transparency in firing Kim and in the following court proceedings to prove his wrongful dismissal. They have also carried out a signature drive on behalf of Kim and stood side by side with him during his one-man demonstrations on the campus.

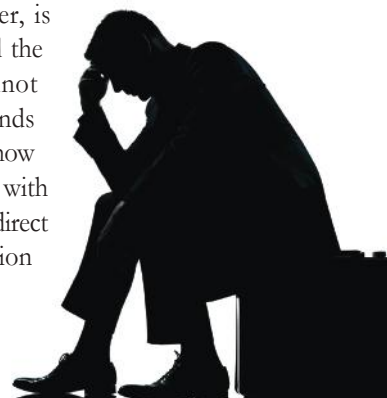
Meanwhile, the incumbent president of KUGSA, Kang Tae-kyung (Graduate School of Political Science and International Relations), was quoted as saying, "The schools are likely to lay off lecturers by merging and expanding classes on the grounds of a budget deficit." He concluded that this is ultimately students' loss owing to "a lack of opportunity to explore various subjects and the erosion in the quality of education."

### Obstacles Down the Road

Fearing the potential backlash from the Part-time Lecturer Act, the Ministry of Education has recently proposed "reducing the contract to less than a year with the lecturer's consent." This is a sensible alternative as there are those who value freedom for critical thinking and class discussions more than wage increase. As long as their status is secure and they are given the resources to pursue their studies, other matters such as pay and welfare can be tackled one at a time.

It remains to be seen whether the National Assembly will keep its word and pave the way for a more well-thought-out legislation within the next two years. At this rate, however, there seems to be no reason to believe that 2018 will be any different from 2016.

What is certain, however, is that the government and the National Assembly cannot afford to sit on their hands and wait for this to somehow disappear one day. Only with multilateral efforts and a direct channel of communication can there be a solution. ❏



# Fate of the Humanities

If there is not enough consumers' demand for particular good or service, producers who manufacture such products need to close down their business. It is this market principle of supply and demand that allows the free market to function properly. Consequently, while some survive until the very last, others vanish in this process. Similarly, the humanities are on the brink of an abyss, as more and more students head towards other fields of study—those that they believe will promise a bright future for their careers.

By Park Min Jeong (seoul96@korea.ac.kr)

Recently, Korea has been showing signs of contradiction. Craze for the humanities has never been greater: Bookstores are filled with people buying humanities books and lectures on humanities are gaining tremendous popularity. In reality, however, one in two students from the humanities struggles to find a job, and newly coined expressions like *Munsonghamnida*, meaning that one is sorry for having a liberal arts major, have emerged. This phenomenon reflects our society's avoidance for the humanities, which is a stark contrast to previously mentioned fever towards the humanities.

## The Humanities and Its Status Today

The humanities study human culture through subjects like ancient and modern languages, literature, philosophy, religion, and visual and performing arts, such as music and theatre. Unlike empirical approaches of the natural sciences, the humanities allow people to gain new insights into everything as they learn to think creatively and critically.

Moreover, research into the human experience assists people to obtain more knowledge about the world. Consequentially, humanities scholars' efforts enable us to comprehend the world we live in, and provide us tools to

envision the future. According to Cho Sungtaek (Department of Philosophy), the director of research institute of Korean studies, the humanities are the fundamentals of all academic fields. He went one step further to describe the humanities as a way to discover “the meaning of life.”

Nonetheless, students and parents have turned their backs on the humanities, despite the great advantages they hold. The primary reason for this disregard can be attributed to unemployment. According to the Ministry of Education, students majoring in liberal arts had the lowest employment rate of 57.3 percent in 2014, while students in social, education, engineering, natural science, medical, and art, music, and physical education departments were employed at a rate of 63.9 percent, 68.6 percent, 73.1 percent, 63.6 percent, 80.8 percent, 59.6 percent, respectively.

It is apparent that companies prefer engineering students with professional skills to students in the liberal arts department. Even though the humanities students have extensive knowledge, there is a limit to what they can offer in an office area. Once these students enter a firm, they need to be trained, such as gaining expertise in information technology (IT). As the cost of education is burdensome for many companies, the chance for them to select a student from the humanities field is low, unless he or she has a special qualification.

## Catalyzing the Dying of the Humanities

To make the matter worse, the Ministry of Education has come up with a new project: PRIME business. The purpose behind this project is to foster a labor force in accordance with current industry demand. The ministry hopes to expand the fields in demand like engineering by two million students, while reducing the overall number in the liberal arts department. It has also promised to provide 600 billion won to 19 universities that actively put the ministry's plan into action. This phenomenon is not new in Korea. In fact, similar actions are practiced in many other countries like the



Professor Cho Sungtaek expresses his thoughts on the humanities to a GT reporter. Photographed by Kim Hye RI.

United States (U.S.) and Australia.

Unsurprisingly, there is concern among scholars that this new project may lead universities to function as steppingstones to employment, rather than institutions that focus primarily on offering valuable knowledge and lessons to students. The most troubling of all is that some universities have actually started to close down a few majors and merge some departments, and department of humanities is not an exception. As a result, wide arrays of students have been deprived access to basic learning disciplines.

Korea University (KU), on the other hand, has a special relationship with the humanities. In 2006, professors from the college of liberal arts accused the collapse of the humanities in the “Declaration of the humanities.” The declaration caused a great sensation, and 80 deans of the liberal arts college also participated in the act. Unfortunately, the humanities remain in danger, and the threat has become more severe today. Hopefully, KU will continue to show its affection towards the humanities and not be carried along by this new atmosphere, especially in times like this.

According to Cho, the program should not be executed in all schools equally. “Restructuring should not take place in KU since it is a prestigious university. It is not an ordinary university chasing after money,” said Cho. “KU should live up to its name and continue to offer the humanities to students. Even though the overall number of humanities students should be decreased, the policy should not be applied to smart and skillful students like those in KU.”

## Behaviors Beyond Comprehension

It is apparent that the humanities no longer remain competitive in the market, yet the whole country seems to be in the grip of

a humanities fever. According to the national library of Korea’s database, the books most in use in 2015 were mostly in the realm of the humanities. Universities and companies also look for individuals who have insights into the humanities. Steve Jobs, a late founder and Chief Executive Officer (CEO) of Apple, and Bill Gates, a founder and chairman of Microsoft, also emphasized the importance of the humanities in today’s society. How can this double-sidedness be explained?

Korea has been focusing solely on meeting basic humanitarian needs. Thus, Koreans had no time to look back and reflect on the path they have followed. Cho explained, “Now that Korea has achieved economic growth to some degree, Koreans depend on the humanities to seek meaning in life and take some time for introspection.”

People have been under a false impression that the humanities are dead. The truth is, the humanities are just changing in form. “If you limit the humanities to *munsacheol*, a combination of literature, history, and philosophy, then the humanities can be seen as decaying,” said Cho. The humanities have become greater. As various fields like engineering have newly risen, the range of humanities has become broader too, since the humanities are the basis of all studies.

Consequentially, the future of the humanities rests in the hands of anthropologists. It is essential for anthropologists to act in accordance with the demand of society. They should try not to make an impression that the humanities are discrete from other fields. Instead of being engrossed with the *munsacheol* sphere, anthropologists should make an effort to interact with other new, rising fields and figure out how the humanities are applied in these areas. ☞



College of Liberal Arts. Provided by news.samsung.com.

# Pick-up Artist— Does Love Need Education?

He says: “My car is BNW, not BMW; Bus and Walking.” Funny? Lame? Maybe, but interesting and charming? Far from it. This quote from *The Art of Mil-dang* (2014) written by a renowned pick-up artist, is actually one of the methods suggested to seduce a woman. For about a decade, these so-called pick-up artists caught people’s attention, but in the end always received a lot of doubt and criticism. This is, of course, for clear reasons. Although some praise this practice and believe in what pick-up artists commercialize as the positive aspects of their alleged seductive skills, pick-up artists are identity forgers who are guided by a mislead belief to utilize an act of trickery to manipulate women into getting sexual intercourse.

By Lee Hye Min (min4562@korea.ac.kr)

Pick-up artists are defined as people—mostly men—who study to improve their success rate in seducing or sexually accessing women through *Pick-Up Artistry*—more commonly known in the Western culture as the *Seduction Community*. Their job simply involves seducing numerous women through a set of carefully studied and physiologically researched empirical data to make sexual intercourse with them easy. Their methods, or seduction science, are shared throughout the seduction community and known, allegedly, as effective in teaching the methodology of seducing women. What seemingly began as a simple consultation to help discouraged men eventually grew into a filthy industry of the seductive community.

The term Pick-up was first used in the current context during the Second World War, in anti-prostitution posters. The phrase was then popularized in the 1970s by Eric Weber’s book *How to Pick Up Girls* (1972) and by the short-lived magazine *Pick-up Times*. The actual term *pick-up artist* came from James Toback’s romantic comedy *The Pick-up Artist* (1987). The seduction community itself

initially began in the late 80s with American author Ross Jeffries and his students. Jeffries opened regular classes that allegedly taught methods of Speed Seduction, a collection of neuro-linguistic programming techniques. Ever since, it has spawned an entire community and industry aimed at helping those who want to improve their seductive skills through consultations and in-field training.

In Korea, the concept of a pick-up artist and seduction community has only been around for a decade. Ever since the introduction of stories of pick-up and foreign pick-up skills in 2006, the industry started to grow bigger in 2007 with the works of first-generation Korean pick-up artists *Ttorangwootan*, *Pancake*, and *Crow*. Initially, Koreans became interested in the concept of pick-up artists and some even saw the positive aspect of it helping out men who lacked self-esteem. However, near the end of 2008, the industry began to corrupt: men started to see pick-up artistry as a way to have quick and easy seduction aimed at *One-night stands*, as known as the F-close.



The movie poster of *The Pick-up Artist* (1987).  
Provided by [www.pinterest.com](http://www.pinterest.com).



Men taking class of a *Pick-up Artist Shadow*. Provided by [www.12naturally.com](http://www.12naturally.com).

Ever since its appearance in Korean society, pick-up artistry has been heavily criticized for viewing women as a target to conquer. Pick-up artists use human nature and psychology to trick women into believing that they are not who they are; in other words, they build up fake images of themselves in order to seduce women. “What they are teaching—alluring women into bed—is what really matters in a real, sincere relationship,” says Jeon Bong Han (’10, School of Media and Communication), “I believe it is also an arrogant idea to earn money by teaching human emotion.”

Likewise, pick-up artists are criticized for their lack of responsibility in relationship. Romance in modern society, most agree, is an emotional exchange between a single pair. While dating more than two women at the same time is considered morally inappropriate, pick-up artists consider this a matter of one’s ability. They upload stories of their successful *hunting* (hook-ups) online and disclose personal information of their dates for the purposes of *educating* other males.

Pick-up artistry, although being accused and having fingers pointed at for its explicit objective of getting woman to bed, has recently met some change, according to a famous Korean pick-up artist, Park Jong Min. He says that pick-up artists and the seduction community began to commercialize the good in pick-up artistry. According to his interview with *Seoul Economy*, pick-up artists help men get into a healthier and longer relationship through a psychological method involving neuro-linguistic programming techniques. They aim to lead men to carefully approach the women of their desire and not to hurt their inner feelings, hopefully leading them to a long-term healthier relationship, different from the traditional objective of pick-up artistry as looking for

one-night stands. Moreover, Park stated, “Pick-up artists can help men who have lost their grip in the ever-so-hastily changing relationship trends. We help men not to lose their understanding of women’s desires, thus promoting a stronger bond for couples.”

No matter how enthusiastically artists themselves proclaim their innocence, the general view on pick-up artist and the seduction has been, and is filled with negative notion and abhorrence. Numerous incidents and happenings prove the disgusting truth about their true goal. Last March in Korea, a man who claimed he was a skilled pick-up artist was caught after an attempted rape of a high school girl. During police investigation, it was discovered that he had phone numbers of numerous middle school and high school girls and was trying to show his skills to others. Other incidents involve an alleged pick-up artist who posted personal information and pictures of the women he dated online in order to prove himself.

Learning how to get around with the opposite sex is important. It is also helpful for most of the individuals to build self-confidence and charm. However, pick-up artistry in Korea is going far beyond their alleged goals—and has turned into a group of individuals who are only attempting to spend a night with the opposite sex. It is not impossible to say that love cannot be educated. However, the goal of education has to be the sincere and healthy interchange of emotions, not a sexual relationship. Therefore, what pick-up artists are doing now, not bringing out one’s true self but considering love as a game, is where the education of love should not be heading for. ❏

# Nurturing Dreams and Talents<sup>1</sup>

"The winner-takes-all society," "the society that has the highest suicide rate," "the private education society," are all names that follow Korea. Students are trapped inside the burden of entrance examinations starting from a very young age. Due to the rank-centered education system of Korea, many students do not have any specific future goals even after they enter university. Therefore, due to the current education programs that do not foster any vision to students, the Korean Educational Development Institute (KEDI) has decided to execute a revolutionary system named the "Free Semester Program."

