GEORGE PEABODY COLLEGE FOR TEACHERS

KOREAN PROJECT - IMPROVEMENT OF TEACHER TRAINING

SEMI-ANNUAL REPORT

March 1 through August 28, 1959
With the six-month period of this report George Peabody College for Teachers concluded three years of service in Korea. The College has been under contract with the International Cooperation Administration to assist the Ministry of Education and related institutions in Korea with the development of Korea's teacher education program.

The emphasis continues to be upon assistance to Korean educators in the development of a modern education system to accommodate a society in transition. It is believed that a corps of teachers is vital to this development. Improvements must be made in the content and method of instruction in both pre-service and in-service programs. It is further believed that fundamental changes must be begun at the base of the educational system. Hence the major effort of the Peabody project is directed toward the elementary teacher training program through the normal schools.

PERSONNEL

During the period of this report six new staff members were added to the Peabody project.

Mr. Roscoe Goslin, Specialist in Elementary Education, arrived in Korea on March 28, 1959, for a two-year tour of duty. Mr. Goslin is assigned to the teacher training institutions in Cholla Namdo Province which includes Kwangju Normal School, Kwangju Teacher's College, Mokpo Normal School, and Sunchon Normal School. Mr. Goslin's headquarters are located in Kwangju Normal School.
Miss Dorothy Neubauer arrived in Korea on April 9, 1959, for a one-year tour of duty. Miss Neubauer is a specialist in Textbook Preparation and is working directly with the Textbook Bureau of the ROK Ministry of Education.

Mrs. Ella Goslin, wife of Roscoe Goslin and also a specialist in Elementary Education, arrived in Korea June 12, 1959. Mrs. Goslin works with the normal schools in Cholla Namdo province. Her tour of duty will run concurrently with that of Mr. Goslin.

Dr. William D. Hedges, Specialist in Elementary Education, arrived in Korea June 16, 1959 for a two-year tour of duty. Dr. Hedges is located in Taejon and works directly with normal schools in Taejon, Kongju, Chongju, Kunsan, and Chonju. In addition to this assignment Dr. Hedges will be used as a consultant in science education at other teacher training institutions.

Dr. William H. Drummond arrived in Korea June 20, 1959, for a two-year tour of duty. Dr. Drummond is a specialist in Secondary Education and is working with the College of Education, Seoul National University.

Mr. Tom Warren, Administrative Assistant, arrived June 26, 1959, for a two-year tour of duty. Mr. Warren is assistant to the Chief Adviser.

At the end of the period there were sixteen technicians on duty. The following table shows the assignment, date of entry to Korea, tour of duty, and expected date of departure for each technician on duty during the period of this report.
<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Assignment</th>
<th>Date of Entry to Korea</th>
<th>Tour of Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burgess, Robert</td>
<td>Library Science</td>
<td>Yonsei Univ.</td>
<td>Feb. 19, 1959</td>
<td>2 years</td>
</tr>
<tr>
<td>Drummond, William</td>
<td>Secondary Education</td>
<td>College of Ed. SNU</td>
<td>June 20, 1959</td>
<td>2 years</td>
</tr>
<tr>
<td>Garrison, Martin</td>
<td>Chief Adviser</td>
<td>Seoul Office</td>
<td>May 12, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Goslin, Ella</td>
<td>Elementary Education</td>
<td>Kwangju Normal School</td>
<td>June 12, 1959</td>
<td>2 years</td>
</tr>
<tr>
<td>Goslin, Roscoe</td>
<td>Elementary Education</td>
<td>Kwangju Normal School</td>
<td>March 28, 1959</td>
<td>2 years</td>
</tr>
<tr>
<td>Hamon, Ray</td>
<td>Educational Administration</td>
<td>College of Ed. SNU</td>
<td>Oct. 6, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Hayward, George</td>
<td>Curriculum</td>
<td>Ministry of Education</td>
<td>Feb. 19, 1959</td>
<td>1 year</td>
</tr>
<tr>
<td>Hedges, William</td>
<td>Elementary Education</td>
<td>Taejon area Normal Schools</td>
<td>June 16, 1959</td>
<td>2 years</td>
</tr>
<tr>
<td>Kegley, Tracy</td>
<td>Elementary Education</td>
<td>Seoul area Normal Schools</td>
<td>Feb. 17, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Mitchell, Joy</td>
<td>Elementary Education</td>
<td>Taegu Normal School</td>
<td>July 30, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Mitchell, Thomas</td>
<td>Elementary Education</td>
<td>Taegu Normal School</td>
<td>July 30, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Neubauer, Dorothy</td>
<td>Textbook Preparation</td>
<td>Ministry of Education</td>
<td>April 9, 1959</td>
<td>1 year</td>
</tr>
<tr>
<td>Sudlow, Donald</td>
<td>Elementary Education</td>
<td>Pusan Normal School</td>
<td>Oct. 22, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Swiger, Ethel</td>
<td>Library Science</td>
<td>Yonsei Univ.</td>
<td>Nov. 1956</td>
<td>3 years</td>
</tr>
<tr>
<td>Vaughan, William</td>
<td>Elementary Education</td>
<td>Pusan Normal School</td>
<td>Sept. 15, 1958</td>
<td>2 years</td>
</tr>
<tr>
<td>Warren, Thomas</td>
<td>Administrative Assistant</td>
<td>Seoul Office</td>
<td>June 26, 1959</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Commitments have been made to add the following during the next six-month period:

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Assignment</th>
<th>Date of Entry</th>
<th>Tour of Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook, Arthur</td>
<td>Science Education</td>
<td>General Consultant</td>
<td>Aug. 29, 1959</td>
<td>6 months</td>
</tr>
</tbody>
</table>
Mr. Cook will work with the science teachers in the normal schools and colleges of education throughout Korea. He will emphasize the improvement of teaching techniques and methods, utilization of inexpensive, local materials and supplies, and the extension of laboratory learning experiences.

Mr. Cook will also assume responsibility for advising members of the science departments at Kwangju Normal College where a "model" teacher training science department is being developed. In January, 1960, he will conduct a two-week national workshop for science teachers.

Developments During the Period

The problems in the Korean educational system are complex and numerous. The Peabody Staff is aware of the magnitude of difficulties involved in changing the direction of a school system. The following list is an attempt to identify continuing objectives which the staff has been endeavoring to attain during the total contract period.

I. Establishment of the normal school of each province as a demonstration or model teacher training institution for primary school teachers.

A. Improve the process of administration and management.

B. Change the basic pattern of teaching techniques. Basically this is a change from the lecture, assign, recite, test procedure to a more modern pattern of techniques to include consideration of principles of learning based on research, pupil involvement, problem solving, use of resource materials, use of library, etc.

C. Development and use of teaching materials.

D. Development, acquisition, and use of teaching equipment. This includes furniture and other equipment to establish "teaching situations" in the areas of science, home economics, social studies, arts and crafts, national language, health, and others.

E. Development and use of libraries.
F. Rehabilitation and construction of buildings to an effective condition to house the program.

G. Development of in-service training program for professional growth of teachers within the school. Knowledge, understandings, and skills must be developed along with acquisition of materials, equipment, and housing.

H. Development of normal schools as centers for in-service training of primary teachers from other schools in the area.

II. Establishment of two four-year colleges of education as effective centers of training secondary teachers.

Generally the same specific objectives as listed in No. I are applicable here with the focus being on preparation of secondary teachers rather than primary teachers. An additional objective for the two colleges of education in the National Universities is the development of a leadership training program for superintendents, principals, vice-principals, guidance workers, and supervisors.

III. The development of a training center for librarians at Yonsei University.

IV. The development of the Central Educational Research Institute as a research center to support the Ministry of Education in its leadership of the total school system.

V. The development of sections of the Ministry of Education into more effective status for curriculum planning and leadership and in the preparation of textbooks and other publications.

VI. To work with all sections of the Ministry of Education as may be appropriate to improve the teacher training program in Korea.

VII. To work with the Education Division, OEC, in the over-all program of developing education in Korea. This involves participation in policy making as well as joint activities with technicians in OEC.

It is not intended in this report to summarize in detail all the activities of the staff during the period. The approach is to highlight certain activities in each report. The reader may get a total picture of project activities by studying all of the reports submitted.
Rehabilitation and Construction of Teacher Training Facilities

In the general effort to establish at least one normal school in each province as a "model" school and teacher training program the Peabody project has endeavored to assist the Ministry of Education in bringing the facilities in these institutions to an effective condition of use. To this end at the request of the Ministry an outstanding specialist in school construction was added to the staff in October of 1958. A two-year program was launched coinciding with the tour of this specialist to accomplish the objective. Funds were programmed in FY'58 and FY'59 to implement the program.