By Lee So Young (bcs1118@korea.ac.kr)

Since the introduction of the program in 2013 with 42 schools selected as model schools, it has continuously expanded to numerous middle schools. At last, every school in Korea is expected to implement the program this year. The main purpose of the Free Semester Program is to foster students' dreams and talents by creating enjoyable school days and education programs. The system abolishes school exams completely for a semester for first or second grade middle school students. Until noon, students take ordinary classes, but during the afternoon, the students participate in various activities that aim to foster their dreams.

## Plans of the Free Semester Program

Specifically, the program creates flexible school curriculums and focuses on participatory activities instead of burdensome exams. The activities include debates, experiments, and visits that introduce middle school students to various careers. By changing the previously exam-centered education into student-centered lessons, the program aims to regenerate cooperative learning. For example, by expanding various projects that are done individually and in groups, student can actively participate to yield creative results. Flexible curriculums that are provided to the students are as follows: career exploration activities, arts and sports education activities, club activities, and elective activities.

Based on the aptitude and talents of the students, the career exploration activities focus on systematic career education. The arts and sports activities provide 15 different art and physical education activities, including table tennis, cheerleading, and musical production. They also include a five-week art program, a five-week sports

program, along with a five-week after-school program. While the career-finding programs focus on creating specific career plans and goals for the students, the arts and sports activities try to bring out students' talents and potential in order to achieve their career goals.

A survey is conducted about the students' preferences before students can join clubs. Based on the characteristics and results of the survey and the students' career development test, students can participate in various club



activities that aim to better help students in finding their dreams. Elective activities can be considered similar to club activities as they are based on the surveys of the students. However, they can encompass a larger variety of programs, such as 3D printer modeling practices. Through these various flexible curriculums, the KEDI hopes to transform the competitive education of Korean culture, one based on exams, into a system that enhances creative learning and other competencies such as personality and sociability.

## Before the Program Successfully Takes Root

The goal itself of the Free Semester Program is a great step in bringing a change to Korea's troubled education system. According to the surveys conducted by the KEDI, the satisfaction rates of the teachers and the students of the model schools are generally high. For instance, the survey conducted during the second semester of 2014 shows an improvement of satisfaction of students from 3.79 to 4.02 out of five, and a rise of teachers' satisfaction from 3.85 to 4.02. The study also mentioned that a large number of students have replied that they had learned how and why they should study through the Free Semester Programs.

However, according to Professor Kim Kyug-Keun (Education), the Free Semester Program has a long way to go before it is successfully implemented into the education system of Korea. The biggest obstacle of the program is in the persuasion of parents. Even though every school in Korea is going to initiate the program, the parents are not yet fully persuaded that this program will actually guide students into a brighter future. Since parents are not fully informed of what this program does and how it will be better than exams, the insecurity within parents is growing. This insecurity may lead to even more private education as some worry that this program might leave their children behind in the competitive education system of Korea.

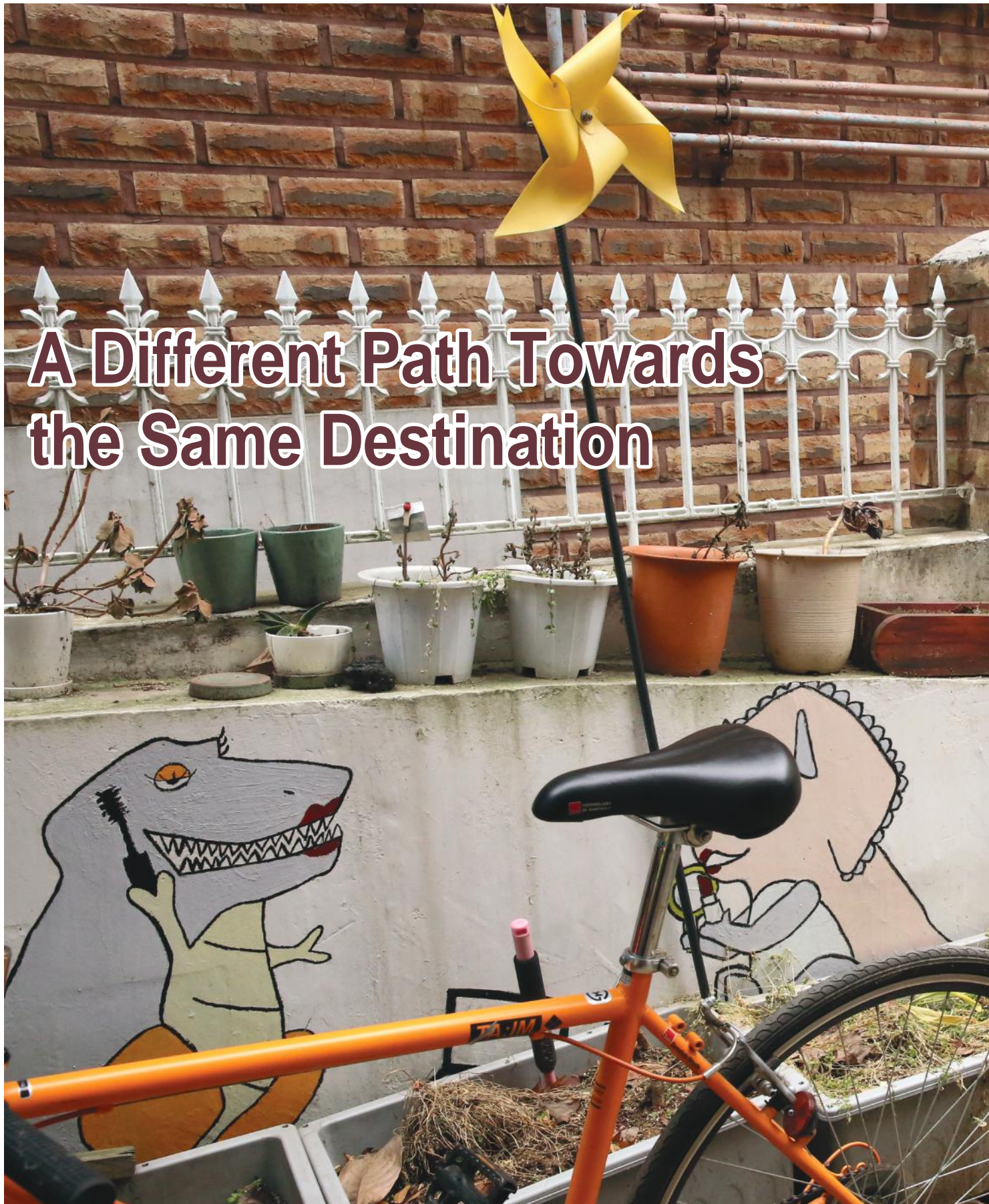
If the program fails to reach its goal, it might arouse even more flaws in the Korean education system. For

instance, parents might send their children to more institutions in preparation of high school entrance examinations, since they are free from the burden of school exams for that particular semester. Professor Kim added, "If this program ends in failure, future systems that also plan to reform the current education situation will have little chance to be implemented." Thus, this might be the last chance for the education in Korea to change into a form that actually builds the characters and dreams of students.

In the end, however, if it does indeed take deep root into the Korean education system, it will definitely be a good step into growing future leaders who have specific long-term goals. In addition to what Professor Kim mentioned, the program should "not stop with one semester, but should affect the students for a long time." In other words, the program should be successfully improved in a way that can continuously stimulate the students to think about their future. Instead of the current Korean society in which many of the students aim to enter a prestigious university, the program frees students from exams and gives them time to explore careers and talents. Even if the only outcome of this program might be students seriously contemplating their dreams and visions, the Free Semester Program can be considered successful. ♡

- 1 Background of leaves. Provided by hdwallpapersd.com.
- 2 Professor Kim Kyung-Keun. Photographed by Yunmi Lee.
- 3 Middle school students participating in a game as a part of the Free Semester Program. Provided by mju.ac.kr.
- 4 Students presenting their performance in one of the activities of the program. Provided by news.use.go.kr.
- 5 The celebration of the Free Semester Program in 2015. Provided by newstomato.com.





# A Different Path Towards the Same Destination





A teacher proudly acknowledges a door covered with blue paint, SpongeBob characters, and a glass window. "It took us over three months to decide on a design for this door. Every student in our school toiled together to come up with a design that fit into everyone's wishes," says Kim Seok Yun, the representative teacher of the *Deobureoganeun Baeumteogil*.

By **Kim DaHyun** (byejen@korea.ac.kr), **Jeon Sohyeon** (jeon1995@korea.ac.kr)

Photographed by Kim Hye Ri.

Controversy over the efficiency of the standard education system is not new. Although the endeavor to create an education system that can equally benefit all students has been evident globally, no country has found the perfect solution to the ongoing quandary. Many have therefore turned their attention to alternative education. Once considered a radical movement, such types of education have been gaining popularity for their creative approaches.

Education is undoubtedly an integral part of people's lives. Yet the global endeavor to discover an ideal standard education system is, as of now, unsuccessful. Although we consider students who drop out atypical, more than 60,000 students in South Korea do just that every year. That number includes not only students who leave school due to financial and medical reasons, but also a considerable number of students who voluntarily quit school or look for different types of education.

Park Young Chan, an alternative school graduate who gave up standard education as soon as he finished elementary school, said, "The fierce competition in standard schools made it difficult for me to maintain good relationships with my peers." Another drop out, Choi Kyu-Jin, said that he felt "as if I were being brainwashed by society." Despite the government's effort to alleviate such complaints, standard education in South Korea is expected to continue to struggle.

## The Emergence of Alternative Education

Many people around the world have turned their attention to alternative education. Also referred to as public schools of choice, alternative education is an inclusive term that combines the many different forms of education that differ from standard education. Such forms include homeschooling, self-education, and, most prominently these days, alternative schools.

Alternative schools are educational institutions that generally go against traditional curriculum and methods. Most often, they are led by unique values, so what each alternative school seeks as proper education can differ. But alternative schools do have similarities. Their eight common characteristics are: individualized approach, integration of children of different socio-economic status and mixed abilities, experiential learning, integrated approach to various disciplines, creative instructional staff, low student-teacher ratio, collective ownership of the institute, and a non-traditional evaluation method.

The history of alternative schools goes back to the late 1960s in small and isolated local communities. These atypical schools were first established for students who had difficulty adapting to traditional learning environments due to physical

and mental issues. Since they first and most often still target such students, these schools aim to foster each student's self-esteem and individuality. Once considered radical, their influence has continued to grow.

Alternative schools take various forms, ranging from schools that focus on at-risk, expelled, and violent students to those that foster the exceptionally gifted and talented. Each alternative school, however, has one thing in common—they believe that everyone is born equal. Instead of encouraging competition and creating disparity among peers, most alternative schools view each and every student as a valuable member of society.

## The Beginning—Waldorf Education

One of the most well-known alternative schools is the Waldorf School, which is based on the educational philosophy of Rudolf Steiner, an Austrian educator and scholar. The school functions under Steiner's philosophy of anthroposophy, which, according to the book *The Essential Steiner*, postulates "the existence of an objective, intellectually comprehensible spiritual world that is accessible by direct experience through inner development." Instead of focusing on only one aspect of a student's ability, the education system focuses on a holistic approach in intellectual, practical, and artistic development.

Steiner developed his educational theory in 1919, after the owner of the Waldorf-Astoria cigarette factory in Stuttgart tasked him with establishing a school for his employees' children. Times were tough in Germany. The once-magnificent country was in a shambles from the aftermath of World War I and the national revolution that followed. The German education system seemed to reflect the hardships of the nation as it grew tougher and colder towards children and adolescents.

Steiner searched for an alternative to the harsh teachings of the traditional German education. He believed that instead of bombarding students with facts and thick textbooks, teachers should slowly coax children into learning. There are now more than 2,440 Waldorf educational institutions and centers around the world that follow Steiner's teachings and philosophy. Especially in Europe, many of these schools receive governmental subsidies and public funding.

## The Teaching Methods of the Waldorf System

In a typical Waldorf preschool and kindergarten, children are simply left to play with unpainted wooden toys. This



is opposed to the everyday brightly colored plastic toys which children are normally given in the average learning environment. The purpose of these uncolored wooden toys is to give room for children's imaginations to develop.

A Waldorf classroom also has very little to do with books, computers, and the likes at the preschool and kindergarten levels. All this attention to children's exposure to color is because color plays a critical role in Steiner's teaching methods, which are engineered to magnify the growth of children's imaginations.

Children educated in a Waldorf learning environment essentially get lots of play time in their early years. So much so that the students in many cases are not taught to read until the second or third grade. As the children grow and enter grade school, Steiner educational institutions put a lot of effort into balancing pupils' educations. This includes learning social skills, art, intellectual lessons, and practical skills, as well as moral and spiritual values.

In addition, the same teacher teaches the children from age seven to 14. Beginning from age six, children are taught to be bilingual and are instructed to do mental mathematics nearly every school day. Steiner teaches that images on electronic screen obstruct the growth of thought and imagination in younger children. However, students are allowed to freely take advantage of computers and calculators in their more advanced years. The schools also value the importance of nutritious foods.

Waldorf educational institutions also have a tendency to refer to an internal assessment of each pupil rather than relying on the traditional student assessment method of testing. In short, Steiner schools prioritize the development of a rounded individual—or in other words, the development of the individual as a whole, not just their intellect.

## Alternative Education in Italy—the Teachings of Maria Montessori

Prince George, potentially the future king of the United Kingdom, is enrolled at the Westacre Montessori preschool in Norfolk, England. This has focused public attention on Montessori schools, just as when Princess Diana, who used to work at the Young England Kindergarten in Pimlico, England, a Montessori school, enrolled both of her sons in Montessori institutions.

The Montessori Method, established in the early 20th century, views a child as a being who is inherently on a quest for knowledge and is thus able to learn on their own in an appropriate learning environment. Like Waldorf education, Montessori prizes the development of its pupils as a whole person, not just their intellect. There are currently more than 6,000 Montessori education facilities around the world.

The Montessori system was established by renowned Italian physician and educator Maria Montessori. Montessori education is well-known for its active encouragement of tailored learning for each child. However, it has been accused of making children grow inhospitable to homework and assignments as well as promoting a learning environment that gives children too much freedom and too little instruction.

## The Teaching Methods of the Montessori System

For an education program to be deemed authentically Montessori, certain teaching methods need to be demonstrated. According to Dr. Montessori, ideas and activities should originate from students and not parents, guardians, and guides, as teachers are called in Montessori. She believed that children learn most effectively when they self-learn. Therefore, the adult stands by and guides as well as observes students in this particular system.

Meanwhile, each child is respected as an individual and

1 A classroom of a Waldorf School. Provided by madisonwaldorf.org.

2 Another classroom photo of a Waldorf School. Provided by madisonwaldorf.org.

- 1 Students of *Deobureoganeun Baeumteogil* dancing. Photographed by Kim Hye Ri.
- 2 Student Park Young Chan. Photographed by Lee Hye Min.
- 3 Students of *Deobureoganeun Baeumteogil* graduating. Photographed by Lee Hye Min.

is stimulated to discover his or her own ways of learning. Like Waldorf institutions, Montessori programs do not require their students to take exams or quizzes in order to measure or grade their learning. This is due to Dr. Montessori's theory that since each pupil learns in different ways and at different paces, their learning cannot adequately be recorded and measured in numbers and letters.

Furthermore, Montessori education places an emphasis on early education. Pupils can enroll at just 18 months old, as the younger years are when children absorb and learn much from their surroundings. The children learn from practicing simple everyday tasks such as using dinnerware, clearing the dinner table, and putting on clothes. This education system also calls for an aesthetically enjoyable learning environment in order to provide the right atmosphere for self-education.

## Alternative Education in the United States—Sudbury Education



One of the newest models of alternative education is Sudbury education. The name comes from the first school of its kind, Sudbury Valley School. In Sudbury schools, pupils have absolute say over what they will learn, how they will learn what they learn, how their learning environment will be, and how their work and progress will be assessed. The most special part of Sudbury schools—which do not



always use the name Sudbury—is that every member of the school gets to vote on every decision the school makes.

Try doing the math—one student, one vote, one faculty member, one vote. The votes of the students overwhelmingly outnumber those of the grownups. Another thing to note is that there are no teachers at the school, only school faculty; students are their own teachers. Every decision the school makes follows a democratic process in which everyone's opinion is taken into account. Sometimes decorating a door can take three months so that everyone's voice is heard. It is a bewilderingly different way of learning.

The responsibility and autonomy given to students are what sets Sudbury schools apart from Waldorf for Montessori schools. In Waldorf and Montessori philosophies, students are given responsibility as a tool for learning. Teachers exist because the schools believe kids are not always capable of making responsible choices. However, the autonomy of students in the Sudbury system is so complete that it may come across as worrisome and frightening to some parents.

The Sudbury education theory is built on a genuine





belief in students' capability of making responsible decisions. Responsibility is not bait to get students interested in learning. Students get the last say in their learning experience. Mainstream educational theories dictate that schools and teachers should toil to motivate students. This contrasts sharply with Sudbury's view that there is no need to try to get students to learn as its underlying theory is the firm belief that students are already motivated, naturally.

## Alternative Education in South Korea

South Korean education has always had difficulty satisfying everyone, and although its modern education system has gone through many transformations, there has always been a group of people demanding something that is, in their view, better. In answer to such voices, South Korea is gradually becoming a leading participant in alternative schooling. Not only is South Korea increasing the number of different types of alternative schools, but the government is also encouraging a unique approach to education by subsidizing numerous alternative schools.

One type of alternative education, homeschooling, started to catch on in Korea in 2000, and the number of homeschooling families is currently on the rise. Dissatisfied with how the current education system is functioning, more than 80,000 students leave school, and a considerable portion of school dropouts choose to complete their education through homeschooling. Yet, homeschooling has not received much recognition from most Koreans and has been pointed out as a cause of social problems among adolescents since the range of activities typical public school students engage in is generally very limited. However, alternative schooling, another type of alternative education, has brought different results.

Since the establishment of the first alternative school in 1997, 170 different alternative schools have emerged in Korea. However, despite the large number of alternative schools, only 24 have been approved by the Korean Ministry

1 Deobureoganeun Baeumteogil logo. Photographed by Lee Hye Min.  
2 Representative teacher, Kim Seok Yun. Photographed by Kim Hye Ri.

of Education, showing that most of the schools are fairly new. Nonetheless, as seen from the meteoric rise in the number of alternative schools, the popularity of alternative schools will likely not soon fade.

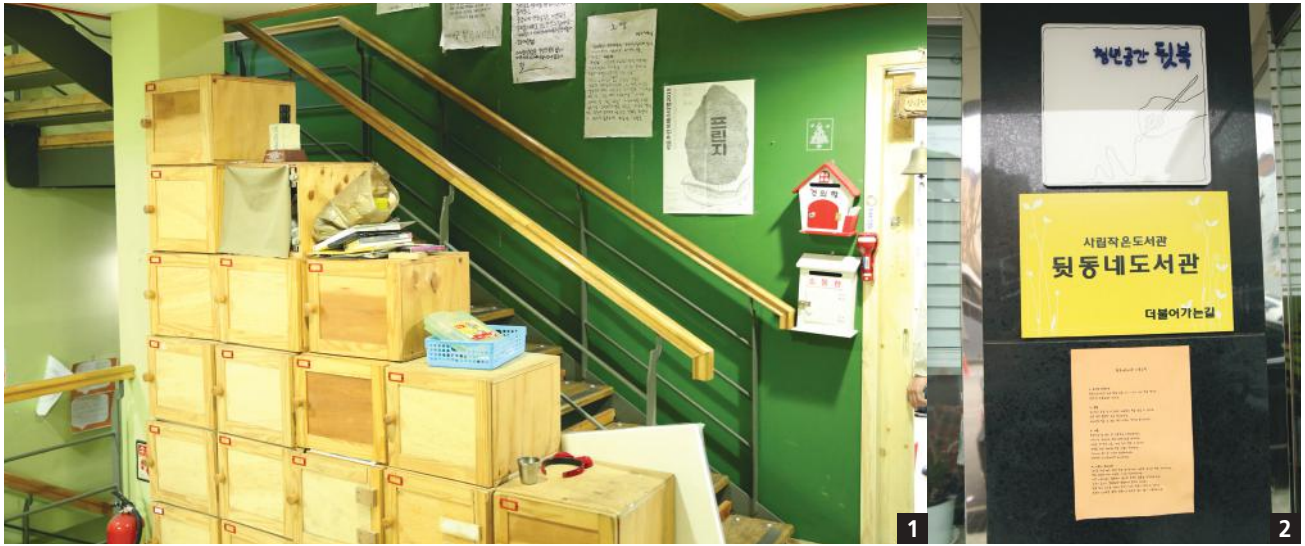
Unlike the alternative schools found in the West, the first alternative school in Korea appeared as a substitute for standard middle and high schools, mostly because most controversies over standard education systems arise from middle and high school settings. But a considerable amount of Korean alternative schools have been influenced by western alternative schools, and some have been modeled after foreign alternative schools.

While the popularity of alternative education, and therefore alternative schools, is increasing, that does not mean that the general public recognizes the unique nature of alternative schools. People generally react negatively to something that differs from the norm. Park said, "80 percent of the people think alternative schools are only for kids with disabilities or social minorities. The remaining 20 percent do not even know the existence of alternative schools." He added that he received "harsh comments from his neighbors for attending an alternative school."

## The Curriculum of Alternative Schools

In general, Korean students have very little freedom in choosing what subjects they take. Under the





curriculum designated by the Korean Institute of Curriculum and Evaluation (KICE), it is mandatory for elementary students to take English, mathematics, science, and social sciences, and the number of mandatory classes increases when they enter middle school.

Even if students get partial freedom over what subjects they take when they enter high school, this freedom is generally only superficial. Students can choose what subjects to focus on for the upcoming few years from a given range of choices, but their selections are more economically driven than individually driven. Students generally choose to study subjects that further their career opportunities and not those they are interested in. Moreover, studies are mostly done on a textual level without much real-life experience.

As mentioned above, alternative schools are characterized by their creative approach towards teaching students and do not limit their subjects to what the KICE has designated. Located in Anyang,

*Deobureoganeun Baeumteogil* is an alternative school which minimizes the amount of mandatory classes and focuses more on fostering practical skills.

The school does not have any mandatory course, the same as many other alternative schools. Although the school does offer rudimentary level mathematics and English, they are optional, and it is very common for students not to take those classes. Bak Seoung Yeon, Park's mother and a member of the *Deobureoganeun Baeumteogil* Parent Teacher Association, said, "Even if math and English might be essential for our learning, there is no point of sending our children to alternative schools if the classes on those subjects become mandatory for students."

The courses offered by alternative school may differ greatly depending on school type, but a general characteristic of alternative schools is to teach students how to learn rather than what to learn. According to Kim Seok Yun, the representative teacher of the *Deobureoganeun Baeumteogil*, "Students are given much freedom to do what they want, and it is the school's obligation to provide the students the best environment as much as possible." The extent to how much freedom students are endowed with varies from one school to another, but the intrinsic characteristic of an alternative school is to provide students with more opportunities to expose themselves to different fields.

The amount of freedom given to students can be found in on-campus activities and events. Instead of teachers coming up with new activities for the students, the students themselves originate and organize events. Although teachers

- 1 Photo of *Deobureoganeun Baeumteogil*. Photographed by Kim Hye Ri
- 2 Logo of the youth space, 'doitbuk'. Photographed by Kim Hye Ri.
- 3 Hwang Jeong Il, the youth career advisor. Photographed by Kim Hye Ri.



1 Photo of the youth space, 'doitbuk.' Photographed by Kim Hye Ri.  
2 Bak Seoung Yeon. Photographed by Lee Hye Min. Hye Ri.

supervise by giving more opportunities and responsibilities to students, the school, just like many other alternative schools, establishes a collective ownership of the institute when it comes to decision making.

Just like many other alternative schools, the school does not have a typical grading system. The representative teacher said, "It is common for alternative schools to not have any numerical grading systems so that students can free themselves from the pressure of competition." The school instead has an individual progress report that records how students performed regarding the goals they set in the beginning of the year. The representative teacher commented, "Although such a grading system is a little bit unusual for alternative schools, it is set under the same principle of not ranking students."

## What Makes Alternative Education so Special?

Sudbury education is unorthodox in many ways. Not only do these schools refuse to teach students some standard subjects such as English, math, and science, they also eliminate the hierarchy among students and teachers. Teachers, according to Kim Seok Yun, are simply mediators of students, and lectures are very uncommon. Even so, there are few parents willing to send their children to such schools that are more student-oriented than ordinary schools.

Bak claimed that her son "started to learn how to enjoy things more than when he used to attend standard elementary school." She added, "He became more mature and gained more individuality as soon as he joined the school." Bak's son, Park Young Chan, agreed that he has become more mature after joining the school. He said, "The open environment of the school allowed students to become closer friends and find their own dreams."

Bak commented that the open environment had helped her son socially. She said that Park "was more aggressive and

anti-social before he started attending alternative schools," but that "since he joined the school, he has become more active and outgoing." Park also said, "I only found interest in playing video games before joining the school, and now I have much to enjoy, allowing me to become the president of the student council."