This report features the accomplishments, problems, and projected activities of this special project.

The General Situation

The normal school and normal junior college facilities in Korea consist largely of academic classrooms of about 20 pyong (720 sq ft) with teachers' platforms and very poorly built desks and chairs. In addition to these classrooms the following facilities usually exist: one classroom area for the office of the principal or dean; one classroom area for the business affairs office; the area of two classrooms for a faculty room; about one-half of a classroom for a "library"; and, in some cases, one room for science, one room for home economics, a small auditorium, and several small organ booths.

In almost every case, the normal school proper is supplemented by an attached primary school and an attached middle school of from 12 to 24 classes each. In some cases these attached schools are physically attached or on the same campus; but, in other cases they are two miles or
more from the normal school they serve. (It is difficult to justify an attached middle school for a normal school that trains only primary school teachers.)

The buildings are very inadequately heated, if at all, because of the short supply and expense of fuel. For that reason, nearly all of the buildings have been designed for south classrooms.

Sanitary facilities, if judged by U. S. standards, do not exist. The toilets smell, and drinking and washing facilities are seldom available.

In some cases the buildings and grounds of the normal and attached schools are kept in rather good condition; but, in many cases, the properties are badly run down. Leaky roofs, rotten woodwork, worn floors, and lack of paint are all too common.

The Peabody Building Program

The purpose of the building program under the Peabody contract, with PIO/C import materials and Counterpart Hwan, is to rehabilitate and supplement the existing facilities of a selected number of public teacher training institutions to enable them to improve their teacher training programs, especially for primary teachers.

The program was designed to strengthen the College of Education of Seoul National University as the outstanding national center for the preparation of teachers, supervisors, and administrators at all levels; and to assist in the development of one junior normal college in each province for the training of primary school teachers. For this latter phase of the program, it was decided to provide facilities to strengthen the existing normal junior colleges at Pusan and Kwangju; and to provide, within the limits of available funds, suitable facilities for a normal
junior college program, at each of eight normal schools, on the assumption that they would be upgraded to that status for training primary school teachers. These eight institutions are: Inchon, Seoul, Chunchon, Chungju, Taejon, Chonju, Mokpo, and Taegu.

The only building project in the 1957 program was the Library and Science building for the College of Education, SNU. Construction was started on this project in August 1959. A very substantial portion of the PIO/C import building materials for this project have been received, and are stored on the site. Because of OSROK delays in awarding contracts, bids on some materials expired and had to be rebid. There was also a delay in cement delivery. Cement was finally allowed to come in from Japan just before the June 15 deadline for trade cut off with Japan.

The 1958 building program includes allotments of $350,000 for PIO/C import materials and 809,000,000 Counterpart Hwan. Of this amount, 59,000,000 Hwan was allotted to five institutions other than those aforementioned. The remaining 750,000,000 Hwan and $350,000 were allotted as indicated in the attached table. This table also shows the Hwan releases and construction status as of August 1959.

Planning the Peabody Projects

Each of the building projects under the 1958 program has been planned cooperatively by the head of the respective institution, his staff, the project architect, the Facilities Section of the Ministry of Education, and the Peabody technicians engaged especially for this purpose.

As is the case in planning any facility, many compromises had to be made. Because of the time element, available funds, and Korean practices, the Peabody technician is not entirely satisfied with some of the features
### 1958 Building Program (Teacher Training)