Hwang Jeong Il, the youth career advisor of the school, who conducts counselings for students at the youth space, "doitbuk," said, "Alternative schools allow students to have a wider insight into their future." Blinded by our desire to fulfill social needs, it is difficult to deny that many students study what they do not find most fit for them. The close relationship among students and alumni created by the open environment of the school, he claimed, "Made a community in which students can expose themselves to different experiences and discover their inner selves." He said, "Alternative schools and the environment they provide allows students to create their own stories not controlled by anyone or anything."

Bak called alternative education "a revolutionary movement of modern day education," saying that "all those involved in alternative education are part of the movement." She said she looks forward to the day that "the government and the entire nation will eventually recognize alternative schools as a form of education." ❏



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# Through Books We Learn

Education comes in many different forms, some of which are TV, news, and books. Though each of them differ from one another, they share a common feature: reading. The activity may come across as a bit dull at first, but it possesses many different features that continue to reel in readers, and *The Granite Tower* (GT) decided to capture some of the many aspects of reading.

By Photo Divison





Photographed by Lee Hye Min



Photographed by Lee So Young



Photographed by Lee Yunmi





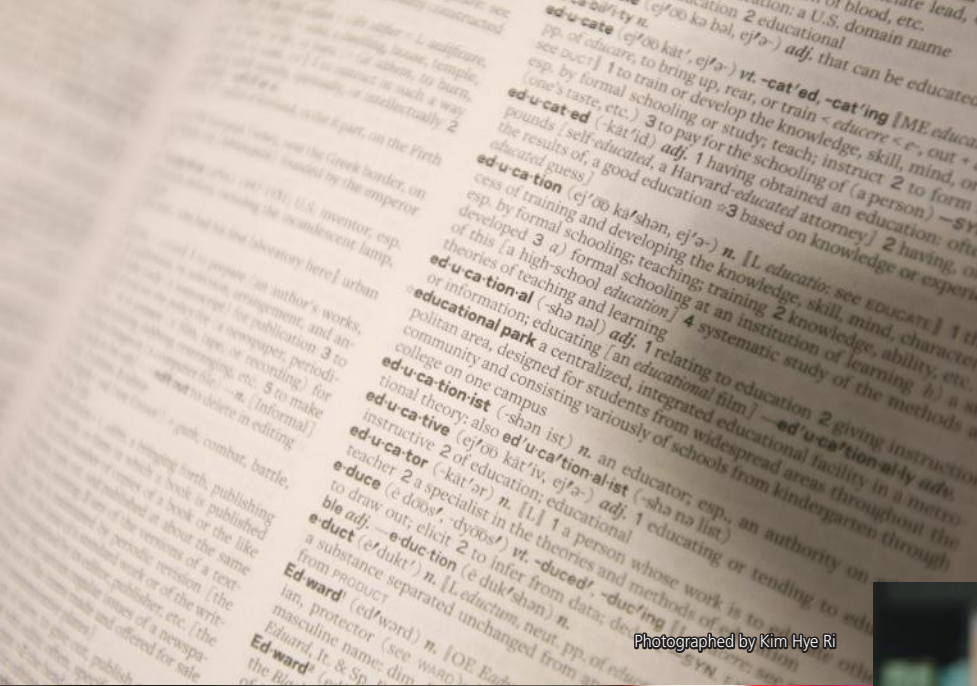
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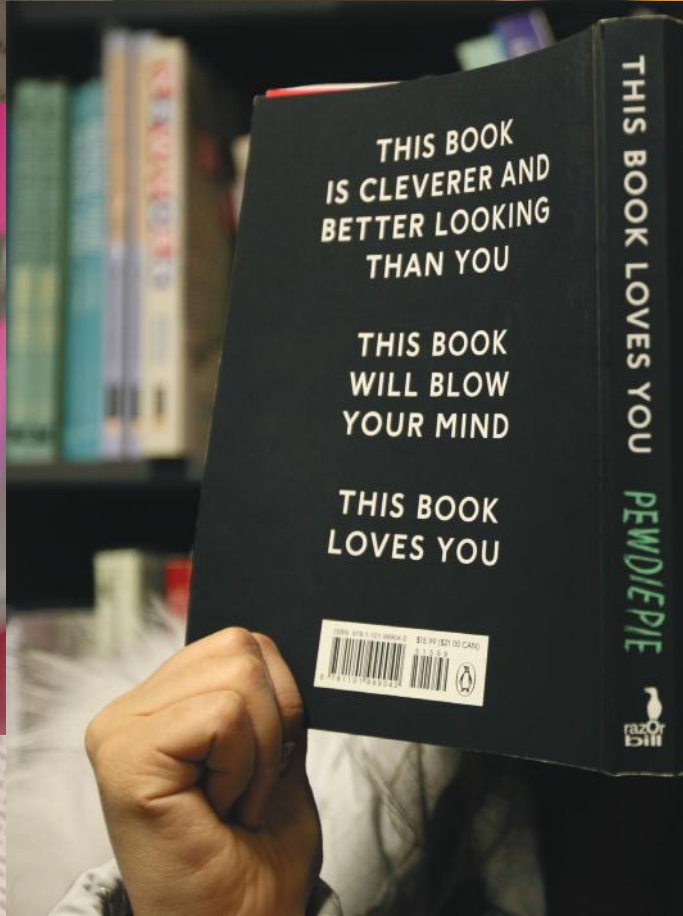
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Photographed by Lee Hye Min



Photographed by Lee Hye Min



Photographed by Kim Hye Ri

# The Words from a Humble Star— Learn to Lead Your Life

Leading hundreds of thousands of students annually, Shin Seung Bum ('90, Mathematics Education) is an online star-lecturer of high school mathematics of Junggye Cheongsol ETOOS Math Academy. Appreciated not only for his well-organized and well-delivered lectures but also his charisma that tends to overwhelm students over the computer screens, Shin is often referred to as an idol by his students. While his performance in on- and off-line mathematics lectures is widely acknowledged, Shin displayed infinite humbleness during the interview.

By Chae Jisu (michaela1004@korea.ac.kr)

## Q: What drew you to the College of Mathematics Education?

**Shin** Actually, I dreamed of getting into the College of Computer Science until second grade of high school. I was interested in the Operating System (OS). It was only when I became third grade that I started considering Mathematics Education. I did not have any specific reason, but I had a strong feeling it suited me well—it was almost instinctive. After entering KU, I realized more clearly that I was not the kind that was designed to study math. Many people think I must be good at math since I am a good teacher, while in fact that is a misconception. While high school math teaches visible math, college math teaches invisible math; it is impossible to draw graphs when math advances to the university level. So unlike what many people expect, I was not that talented in college math—I happen to be a good teacher.

## Q: What extra-curricular activities did you take part in during your years at Korea University (KU)?

**Shin** I participated in a club within my department that published journals. We wrote articles and edited newspapers. I did not realize then, but the activities created a firm basis for my future career. The activities enabled me to design, edit and print high-quality materials myself. Today, I personally design and edit the sourcebook for briefing sessions on the admission requirements of colleges.

## Q: Since when did you decide you wanted to be an online lecturer rather than a school teacher?

**Shin** It was during my sophomore year that I started considering the path as a lecturer. I went to private institutions to teach since then, and it was a lot of fun. I also worked at a school for a while but I found out that there was less flexibility and more required apart from mere teaching. I decided that I wanted more freedom at workplace and realized that the former would better suit me.

## Q: What do you believe is the most significant qualification for being a good teacher?

**Shin** A teacher must like kids, and that affection must be sincere. Many lecturers consider them as suppliers, and claim, “My lectures are great and yet why don't you listen?” However, I believe that is a wrong way of dealing with students. A teacher must learn to think from the students' perspective. If he or she does, the students feel that, and there is no doubt they will respect and listen to the teacher.

**Q: What do you put at top priority as a teacher?**

**Shin** Helping students gain autonomy—that is at top priority. What is unique about my off-line classes is that we do not check homework or take tests. I believe coercing students to study is not only meaningless but useless. Students must learn to have autonomy in their lives, and I believe the only way to help them gain autonomy is to allow them to be in full control of what they are doing. I feel that students these days are clever, but they tend to be dependent. Even the most elite students ask their parents, “Would doing this help me?” Those students, will continue to have uncertainty bother them every time they make a decision in their lives, and I feel responsible of raising students as independent beings.

**Q: What are some hardships working as a teacher?**

**Shin** Honestly, I have never felt that my job was hard from any aspect. I love my job so much, and I have never regretted becoming a teacher, so there has been no hardships. Even when I am in a gloomy mood, the moment I enter a classroom to give a lecture, I feel delighted all of a sudden!

**Q: What advice would you give to students who dream of becoming a star-lecturer like you?**

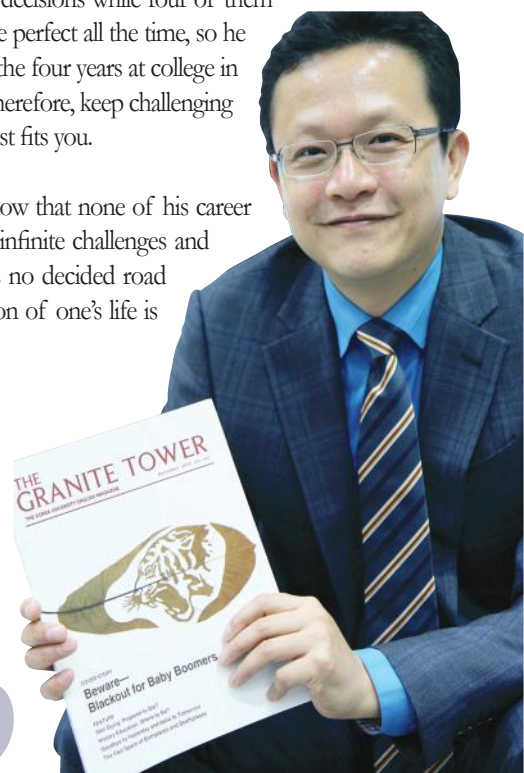
**Shin** I would advise them to invest enough time. When one starts teaching in an academic institution, the person will start from the first grade and advance to second and third. From my experience, teaching skills improve when a person completes three cycles of rotation. In other words, experience is the road to improvement and success. I may be better at teaching than students in the College of Mathematics Education now, but after 10 years and 20 years, the students can definitely get better than me with repeated practice and experience.

**Q: Do you have further messages you would like to share with your students at KU?**

**Shin** People consider me as successful, but I want students of KU to understand that that does not mean all the decisions I made were perfect and right. If I had made ten decisions for instance, six of them were right decisions while four of them were wrong ones. In order to succeed, one must take risks; one’s decision cannot be perfect all the time, so he or she must prepare back-up plans. There is no shortcut to that. After all, it is only the four years at college in which one can be protected by the school fence even in face of repeated failures. Therefore, keep challenging yourself and learn from your experiences until you find the activity or work that most fits you.

While Shin is a respected teacher and also a successful man, his life stories show that none of his career path was planned from the beginning. It was all about risk-taking, learning from infinite challenges and the experiences that came from them. He is a teacher who teaches that there is no decided road map to success, and that people must learn to lead their life, because the destination of one’s life is completely up to the person. 📖

“If I had made ten decision for instance, six of them were right decisions while four of them were wrong ones. In order to succeed, one must take risks; the decision cannot be perfect all the time, so he or she must prepare back-up plans.”



Shin Seung Bum ('90, Mathematics Education) displays a warm smile holding *The Granite Tower* (GT) magazine. Photographed by Lee Hye Min.

# Dog Behavior Manager:

Coming across in recent times, as more and more people have gradually started to own pets, a significant increase in the public's attention toward how to nurture after those animals has come to the fore. This recognition, naturally, has resulted in the extension of the pet's roles, from a mere animal raised at one's house to a life-long companion with which the owner can sympathize. Ironically, incidents of irrational abuse and mistreatment of these animals have also turned into a critical social phenomenon; hence, this has led to a keen awareness, as well as the need, for the role of pet behavior experts, one of them being the dog behavior manager.

By Kim Hye Ri (dnflehtod3@korea.ac.kr)

“Dog behavior managers, or simply put, *dog trainers*, are people who revise and rectify the wrongdoings of dogs, in accordance to their owners' wishes,” explained Park Doo Yeol and Heo Jung Bin. The former being a representative trainer and the latter head of the education department at Wals Home Dog Training Organization, the agency is one of the largest home-visiting dog training companies within Korea. With three years at the pet training institute as well as five years of real life work experience, the two trainers, as a team, have taken care of more than 550 problematic dogs in Seoul alone.

**Q. To those who are unfamiliar with this career, could you briefly explain what a dog behavior manager is?**

**Park** Dog behavior managers are mainly divided into four fields as follows, depending on the purpose of the work that they carry out: behavior managers at training institutes, at lapdog kindergartens, shelters for abandoned dogs, and finally, home dog training agencies. Out of these, most common work places include training institutes and home dog training organizations. A workplace that we regularly encounter is the home dog-training field, through which we educate pet dogs with regards to the desires of the commissioning clients. At training institutes, on the other hand, dogs are instructed to perform professional tasks, maturing into detection dogs, police dogs, or guide dogs for the blind.

Park Doo Yeol explaining the hardships of a dog trainer. Photographed by Kim Hye Ri.

Heo Jung Bin explaining how to become a dog trainer. Photographed by Kim Hye Ri.

**Q. What are the procedures utilized by dog trainers during a typical behavior modifying education?**

**Heo** The specific training methods vary from one pet to another, concerning the state of the dog at hand. Nevertheless, generally speaking, a regular training process is composed of three key steps. The first one is to observe the major behaviors that the requested dog is engaged in, without taking any kind of modifying gestures. Through this initial procedure, trainers aim to precisely identify the exact problem that the dog is faced with.

**Park** The next step is to consult with the host family, where the owners are asked about general background information, including the dog's growth process and disciplinary measures taken by the families themselves. Dog behavior managers narrow down the factors that led to the current situation, as well as provide effective treatments. Then comes the actual correction process, where the trainer prescribes efficient measures not only for the pet, but also for their owners as well.

**Q. What was your most memorable or disconcerting experience while fulfilling your work?**

**Park** The most baffling incident occurred when a dog bit me as soon as I stepped into the front corridor of my client's house. Of course, being a dog trainer, I was frequently bitten during the



# How Pets Genuinely Become Our Best Friends

modification process, more often than not. Nevertheless, that time the owners had not notified me in advance that their pet would show a disposition toward violence at this serious level. In this case, I utilized the method of cultivating sociality through taking a walk or a stroll. By encountering people outside their own *comfort zones*, the dog acknowledged that human beings are, in fact, not much of a threat to him, thereby decreasing signs of aggressive behaviors. Witnessing these gradual changes from the animals was when I felt most satisfied while pursuing my career.

**Q. In recent days, as more people are interested in raising and owning their own pets, industries regarding this field are rapidly increasing at undeniable speed, which has also led to interest in dog trainer jobs. In order to become one, what are some of the procedures that one should fulfill?**

**Park** There are mainly two ways to obtain a certificate of becoming a qualified dog trainer. First is to graduate from special high schools or universities majoring in the Department of Companion Animal Management. The second method, which is a bit more challenging than the initial one, is to acquire a license by being educated in a dog-training institute for at least one to three years. In the institute, the pre-dog trainers serve half a year as apprentices, where they are taught the most basic skills in caring for a dog, such as accurate bathing methods, urine and feces training, and medication administrations. Only then after this process are the trainees able to acquire the actual

training courses, first with dogs at the institute, and then with dogs that will receive behavior modification.

**Q. Following the tremendous growth in the attention toward the animals as pets, the issues concerning abandoned and mistreated dogs are also social phenomena that should be regarded seriously. In these situations, are there any opinions or tips that you would like to give to pet owners?**

**Heo** The most essential and crucial aspect that pet owners should acknowledge is the fact that dogs are social animals, constantly craving and urging for love. Thus, people who are not confident and responsible enough to fulfill their duty of giving consistent attention to their pets should never own one out of mere curiosity. Along this line, I recommend that people gain experience raising a dog through programs that offer a chance to take care of a dog for a few weeks, and check whether owning a pet literally suits them. Remember, those who own their own pets should always be aware that raising an animal requires much effort, both physical and psychological.

When asked to give a piece of advice to those willing to pursue a career as a dog behavior manager, Park and Heo emphasized that the job is not as easygoing and permissive as it seems. Fulfilling the training process for pets requires vast knowledge of basic treatment of the pets, as well as genuine efforts in endeavoring to commune with the animals. In their words, dog behavior managers seemed to genuinely establish a vigorous relationship with the pets and their owners through sedate affection. During the process, the companion animals literally convert into lifelong partners: namely, men's true best friends. 🐾



Park Doo Yeol training a dog.  
Provided by Park Doo Yeol.



Park Doo Yeol observing a dog's behavior.  
Provided by Park Doo Yeol.

# Infinite Challenges toward Ideal Education

Finland manages to remain among the top rankings in the Programme for International Student Assessment (PISA), while boldly breaking conventional rules of effective education; it offers the most recess, lightest homework load, and has no national standardized test. The education system is eye-catching for outside observers, especially for Korea, a recognized rival nation in the field of education. The philosophy and methodologies are definitely worth a study.

By Chae Jisu (michaela1004@korea.ac.kr)

Finland is well-known for its high performance in PISA. Contrastingly to the results of PISA, students in Finland have the least hours of mandatory and autonomous studying hours in a week, and furthermore the least private education among the Organization for Economic Cooperation and Development (OECD) countries—0.6 hours a week, which is one-sixth of the OECD average. Behind the scenes of performing well despite the least studying hours in public and private institutions is a mystery and an ideal for many countries eager to enhance the quality of education.

curriculum, the Finnish are open to the assistance of one-on-one tutoring classes provided to help them catch up with the curriculum. The tutoring classes are regarded as effective, as they lead the participants to tangible improvements.

Furthermore, some Finnish schools operate the three-party conversation autonomously, in which the teacher, student and parent gather to discuss the individual learning pace of a student. In Latokartanon Persuskoulu, a general school in Finland, the three parties routinely gather to discuss a student's educational process. When a goal is set in the three-party conversation, the teacher and parent cooperate to provide assistance for the student to achieve the goal.



Finnish schools provide students after school tutoring programs. Provided by m.todayonline.com.



Highly trained and respected Finnish teachers. Provided by www.theguardian.com.



Finnish students are encouraged to cluster rather than study at aligned desks. Provided by pennfinn13.wordpress.com.

## Embracing Varying Capacities of Students

The core philosophy of Finnish education is to leave no one behind. The strong belief in the right to education to which all students are entitled regardless of their backgrounds drives the Finnish national board of education to make every possible effort to protect the right. The board does it by ensuring the provision of adequate opportunities to learn according to the students' individual capacities.

Unlike Korea, where students and parents have a strong reluctance toward make-up classes held separately from the original

The tutoring classes and the three-party conversations enable teachers to assist students in fulfilling the qualifications of each step one by one. "If a student fails to proceed in the middle and high school level, the student is then advised to search for other paths in which the student is able to display his or her talents, while the case is the opposite in Korea," commented Professor Dr. Dae-Bong Kwon (Education). "Whether or not the students are fully understanding the curriculum as they advance to the next level is not fully recognized by the system in Korea. Thus, students end up forming a line to get into universities," he added.

"Whatever it takes," is the moto that drives the teachers of

Finland. Nearly 30 percent of Finland's children receive a kind of special assistance during the first nine years of education. Many schools are small enough for teachers to keep an eye of each student. If one method fails on a student, teachers try another one. They are consistently in search of new, creative, and fitting methods.

## High Standards, Much Autonomy

Another eye-catching facet of Finnish education is that the education board requires high qualification standards for teachers. A master's degree is mandatory in order to become a teacher in Finland; even elementary school teachers have master's degrees. This is a distinct feature, since not many countries require master's degrees for teachers—even in Korea, one can be a teacher if he or she graduates college of education and passes the teacher certification examination; a master's degree is not a requirement.

The well-educated teachers of Finland are trusted by the nation; the teachers are given much autonomy. Though there is a national curriculum set by government, autonomously designed local curriculums also exist in Finland. Teachers are not only trusted based on their high level of education, but also on the never failing solid results performed in PISA.

## The Non-stopping Innovation

Despite the outstanding results displayed by Finnish students during the last decade, Finland continues to apply changes in its education system. The latest reformation in Finnish education that will be implemented in 2016 consists of three major parts. First, students will be taught on the basis of phenomena, rather than mere theories. The education board has not set specific guidelines for the teachers; the teachers are given full autonomy regarding the way they conduct their classes.

Second, teachers are required to engage students in building the curriculum. "Some educators disagree with this idea," continued Professor Pasi Sahlberg (Graduate School of Education, Harvard University) in an interview with the *Washington Post*, "while other

teachers believe the replacement of traditional teaching methods that cling to conventional subjects can lead to a fundamental innovation in schools."

Third, the reformation encourages more cooperation. *The Independent* reported that students would be asked to cluster around with their classmates to learn from cooperation from 2016, instead of sitting on aligned desks.

Many experts in education question the need of such a reformation, considering the positive results Finland has been presenting. Yet, Irmeli Halinen, the head of the basic education unit of Finnish national board of education provided an explanation. "Reformation is inevitable in order to confront globalization advanced technology has brought," she continued, "The society requires people of different abilities, and the education system must transform accordingly to the changes in expectations."

## Adoption of Finnish Education—Possible?

The infinite challenges made by the Finnish education board to get closer to an education utopia are impressive. What stands out is that Finland manages to maintain a high rate of happiness index while performing well in the academic sector—it manages to catch two hares at once, unlike in Korea where students show great academic performance while the happiness index is extremely low.

What if the Finnish system were adopted in Korea? Though no one can provide a firm answer, experts claim that people must examine Finnish education in the context of Finnish society without looking at the education sector separately. "If we are going to alter the education system of Korea like the one in Finland, we must bring a change to the education process as a whole, including all primary, secondary, and college education," Kwon continued, "Furthermore, there must be a change in the paradigm, in order to bring a change in the current unsustainable social structure." ❏

**"If we are going to alter the education system of Korea like the one in Finland, we must bring a change to the education process as a whole, including all primary, secondary, and college education," Kwon continued, "Furthermore, there must be a change in the paradigm, in order to bring a change in the current unsustainable social structure."**



Professor Dr. Dae-Bong Kwon (Department of Education) speaks about adopting the Finnish system in Korea. Provided By Professor Dr. Dae-Bong Kwon.

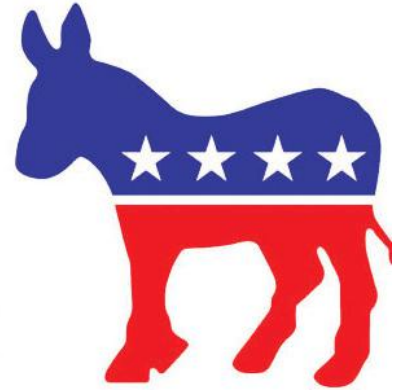
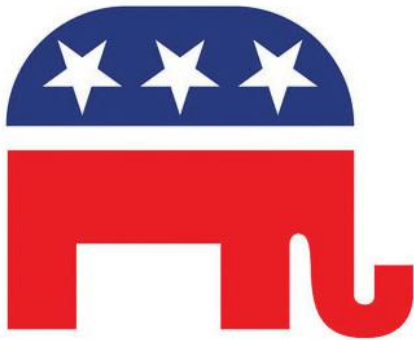


The White House. Provided by [www2.lifeinus.com](http://www2.lifeinus.com).

# Not Just Another Foreign Election— The 2016 American Presidential Election

The time has come for President Obama to make his final State of the Union Address to his citizens. The new presidential election of the United States (U.S.) is upcoming, in which Obama will hand the baton to the next leader of the nation. Indeed, the balloting is a significant issue for the citizens of the U.S., but Korea should keep an eye on the election as well since it will have a huge impact on the relationship between the two countries, which will bring further shifts in the Korean economy and security.

By **Lee Yunmi** ([leeymi678@gmail.com](mailto:leeymi678@gmail.com))



The Republican Party and the Democratic Party, Provided by [www.onlineschoolscenter.com](http://www.onlineschoolscenter.com).

November 8 is designated to be the day of 47th presidential election of the U.S. The nation's policies regarding diplomacy, military, and economy depend highly on which party's candidate becomes the new president. As of now, Ted Cruz, Marco Rubio and Donald Trump from the Republican Party, as well as Hillary Clinton and Bernie Sanders from the Democratic Party, are the central candidates that are gathering most attention from citizens.

The American election operates in a way different from that of Korea. Prior to holding the actual election, there are processes called the primaries and caucuses. Delegates, who are eligible to nominate presidential candidates from every state, are selected—75 percent from Primary and 25 percent from Caucuses. In the National Convention, usually hosted from July to August, presidential candidates are nominated. The candidates for vice president are also nominated, by the presidential candidates themselves. Afterwards, the citizens get to vote for the Electoral College, the institution that elects the president. Practically, the next president is fixed in the Electoral College balloting.

Clinton, who is regarded as the most influential candidate, clearly is targeting the social underdogs of America in order to win the election. Her economic plan is to raise the growth of middle class by relieving tax burden, encouraging the growth of small businesses, raising the minimum wage, all for the long-term growth of the U.S. economy. In the video clip on behalf of Clinton's declaration of her candidacy, there appears an Asian college student looking for a job, a physically-challenged person at work, and a homosexual couple. The clip stresses familiar images from start to finish. Clinton proclaims that she will become the *champion* for normal Americans.