<table>
<thead>
<tr>
<th>Institutions and Projects</th>
<th>Hwan releases in thousands</th>
<th>Status as of August 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In 1958</td>
<td>May 1959</td>
</tr>
<tr>
<td><strong>Inchon Normal School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att. Prim. Sch.</td>
<td>$13,500</td>
<td>64,800</td>
</tr>
<tr>
<td>Seoul Normal School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lib. Sc. HE. &amp; crafts</td>
<td>$27,000</td>
<td>54,000</td>
</tr>
<tr>
<td>Chuncheon Normal School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sc. HE. crafts, Lib. Mus.</td>
<td>$39,000</td>
<td>52,000</td>
</tr>
<tr>
<td>Taegon Normal School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal Sch. Addition</td>
<td>$8,000</td>
<td>12,800</td>
</tr>
<tr>
<td>Science building</td>
<td>$14,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Att. Prim. Sch. Add.</td>
<td>$8,500</td>
<td>13,600</td>
</tr>
<tr>
<td>Chonju Normal School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HE. and Lib.</td>
<td>$13,000</td>
<td>22,000</td>
</tr>
<tr>
<td>Dormitory repair</td>
<td>$1,000</td>
<td>14,250</td>
</tr>
<tr>
<td>Att. Prim. Sch.</td>
<td>$17,000</td>
<td>36,800</td>
</tr>
<tr>
<td>Kwangju Normal College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science building</td>
<td>$40,000</td>
<td>84,000</td>
</tr>
<tr>
<td>Att. Prim. School</td>
<td>$29,000</td>
<td>48,800</td>
</tr>
<tr>
<td>Mokpo Normal College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Att. Prim. School</td>
<td>$12,000</td>
<td>28,800</td>
</tr>
<tr>
<td>HE. Art. &amp; Lib.</td>
<td>$10,000</td>
<td>26,600</td>
</tr>
<tr>
<td>Pusan Normal College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Building</td>
<td>$37,000</td>
<td>84,000</td>
</tr>
<tr>
<td>Att. Prim. School</td>
<td>$40,000</td>
<td>64,800</td>
</tr>
<tr>
<td>Taegu Normal School *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Bldg. Addition</td>
<td>$3,000</td>
<td>24,000</td>
</tr>
<tr>
<td>Music and arts &amp; crafts</td>
<td>$5,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Att. Prim. School</td>
<td>$18,000</td>
<td>28,800</td>
</tr>
<tr>
<td>Textbook &amp; Curr. Lab.</td>
<td>$10,000</td>
<td>19,800</td>
</tr>
<tr>
<td>CERI</td>
<td>$5,000</td>
<td>29,220</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$350,000</td>
<td>743,070</td>
</tr>
<tr>
<td><strong>Project expense, MOE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>$350,000</td>
<td>750,000</td>
</tr>
</tbody>
</table>

* 12,000,000 Hwan from the main building addition and 17,800,000 from the attached primary school transferred to the music and arts and crafts project.
of some of the projects. But, after all, these are Korean facilities to serve Korean educational programs. By and large, the facilities being erected under the 1958 program represent a distinct improvement, both in functional planning and in quality of construction, over past Korean practice.

Since the existing normal school facilities consist mostly of academic classrooms, designed for a lecture and textbook program of instruction, the Peabody projects are designed to supplement such facilities with more informal activity areas such as: libraries, home economics laboratories, science laboratories, and crafts shops. These latter types of facilities will be needed for the functional accommodation of the instructional programs being developed by the normal school principals, the MOE, and the Peabody Staff.

The features being stressed in the Peabody building projects are: functional, economical, and durable. Buildings for buildings sake and monumental structures are discouraged.

Furniture and Equipment

The 1958 building program includes 100,000,000 Counterpart Hwan for furniture and equipment, but this allotment has not yet been funded in the ROK budget. It is essential that these funds be made available very soon for acquiring, on the local market, the necessary seats, desks, and other equipment for furnishing the buildings, some of which will be completed during the fall and winter of 1959.

The Peabody technicians have designed several types of furniture and equipment that can be produced economically on the Korean market; such as classroom tables, benches, and chairs; science tables; home economics equipment; and library furniture.
Some Roadblocks to Good Practice

Many roadblocks have been encountered to good administrative processes in the 1958 building program.

The piece-meal release of Hwan has resulted in confusion and delays; and has made it necessary to follow the bad practice of awarding contracts for only portions of the work on many projects, and later separate contracts for finishing the projects.

The normal delays in acquiring PIO/C imports would have been bad enough, even if this complicated procedure had worked smoothly. Unfortunately, the ROK reluctance to purchase low-bid materials from Japanese sources, and the June 15 cut off of Japanese imports, have delayed construction on most of the projects. The summer has passed without the necessary cement for weathering-in buildings during good outside working conditions. Many projects which should have been completed this fall and winter will now be delayed until next spring.

It seems to be common Korean practice to design buildings larger than can be finished for the allotments, build as far as the funds will go, and request supplementary funds to finish construction. This has been true on some of the Peabody projects, partly due to the fact that the Peabody technician was not provided with English copies of specifications and contract documents. The Peabody Staff, in some cases, has found that the contract used all of the allotment, but did not buy a finished building. Efforts are being made to prevent the recurrence of this situation.