There is another candidate who is trying to defeat Clinton's winning the election—Bernie Sanders, a rival

within the Democratic Party. Sanders recently has brought about sensation in the race. What is peculiar about him is that he is both a nonpartisan representative and a socialist. The reason why he is running as a democrat is to overtake Clinton who is setting up conservative policies. As he proposed in "Agenda for America: 12 Steps Forward," Sanders is planning to work on a real reform and protect vulnerable citizens of the U.S. Some of the agenda are the following: Creating worker co-ops, rebuilding America's crumbling infrastructure, and making college affordable for all. In fact, Sanders is now starting to outrun Clinton in the primary election survey, getting approval of 53 percent in New Hampshire and 46 percent in Iowa.

Allegedly, Donald Trump, one of the candidates within the Republican Party, may outrun Clinton in the election. Trump, a wealthy property holder in the U.S., proved to be the candidate that gained the highest approval rate among the Grand Old Party (GOP) by the Washington Post and American Broadcasting Corporation (ABC) News. Also, Cable News Network (CNN) News reported that if Clinton and Trump race in the election, the supporting rate would be 51 percent versus 45 percent, which is shockingly neck to neck. Although he has been condemned for his disrespectful remarks, Trump is stubborn not to recede from his position as a running candidate. "There's no maybe. There's no maybe. I'm not leaving," Trump claimed during the interview with the *Washington Post*. Despite his snide remarks and reputation as a trouble maker, Trump actually was regarded as a potential candidate—until Cruz won the Caucus in Iowa.

Rubio has an advantage thanks to his background, coming from a minority race and an ordinary household. He and his wife, being immigrants from Columbia, have the potential of getting votes from Hispanic citizens. His one

drawback is, however, that supporters of the Republican Party dislike him for his policy favoring immigrants. Of course, it should not be assumed as a foreshadowing of his failure. Mere popularity votes and a real election can be very different.

While candidates are striving to get more supporters, one party is going through a crisis. The GOP is about to split into two. Conflicts regarding race and social class occurred among the supporters, and the politicians of the GOP are not able to cope with them well. It is estimated that the Republican Party will be divided permanently while going through this year's election, or transform into a completely different political party. Similar incidents took place in the past—the 1976 election, for example. Members of the party would support a single nominee after the national convention, but no one can be optimistic about the current situation. The fate of the Republicans will turn out this summer, when the party convention is over, where the issue of a genuine nominee will be settled.

The Iowa Caucus held on February 3 showed unexpected changes in the election with Ted Cruz getting the highest approval rate. Rubio also is making a good fight, tailgating Trump's votes. The same occurred within the Democrats, as Sanders reached Clinton's votes very closely by 0.4 percent. Thus, it can be interpreted that Cruz,

Rubio and Sanders are the ones who virtually *won* the Iowa Caucus, Clinton is the one who did not lose, and Trump is the one who lost. Cruz and Rubio will now strive to make an upward trend in earnest within the Republican Party, with Trump losing his power. In regards to the Democrats, Sanders will continue as a potentate if he turns another corner in the upcoming Nevada and South Carolina Caucuses in which Clinton is significantly supported.

It is not easy to predict how policies of America regarding affairs with Korea will turn out in such a blurry situation. "Clinton would be a candidate that I can make relatively 'reasonable' anticipation about it," commented Professor Kim Sung Han (International Studies). "Although her policies should be more specified, if she gets elected as the president of America, the alliance between the U.S. and Korea will be retained. She will also take intense

actions against nuclear bomb issues with North Korea." If the issue is brought to an end during Obama's term of office, Clinton will negotiate with North Korea and attempt to form a better relationship. If not, the U.S. will include China on its boat and restrain North Korea from threatening world peace.

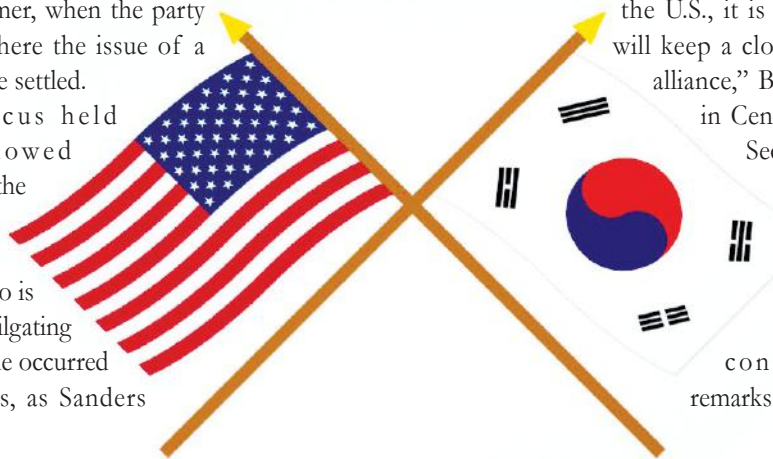
Regardless of the upward trend of popularity and supporters of the non-mainstream candidates, their winning the election foreshadows a backwash in the perspective of Korea. There is a belief that the conflicts between the two nations might aggravate if the other minor candidates are elected. The issue of U.S. Armed Forces in Korea (USFK) evacuation, propelling protective trade, and neglecting the problems South Korea is going through with North Korea would cause the dissension of the U.S. and Korea. "If one of them, Hillary Clinton, Jeb Bush or Marco Rubio,

wins the election and becomes the leader of the U.S., it is very likely that the U.S. will keep a close military or economic alliance," Ben Jackson, a researcher in Center for a New American Security (CNAS) claimed in the interview carried out by the JoongAng Tongyang Broad Casting (JTBC) news.

Trump has been constantly leaving rude remarks that Korea is a free rider of the U.S. regarding security, along with Saudi Arabia. Thus, it is concerning that

the alliance between the U.S. and Korea would be weakened if Trump is inaugurated as the president of America. "However, his stance can possibly change after he is actually elected," Professor Kim pointed. "A pre-candidate who appeals for sensationalism can act responsibly after he gets nominated. His past career as an entrepreneur foreshadows his success in the economic sector, but he is less likely to show great leadership in diplomacy and security."

If Sanders becomes the new leader of the U.S., he is likely to act passively regarding the North Korea issue. Professor Kim anticipated, "Since his place is not to intervene deeply in the problem as long as it does not threaten the U.S.'s security, Sanders will not come up with active strategies if the nuclear bomb is not spread to the Middle East or elsewhere." Rubio is foretelling his conservative political approach on the other hand. Since



The American Flag and Korean Flag crossed—symbolizing the relationship between the two countries, Provided by www.keia.org.

he emphasizes military force, along with the value of democracy and freedom, he is predicted to make hard-line decisions against North Korea.

It appears that there are numerous aspects that make the American 2016 election intriguing. Candidates seem to have their own marked personalities, Bernie Sanders being the only socialist among them, Trump gaining popularity for his image as a *winner*, and Marco Rubio being a Hispanic candidate promising a pledge in favor of immigrants. Also, there is an estimation that Republicans are about to separate into two groups.

Unfortunately, things are different today in that no one can be positive about unification of politicians after the official candidate is elected. Who will be the next one to govern the U.S., a definite superpower in the international society? This is yet to be determined. With numerous interesting aspects, though, the election is catching people's eyes, making them worried about the political stability of the U.S. at the same time. Since diverse sectors of the nation are very closely related to Korea's, the election bears much more significant meaning than just a foreign election. ❏

# Reverence to the Mentor of the Era

“Welcome, this is the last lecture,” is how Shin Young Bok starts his book *Dam-ron* (2015). It has been only two months since Shin, a writer and professor at Sung Kong Hoe University (SKHU), died from cancer. Revered by many, he was often referred to as the “true mentor of the era” and as a great lecturer. Shin’s books have the power to inspire readers towards the real value of life. His last work, *Dam-ron*, a best-seller in the humanities field, explicates life lessons and human relationships along with his profound knowledge of the classics.

By Kim Ha Young (emily0923@korea.ac.kr)

Just as its start indicates, *Dam-ron* is a transcript of lectures by Professor Shin. Unlike other professors, Shin does not lecture on specific majors—he lectures on life and humanity. These two subjects, rather abstract, are areas that many lecturers fail to speak concisely about. Many of them fill their talks with irrelevant anecdotes. However, as shown in *Dam-ron*, Shin delivers compact messages that differentiates him from others, with contents that outstretches from his personal experience to Eastern classics.

Shin calls his lectures “a travel from brain to heart to toe,” in which he believes as an idealistic way of study. By travelling from brain to heart, he means that after accepting knowledges from the past through studies, one should be able to truly understand them by heart. Studying does not end here, as there is one most important and hard part left: putting one’s knowledge into practice, from heart to toe.

*Dam-ron* is a book that substantially fulfills this value of Shin’s. Each of the lecture starts from some episodes in Eastern classics, moves onto his personal experiences as well as his way of explanation on the event, and ends with a morale that persuades the readers to act. It is of a style that can even positively affect readers who are unfamiliar with classics. The lectures cover a diverse spectrum of knowledge ranging from poetry to tolerance to nomadism. By the time a reader finishes the book, one would be full of passion and wisdom that would help one to direct themselves the right way of life.

Not only is the way Shin elucidates life lessons in classics uncommon, but the unique personal experiences that Shin got through makes *Dam-ron* even more distinctive. They stem from his life in prison, where he stayed for 20 years and 20 days due to his being misidentified as a spy. There, he met numerous



Book Cover. Provided by yes24.com

people with different ill-fated life stories, which in accumulation gave him insights on life itself and human relationships. The life lessons he learned there are also developed in his previous works such as *Contemplation From Prison* (1990) and *Together Forest* (1998).

His main message that penetrates his books is the importance of living with others. Shin emphasizes that one cannot exist without others, and that the essence of society lies in solidarity. Thus, while the first section of the book is mainly concerned with the theories on human relationships that he accumulated during his life, with contexts borrowed from Eastern classics such as *Maeng-ja* and *Non-*

*eo*, the second section is lighter. Relating to the calligraphy he produced, he tells stories and anecdotes on life lessons that people easily neglect. Although they start lightly, introducing one example of his calligraphy and illustrations, each expands into a truth that he wishes to communicate.

Although Shin passed away on January 15, his lectures, his life lessons, and his brightness will be remembered by many, as his books verify. Shin Young Bok was truly a person that suits the position “Mentor of the Era,” and a teacher for the whole generation. His thoughts affected so many people’s lives. This is why *Dam-ron*, his last transcript of lectures, bears much meaning. Just by reading it, a new sphere of insight will open up. 📖

## Book Information

**Title:** Dam-ron  
**Author:** Shin Young Bok  
**Publisher:** Dol Be-gae  
**Year Published:** 2015





# Overcoming Tribulations with Powerful Music

As soon as the orchestral rock band made its debut, people could not help but fall prey to its fresh charm. As the harpist uses his fingers to air-pick a harp in the background, the lead singer stuns the audience with her compelling voice. The boundless energy and enthusiasm that the band offers are so great that the news about the lead singer's bone injury on stage were taken by no surprise, given that she always throws herself around the stage like a whirling dervish. Meet Florence and the Machine.

By Min Jeong Park (seoul96@korea.ac.kr)

An English indie rock band, Florence and the Machine consists of lead singer Florence Welch, keyboardist Isabella Summers, guitarist Robert Ackroyd, drummer Chris Hayden, bassist Mark Saunders, and harpist Tom Monger. Since its debut, the band took the music industry by storm in the United Kingdom (UK) and in other parts of the world. All of their three albums, *Lungs*, *Ceremonials*, and *How Big, How Blue, How Beautiful*, met with great success. The five 2016 Grammy Award nominations and countless awards the band has received are reasonable considering the fact that these albums were recorded as one of the year's popular releases in the UK and reached top ranks on the Billboard 200.

The band is famous for its sensational performances and splendid stage management, but mostly for Welch's vocal performances. Welch's intriguing and mighty singing is present in the group's second single, "Dog Days Are Over." The song begins with the harpist playing the notes out from a harp and is soon joined by Welch's soft and peaceful tone. When she sings her first "the dog days are over" part and bursts into a powerful chorus though, her calm and charming tone transforms into a thundering roar. Intense drum rolls and the strumming of guitars can also be heard in the background, creating an atmosphere filled with excitement for both performers and listeners.

The driving force behind Welch's outrageously expressive voice comes from the hardships she went through as a young child. Even before Welch reached the age of 15, her parents got divorced and her maternal grandmother committed suicide. The overwhelming experiences led Welch to depend on music as a source to release all the

frustrations within her. "I think that is why a lot of the songs can be angry or quite sad because there is a clarity in songwriting that I find quite difficult to express normally," said Welch in an interview with the *New Zealand Herald*.