Unfinished Business

In spite of the Peabody efforts, a few of the 1958 projects will not be finished for the respective allotments. In some other cases, drawings
have been prepared for a complete building, and a 1958 contract awarded for finishing, and making ready for occupancy, only a portion, or first unit, of the ultimate building. This is good practice, and should not be confused with the bad practice of spending all of the available funds for an unfinished facility which cannot be used. In all of the selected institutions, funds will be needed beyond the 1958 program to erect and equip additional facilities for the functional housing of up-to-date teacher training programs. This varies by institutions. Some need additional library, science, or home economics facilities; and some need improvement or replacement of obsolete attached primary schools as teaching laboratories.

It is estimated that two billion Hwan would be needed to bring the plants of the ten selected institutions up to an adequate standard for housing normal junior college programs. One-half of this amount could be expended wisely under the 1959 program, and the balance later as determined by educational program developments and enrollments.

The 1959 Building Program

The Peabody Staff and the MOE requested, and justified project-by-project, 980,000,000 Hwan in the 1959 program for further construction at the selected normal schools and normal junior colleges. Because of reduced estimates of total available Counterpart Hwan and other pressing needs; and, after much discussion and many compromises, the 1959 teacher training building program allotment was reduced to 682,000,000 Hwan. On July 31, 1959, the Peabody Staff and the Facilities and Normal School Sections of MOE agreed on a project-by-project distribution of this amount. However, this amount has not yet been funded in the ROK budget. It will be unfortunate for teacher training in Korea if this minimum amount is not made
available for rounding out the most essential facilities required by the selected institutions.

Projected Activities

The Peabody contract is concerned primarily with teacher training, and suitable facilities for that purpose, as the best and most effective means of improving Korean education. Through its contract, Peabody hopes to leave a few examples of suitable facilities; and what is even more important, a zeal on the part of Korean educators and public officials for continued improvement of educational programs and functional facilities.

In order to achieve the foregoing objectives, Peabody proposes, in addition to providing advice relative to actual planning and construction of facilities, to stimulate the following programs: (a) Continuing research in the field of functional facilities and construction procedures; (b) The development of a facilities guide by the MOE; and (c) Graduate pre-service and in-service training programs at the College of Education, Seoul National University, for school administrators and architects in the planning, designing, construction, equipping, maintaining, and care of educational facilities.

Communication with Korea Officials

The Peabody facilities technician has visited all of the projects at least four times; and held extensive conferences with the respective deans or principals, business officials, and architects, and with the Facilities Section of the MOE. He has confirmed the major points of such conferences by memoranda to the head of the respective institution, with copies to the Facilities Section.
The facilities technician is preparing and issuing a series of general memoranda, some with attached drawings and pictures. Copies of these documents are being distributed to the heads of the teacher training institutions, Facilities Section, and others concerned. Attached hereto are copies of five such releases, as follows:

Suggestion for a Science Room, May 1959.
Concrete and Brick, July 30, 1959.
Classroom Orientation, August 13, 1959.
Classroom Furniture, October 10, 1959.

CURRICULUM

No country has organized a school system, produced teachers, and developed a curriculum for that school system, as rapidly nor under any more difficult circumstances than has been done in the Republic of Korea. The leaders of Korea, political and educational, along with the educational advisers and workers deserve high commendation for these accomplishments.

The following is quoted from a recent report of the Ministry of Education dealing with the development of the curriculum:

Course of Study in the Initial Period

"When our country was liberated, our urgent and immediate task was the matter of deciding what and how to teach. It was our first undertaking to throw off the Japanese militaristic concept of educational method and foster a democratic spirit, along with training patriotic citizens of Korea. Therefore, under U. S. Military Government, we hastily developed a table of subject matter organization and time allotment, with special stress on courses in civics, Korean history, and the Korean alphabet. At the same time, a committee was organized to develop a course of study, and textbooks to support the course of study were written and published.
July 30, 1959

MEMORANDUM TO: Deans and Principals of Teacher Training Institutions Participating in the 1958 Building Program.

FROM: Ray L. Hamon, Member, Peabody Advisory Staff.

SUBJECT: Concrete and Brick.

During recent inspections of building projects in which Peabody is interested, I have noticed some very good concrete work; but, I have also noticed some very poor work.