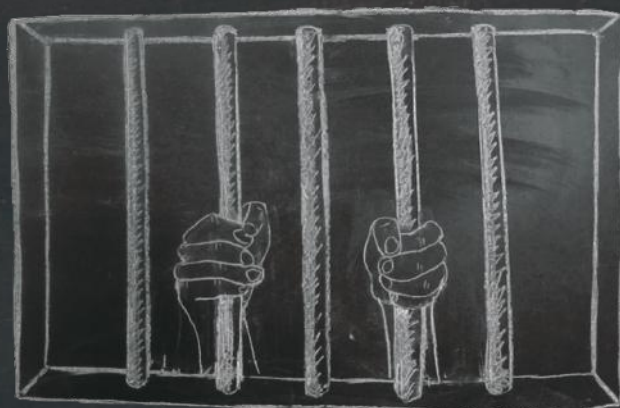
Welch once again sublimates her pain in "Ship to Wreck," a second single from the *How Big, How Blue, How Beautiful*. The song addresses the difficulties Welch has experienced during her career and her struggles with love and alcohol. Welch explained to *Daily Life* press that she has a self-destructive side to her: "I am fun up to a point, but sometimes I get so destructive that I end up breaking the thing I love the most." The band skillfully manages to express her raw emotion through the lyrics, "Did I drink too much? Did I build a ship to wreck?" The lyrics become even more meaningful as the powerful guitar rips through the enchantingly beautiful opening of the song.

Interestingly enough, numerous listeners can identify with the songs even though they are personal. This is probably because the groups' songs and lyrics are about universal human experiences that many people can empathize with. Therefore, listeners can expect a liberating experience by listening to the band's music if they, too, share similar experiences as Welch or if they are in a bad mood. Welch's tremendous voice and the band's exciting beat will blow away all concerns in an instant. 🎵

1 Florence and the Machine's first album, *Lungs*. Provided by [florenceandthemachinefanclub.com](http://florenceandthemachinefanclub.com).

2 Florence and the Machine's second album, *Ceremonials*. Provided by [amazon.co.uk](http://amazon.co.uk).

3 Florence and the Machine's third album, *How Big, How Blue, How Beautiful*. Provided by [timeout.com](http://timeout.com).



# The Struggles of Those Who Care

Caught up in a cutthroat competition that we call “education,” most people nowadays choose to turn a blind eye on the kids who get left behind. In a world where one’s Grade Point Average (GPA) matters more than one’s interest and talent, *Detachment* (2011) sheds light on the limitations of public education and educators’ desperate attempts to save those kids who are drowning in the chaos of their lives.

By Maeng Jun Ho (juneau0317@korea.ac.kr)

**D***etachment* paints a realistic, yet gloomy picture of today’s public high schools in the United States (U.S.). However, this movie distances itself from other films of a similar kind in that it zeros in on the struggles of teachers. In many cases, movies about schools often revolve around students, with the teachers playing more of a supporting role. On the contrary, this movie conveys a different message about the enormous responsibilities that education entails and those who bear the burden.

In spite of its rather lackluster and depressing tone, *Detachment* has gone on to win eight awards and six nominations in a number of distinguished international film festivals. Directed by Tony Kaye and starring Academy Award-winning actor Adrien Brody, the power of this movie lies not in eye-catching computer graphics or jaw-dropping plot twists, but in the actors’ genuine and raw emotions that are vividly delivered through the screen.

*Detachment* centers on a substitute teacher Henry Barthes, played by Adrien Brody, who pathologically avoids forming any attachment with his students and colleagues by drifting from one school to another. However, he finds reasons to break down the walls in the unlikeliest place, at a dysfunctional high school where he is newly assigned. In an attempt to salvage a neglected student and a teenage

prostitute, he learns the true meaning of education and the value of emotional connections.

## Main Themes

To take off the lid and dig deeper into this movie, one of the central messages of *Detachment* is clearly reflected in Henry’s monologue. “There should be a prerequisite for being a parent,” he says, underscoring the importance of parents’ role in a child’s upbringing. The director drives the message home by portraying how the students’ wayward behaviors stem from their parents’ irresponsibility and indifference.

Subsequently, the burden that the parents neglect falls squarely on the teachers, who do their utmost to help the students figure out who they are and make a difference in their chaotic lives. However, no matter how hard they try, it has always been a losing fight from the beginning, because only with genuine care and support at home can kids learn to stand on their own two feet.

If anyone were to understand the gravity of this concept, it would be Henry, who also suffered from a critical lack of parental affection in his childhood due to his mother’s suicide. As a result, he has his own share of psychological



issues, as demonstrated in his tendency to stay away from having any meaningful relationships with others. Yet, it is precisely this psychological instability that enables him to empathize with the kids who need someone to “understand the complexities of their lives.”

### Critical Reception

Despite an impressive array of awards and nominations, *Detachment* has garnered mixed reviews from the public and the critics alike. Yes, Kaye’s message about education and parenting is clear enough, but what leaves the audience thirsting for more is a solution or an alternative to this egregious institutional problem in our society. In that sense, it is no wonder that the ending seems a bit rushed and even incomplete.



Henry Barthes is the human embodiment of detachment, lacking a full spectrum of human emotions. Provided by [anamorphosis-and-isolate.tumblr.com](http://anamorphosis-and-isolate.tumblr.com).

In addition, another area that has room for improvement is the overly exaggerated portrayal of the characters and plot devices from beginning to end. Henry’s monologue that shows his emotional vulnerability sets the tone of the movie right from the get-go, and it grows darker and darker as the movie progresses. As if the relentless pessimism was not depressing enough for the audience, it goes on to bombard them with heavy subjects like rape, prostitution, suicide, and drug abuse.

Unfortunately, such melodramatics and cynicism only get in the way of the director’s efforts to create the illusion of reality and authenticity by using documentary-like filming techniques. Ironically, this can even exhaust or bore the audience in some ways. The overuse of negativity starts to seem like a repeated pattern, rather than an intriguing suspense that has the audience sitting on the edge of their seats. It might have done the movie more good if Kaye had taken it down a few notches.

### Cinematic Techniques

Speaking of filming techniques, the director has integrated a number of different cinematic elements in *Detachment*. Based on his previous experience of filming documentaries, he makes an extensive use of documentary-like filming methods, formally known as docu-fiction or docu-drama. On top of that, Kaye inserts chalkboard animations such as a guillotine and prison bars to reinforce the mood of the film every now and then.

Perhaps another notable aspect is the use of close-up testimonials and interviews throughout the movie. By placing interviews with actual teachers at the very beginning, the director straight up tells the audience what the movie is all about. Aside from the interview, Henry’s monologue that closely zooms into his face is presumably another artistic choice made by the director.



Henry gradually learns to care for others who are lost without his guidance. Provided by [podmosta.bg](http://podmosta.bg).

All in all, *Detachment* is a meaningful movie because it brings the focus back to the educators whose dedication is often overlooked and the troubled adolescents who are left to their own devices. Indeed, not every teacher is a tormented slave and not every student is a suicidal teenager or a runaway hooker like those in this movie. Still, it manages to serve its purpose in that it paints a worst-case scenario, as a warning of sorts. The audience can also learn to appreciate the reality that is not as hopeless and cynical as the one depicted in *Detachment*. ❏

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### Film Information

**Title:** Detachment (2011)  
**Running time:** 98 minutes  
**Director:** Tony Kaye  
**Release Date:** 2011.4.25 (U.S.)

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Pete (Ju Min Jin) and Ginette confess their love for each other for the first time. Provided by Story P.

# Let Love Be Everything, Alm♥st Maine

People fall in love like they flick on a switch. They turn it on with the touch of the fingertips and, like a forest fire, love rapidly spreads. Then they turn it off again, and the power goes off as if nothing ever happened. It is this easy—all it takes is the slightest touch of the fingertips to start and end love. People check each other out as they walk by. They ask for each other's number at a subway station. "Will you go out with me?" is a question that must be answered in order to start love. It seems that today, love has become too dichotomous—more of an easy O, X quiz than an interchange of complex feelings. So the question *Almost Maine* asks is this: what is true love?

By Lee Jeong Min (cosmos0330@korea.ac.kr)

“Do not be silly! Everyone can fall in love!” Marvalyn, one of the nine main characters of the show *Almost Maine* brightly says. *Almost Maine* is an omnibus play that consists of nine short stories, all of which hint to people as to what love is. Taking place at a fictional town named Almost in Maine, the story shows what happens to nine couples simultaneously. Minutes before a fascinating aurora emerges on a chilly Friday night, some couples fight, some confess their love for one another for the first time, and some say good bye.

*Almost Maine* does not define what love is for the audience, nor does it provide *useful tips* on how to make love relationships work right. Instead, it merely depicts the emotional exchanges—be it sadness, loneliness, or happiness—that go back and forth like a Ping-Pong game between two persons. Unlike typical romantic comedy shows, there are no ups and downs, twists, and dramatic effects that fancily decorate the story. Instead it flows like a clear river, into the hearts of the people, and provides hints as to what love may be.

Several factors make this play attractive and mesmerizing. The foremost is that love is depicted the way it truly exists for people—in a complex manner. It is romantic, sad, tragic, happy, mellow, grave, light, heavy, and so much more, all at the same time. For Pete, the very first main character that shows up in the play, love is a continuous waiting for Ginette, no matter how long the time may take. For Glory, it is carrying around her broken heart in a paper bag. For Jimmy, it is pretending to be fine upon hearing about his ex-girlfriend's marriage, when he really is not fine. “It is

romantic and sweet, but then cruel and saddening all at once,” said Ju Min Jin, who plays Pete, Jimmy, and Phil.

Thus, in *Almost*, love is tricky, demanding, and capricious. Rather than a yes or no question, it is more of a sophisticated exchange of *hearts* that continuously bounce back and forth. No love in this world or in people's lives can ever be identical. It is not the flick of the switch that starts and ends love, but the true hearts of the people of *Almost*. They worry if that is what they have to do, hesitate if they need more time, take courage if they feel the need to, and wait if they believe that they should. It is not easy to follow one's heart; after all, it takes a whole lot of courage and time to look into their deep minds. Therefore, the love that people of *Almost* show is slow, stubborn, plain, and at the same time pristine.

No love can stay evergreen. Just as an aurora never stays the same color, love changes because people change. Every love changes in a different way. Love may degrade into hate, making two once fierce lovers turn their backs on each other. Or it may deepen as a shallow river slowly flows to become a deep blue ocean. *Almost Maine* focuses on the slow process of every love that moving inches toward or further from each other. The audience, meanwhile, cannot help but feel deep empathy as they reflect themselves onto the characters that try so hard to accept the changes in love. These love stories are about all of us and reflect the love that we have had, may be having, or will be having someday.

*Almost Maine* poses a different lesson for every individual. It may be the realistic and romantic lines of the characters, or

specific themes from a particular story that the audience may keep within their hearts. However, in the end, it is really up to the people themselves to choose which jewelry to keep from the treasure box. This play is not unilaterally teaching the audience what people ought to remember, but rather how to make the audience *feel*. “The biggest lesson I learned from the people of *Almost* is their attitude towards love scars,” Ju shared. “Instead of trying to hide and ignore it as we do, they purely accept the pain and try to heal it.”

“I hope you find it, too, the one place in this world where you belong,” says a man as he waves goodbye to his former lover, Hope. *Almost Maine* does not provide a definite answer like a mathematic equation to what love is. Instead it reminds people that love is not black or white. Just like an aurora that constantly changes its colors to blue, green, and red at every miniscule moment, love is not definite. Love is not and can never be as easy as the flick of a switch—it takes time, patience, and a whole heart. It is complex—maybe that is the reason why people wish to render it easier and simpler. The question, “What is love?” still roams around and the answer is yet to be found. Until then, let that enigma we call love be in everything and reside everywhere. ☞

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### Performance Information

**Place:** Sangmyung Art Hall,  
Theatre 1

**Running Time:** 110 minutes

**Date:** 2016.01.08~2016.04.10

**Ticket Price:** 30,000 won  
-40,000 won

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# WAKENING OUR SENSES THROUGH

# Lights

With the sun burning during the day and modern technology that lights up the human world by night, light always exists anywhere. Light is also what brightens up the world so that people can see colors. Just a single ray of light in a room filled with complete darkness would be the greatest key that would lead to the outside. The exhibition *Spatial Illumination—9 Lights in 9 Rooms* not only shows people this primitive function of light, but also presents ways in which a single beam of light can create masterpieces.

By Lee So Young (bcs1118@korea.ac.kr)

D museum introduces a new genre of art named "Light Art" through its inaugural exhibition named *Spatial Illumination—9 Lights in 9 Rooms*. The exhibition is divided into nine unique rooms that display different artworks, each presenting the subject of light in a unique style. The rooms are arranged in a way that allows viewers to experience light in all kinds of different settings.

The visits to each of the nine rooms show the infinite potentials of light. In other words, one room might show how people can even communicate through light, while the next room might display the beauty of nature with light. By using light, the exhibition shows the intimate relationship between nature, people, and space. Through combining other artistic materials with light, such as music or videos, the entire exhibition continuously stimulates the senses of the audience.

Today, light can shed any color if it is artificially controlled. However, whether it is because of sunlight or light bulbs, people naturally think *white* as the original color of light. In the first room, the entire art work is burning lucid, clean, and white light. This room presents light in its purest form, and it seems to be deliberately placed in the very front of the exhibition. Before industrial revolution created light through technology,

and before Thomas Edison invented the light bulb, this purest shape of light would be the one similar to that of the first room. The lights gleaming with white fill the entire room as if they were resisting any artificial touch of human technology.

From the next room to the ninth room, light continues to take on colors that create an emotional resonance between the works of art and viewers. Red, green, and blue, those three main colors of light are dressed upon numerous triangular pyramid-shaped objects. When seen from the front, the work simply seems to be an inverted triangle. However, in order to see the true colors and the light that they shed, viewers must move their position to look at it from the side of the work. Although the work only uses three colors, the harmony that the three colors create gives an illusion that the work uses numerous hues of light. While the whiteness of the first room might have created a feeling of inner peace, starting from the second room, the various colors create splendor within the rest of the exhibition.



Even though most of the rooms simply shed lights on their own, the fifth room, named the “Mirror Branch,” creates beauty by using the reflections of a sculpture. In this installation hangs thousands of mirror discs from the ceiling and reflects the discs with light to create shadows that resemble nature. While the mirror discs simply give the impression that shiny things are pretty, the true beauty of the room lies in the shadows created by light. The shadows created on the farthest part of the room create a bountiful tree. Completely made up of reflections, the shadows generate the feeling of walking through a beautiful forest with light beaming through the leaves, high up on the trees.

After walking through the shadow forest, viewers face a completely different kind of nature. Upon walking into the sixth room, one would either be amazed or frightened. Suddenly, the bright light from the fifth room turns into darkness. The arch-shaped room consists of hundreds of hexagon tiles that continuously create different kinds of light. The floor is made up of a mirror that creates a delusion that there is nothing underneath but darkness. However, the most interesting characteristic of this room would have to be the noise ringing throughout the entire room. The music resembles that of a howling whale, and this, along with the dark-colored times, makes the viewers mistake themselves as if they were trapped inside the stomach of a large whale.

Passing through the world created with light, viewers are able to take part in creating artworks themselves. Using the colors red, green, and blue, three different-colored shadows are

created every time a person enters the room. The overlapping shadows create great photos since they escape the common conception that shadows are black. By changing the gloomy color of shadows into bright, charming colors, the room gives yet another experience to the visitors. With only the three colors of lights stuck to the wall, it is the viewers themselves in charge of making the artwork. Therefore, the final part integrates all visitors as artists and alchemists of light.

Although the exhibition is created within one subject of light, each of the nine rooms stimulates different senses. Combining light with music and the viewer's participation, each of the human senses can be stimulated. Those who love the simplicity that light sheds would love the first part of the exhibition. Those who want to experience a whole different setting should visit the world created in the fifth and sixth rooms. The nine different emotions and experiences that the nine rooms create are something that people living in continuous patterns of spaces should meet. 📌

- 1 The room showing light in its purest form. Photographed by Kim Hye Ri.
- 2 Lights colored upon a pyramid. Photographed by Kim Hye Ri.
- 3 A tree is created upon the wall with reflections. Photographed by Kim Hye Ri.
- 4 The room symbolizing a gigantic whale. Photographed by Kim Hye Ri.
- 5 A viewer creating art with shadows. Photographed by Kim Hye Ri.

### Exhibition Information

**Location:** D Museum. Address: 5-6 Dokseodang-ro 29-gil, Yongsan-gu, Seoul.

**Date:** December 5, 2015 - May 8, 2016

**Time:** Tuesday-Sunday 10:00A.M. - 6:00P.M.  
Friday, Saturday 10:00A.M. - 8:00P.M.  
(Closed on Mondays)

**Price:** 8,000won (adult) / 5,000won (age: 8-18) / 3,000won (age: 3-7).



# Acknowledging Men's Military Service

People have continuously strived to create a better world—a world in which inequality is nowhere to be found, be it racial, gender-related or economic. The attempts remain to this day, as social inequality still exists. Korea is not an exception. Since the Korean War, it has been mandatory for all Korean men to fulfill military duty in their early 20s, yet they have not received a sufficient amount of compensation in return. As a way to acknowledge men for their work, officials of the Ministry of National Defense (MND) have proposed to give college credits to students who complete their military service.

By Park Min Jeong (seoul96@korea.ac.kr)

On February 8, Han Min Gu, the current Minister of National Defense, declared that a system in which soldiers could earn college credits while serving in the military should be implemented by 2017. After completing the whole required course, soldiers receive a total of 18 credits: six for taking online lectures and passing the exams, three for completing military education, and nine for serving in the military service. This year, Seoul National University (SNU) decided to carry out a test run, which is worthy of notice as it is the first major university in Seoul to do so.

Without a doubt, Korean men deserve rewards for their service. Although their duties are meaningful, Korean men sacrifice two of the most precious years of their lives for the nation. They are forced to go through exhausting training and make a relatively late start on their careers. Our society, however, has been regarding the conscription system as a duty that men are bound to perform and has taken their sacrifice for granted.

Of course, MND did make persistent efforts to come up with a way to compensate men for their service, yet its acts were passive. For instance, the “veterans extra point system” was practiced in 1961, in which extra points were given to male applicants during entrance exams for state jobs if they completed military service. This system was ruled unconstitutional in 1999, and ever since then no alternative has been set to replace it.

This being so, MND's new measure 39 years later is pleasant to hear. Nonetheless, improvements need to be made for this half-baked matter to be settled. Currently, soldiers who undergo the test receive either pass or fail for their academic and military performance. Although soldiers need to listen to lectures and hand in assignments

in order to receive six academic credits, they earn 12 credits simply for serving in the military. Basically, this system is not much different from the veterans extra point system in that it gives 12 credits solely for soldiers' service.

Sure, it imposes less direct influence than the extra point system with respect to applying for jobs. Still, soldiers will be likely to receive good grades under the pass-fail grading system, which puts them in a relatively favorable position. Females and those exempted from military service will likely protest against this newly suggested system and ultimately abolish it like they did for veterans extra point system.

The reward system for military men has always been controversial because many question whether it is right to give them some advantages for their legal obligation. Thus, in order to reform the current military system and satisfy those who see the reward system in a negative light concurrently, MND should not merely throw out benefits, but rather create an “opportunity” for soldiers to make up for their two years.

MND could transfer the grading system to the traditional letter-grade system and set a clear guideline as to how a soldier's performance will be assessed by professors and military officials. While a pass-fail grading system is simply about getting the work done, a letter-grade system, ranging from A to F, has more to do with assigning grades depending on the student's learning ability. For a student to receive a good grade, an A+ for instance, he or she must try exceptionally hard and meet all the criteria under this category. This way, soldiers will need to put in some effort to get good credit just like any other university student, and perhaps criticisms that credits are given freely will finally come to an end. 🇰🇷





# Stop the Chicken Game, Keep Nuri

Politics can play its role, but not in the sector of welfare for child care. The controversy regarding the government support for the Nuri Program is a hot topic in Korea, where all mothers are eager about their child's education. Despite such keenness on this issue, the central government and the regional education offices have been playing a chicken game that must come to an end. The game must stop, and society is in need of revision with respect to the education grant system.

By Chae Jisu (michaela1004@korea.ac.kr)

Parents with young children had to hold onto their nerves when the regional offices displayed their disagreement toward the central government regarding the implementation of the Nuri Program (the initiative to private financial support for day care programs designed by the Park Geun Hye administration). The clash occurred between the two parties when the regional education offices claimed that the central government did not draw up a *specific* budget for the *Nuri Program*, while the central government claimed that the expense was included in the budget for *education as a whole*.

While the clash continued to exist between the central government and the regional education offices, the education offices of Seoul, Gyeonggi, Gwangju, and South Jeolla did not provide money to kindergartens and day care centers until the deadline they were liable for. With the Nuri Program, the fees for daycare centers decreased by a maximum of 290,000 won for a student in a private institute and 110,000 won in a public institute. However, with a handful of education offices refusing to provide financial aid for the Nuri Program, many mothers are exposed to carrying heavier burdens.

The conflict between central government and regional education offices occurred recently, when the responsibility of the Nuri Program transferred from the central government to the regional offices last year. Subsidies for daycare programs were previously financed from national taxes, local taxes, and grants for regional education offices provided by the Ministry of Education (MOE) however, since the central government support was suspended last year, a handful of regional education offices

curtailed the budget for the Nuri Program and refused to maintain it.

Claims for financial constraint by the regional offices are recognized, and yet what is imperative is not calling for an end to the program, which numerous mothers are in need of, but for an elimination of other inefficient sectors. Currently, the free meal project, which in the past was offered only to children from low-income families but is now offered to all children regardless of their financial backgrounds, is the sector casting the most burdens on public education finance. Even a child from an extraordinarily rich family is provided with a free meal; the government could cut that expense and draw on that money to replenish the Nuri Program.

Some of the regional education offices insist the central government raise the budget for the Nuri Program, and yet that is nonsensical considering the decline in the number of students expected in the following years. The low fertility rate of Korea is expected to decrease student population by a third in 2020, while the subsidies are estimated to increase by three times. Raising the budget is definitely not the answer to this issue.

The shortages in education finance claimed by the regional education offices is understandable, but do not provide reasonable grounds to cut support for the Nuri Program. A tough environment for mothers of young children means the continuance of low fertility rates and ill demographics—supporting mothers must be a top priority. The only way to raise the current-state fertility rate of 1.21 to 2.1—the fertility rate required to maintain the population of a country—is to make sure all mothers feel ensured about having children. ♡



# Time to Talk About Sex, Education

“People of the opposite sex should not be alone together.” This is from current sex education material used in Korean public schools—problematic indeed, since this sentence alone can mislead many teenagers’ perspective on sexual relationships. As this partly shows, sex education in Korea lacks realistic information that can help teenagers from gaining sound values on sexuality. Consequently, Korean students learn more from pornography than from current sex education materials. It is time to talk about proper sex education in Korea.

By Kim Ha Young (emily0923@korea.ac.kr)

Sexuality is an important part of one’s identity, and thus the joy of a healthy sexual life is a lifelong right that everyone deserves. However, in contrast with the importance of sexuality, sex education has been and continues to be overlooked in Korean society. Not only does the educational material negate sexuality, it urges students to practice abstinence, thus omitting crucial information that is considered “unnecessary, and can encourage sexual relationships.” In the debate on Korean sex education held by the National Assembly, it was even said that the word *masturbation* should not be used in sex education because it can be “provoking.”

That most of the teen population is already aware of sexual relationships is not considered by the current planners of Korean sex education. Most students have already learned about sex via other channels, making sex education the subject of harassment and ridicule. A research by Ministry of Gender Equality and Family (MOGEF) shows that over 45 percent of teenagers have encountered online pornography, and 20.9 percent of them had sexual experiences. For them, current sex education that talks of sperms and ova is outdated and unrealistic.

Hence, teachers also do not feel the need for better instruction. In fact, according to a research conducted by Park Hye Ja, a member of the National Assembly, 67.3 percent of sex education teachers have failed to complete the 30 hours of mandatory training. Without substantial changes, the callousness of students and teachers will continue. Sex education will bear no meaning except for the role of preventing the topic of sexuality from rising to the surface. The overall attitude of Korean society, which is to push sexual issues aside, is aggravating serious problems such as an increase in sexual violence and related suicides, leaving more teenagers in agony.

Current sex education materials also lack gender sensibility. It fails to serve its role to establish solid concept of gender in students. A manual for high school sex education states that “from the perspective of a man who spends a lot of money on dates, it is natural that he would want a commensurate compensation from the woman. In such conditions, unwanted date rapes can occur.” Such a statement can be interpreted as a justification of date violence as well as perpetuating gender stereotypes. In such status quo, it is unsurprising that contents on lesbian, gay, bisexual and transgender youth are missing.

Korean sex education fails to teach about sexuality itself, gender roles, ways to enjoy a healthy sex life, the prevention of sexual violence, and much more. It is now time to talk about introducing comprehensive sexuality education in Korea, which covers all the areas mentioned above. It would help youth develop positive attitudes towards sexuality and gain appropriate information so that they will be able to make healthy decisions regarding their sex lives. Most importantly, this education does not exclude sex from society, since sex education is a reasonable investment for a healthy future generation.

The government should be ashamed that pornography is students’ main source of information about sex. This is an act of neglect and of disregard for everyone’s right to sexuality. The government should lead in the creation of education materials that can provide appropriate and acceptable information. Although it would be a long way for Korean sex education to reach the level of other countries such as Canada, where an AIDS patient could teach students the importance of preventing sexually transmitted diseases, efforts should be started. ❏

# WE LISTEN



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Contact us at [thegrانيتower@gmail.com](mailto:thegrانيتower@gmail.com)

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