On some projects, I have noticed that the concrete columns and beams are badly "honecombed" when the forms are removed; that is, exposed rocks and reinforcing rods. This condition is due primarily to two factors: (1) Loss of cement through leaky forms resulting from poor workmanship and shrinkage of green lumber; and (2) Failure to work the wet concrete down well around the reinforcing rods when the forms are being filled.

To prevent the first condition, forms should be made as tight as possible, not allowed to stand for weeks in the hot sun, and well wet before pouring concrete. The second condition can best be prevented by use of electric agitator as concrete is being poured into the forms; but, if such equipment is not available, the same results can be obtained by constant puddling with a rod or a 1" x 2" stick.

When forms are stripped, columns and beams should be well filled, clean, and have square edges; and this is the way I shall expect to see all of the Peabody projects in the future. Please so advise your architects, inspectors, and contractors.

I have also noticed some poor cement brick. In the first place, the inspectors must be certain that the brick contain the specified amount of cement. They (the brick) should be kept in the shade or under cover, and sprinkled every day for at least ten days. If your brick are cured in this manner, you will have stronger and dryer walls.

I know you will understand why I am issuing this general memorandum. These buildings will not be the permanent property of Peabody College or of the U. S. Government. They are Korean buildings for the training of Korean teachers for many many years to come. We only wish to help you get the best possible buildings for the funds expended.

Copies to:
Facilities Section, ROK Ministry of Education
Peabody Staff Members
Education Division, USOM/K
MEMORANDUM TO: Normal School Principals and Architects.

FROM: Ray L. Hamon, Member Peabody Advisory Staff.

SUBJECT: Classroom Orientation.

August 13, 1959

This subject is a real problem for school building planners and architects, both in Korea and in the United States. Because south-facing classroom windows present a difficult problem of daylight control, U.S. planners and architects usually try to avoid south orientation. In Korean, however, most classrooms are faced south in order to get all-day winter sun in the inadequately heated rooms. This results in over-heated rooms in the summer and direct sun interference all year. Window shades or blinds would darken the rooms, and cut out the much-needed warmth of the south winter sun.

I am attaching a rough sketch of an attempt to partially solve the problem of south windows in Korean classrooms. A modification of this idea is being used in the Attached Primary School building at Pusan Normal College. I do not recommend the general use of such a scheme, however, unless specifically approved in each case by the Facilities Section of the MOE.

The attached sketch applies only to one-story building or the top story of multi-story buildings. It provides a great deal more south glass area than a conventional design; and, at the same time, cuts out glare from the upper portion of the windows. The upper portion admits light and warmth, but room occupants cannot see this portion because of the baffles in the false ceiling. If the space between the false ceiling and the roof is painted white, it will greatly improve lighting. Roof insulation and the overhangs will reduce summer heat.

Because of the necessity of south classroom orientation, Korean school buildings usually consist of E-W axis units with classrooms only on the south side of the corridor. This results in an undue percentage of the total building area being taken up by corridors; which in Korea, must be enclosed. It would be much more economical if the north side of the corridor could also be used for classrooms; but, with conventional design, this would give cold sunless north classrooms. Some ingenious architects might solve this problem by designing a one-story school building with classrooms on both the south and the north sides of the corridor; south rooms as shown in attached sketch and a similar roof design over the north rooms by extending the south wall of the north rooms to several feet above the corridor ceiling and sloping the roof down to the north. This would provide low north windows and high south windows in the north rooms. Such
a scheme, however, would present a difficult roof-drainage problem.

This principle could even be applied to N-S axis buildings, with both east and west classrooms, by roofing each pair of parallel classrooms with a one-way sloping roof with the high side to the south. All rooms would thus have south baffled light and also east or west windows. It would also provide well-lighted corridors with warm south sun. Again, a difficult roof-drainage problem.

Of course, there is the question of appearance. Some people would be shocked by such a design, but contemporary functional architecture is replacing many of our old ideas of beauty, on both sides of the Pacific.

The foregoing ideas of roofing school buildings, having classrooms on both sides of the corridor, so as to get south sun in all rooms, is offered only as something to think about. Such schemes should be tried out with experimental models and studied throughout the year before investing funds in full-sized buildings.

Copy to Facilities Section, MOE

Note: I presented this idea of roof design at the Principals' Workshop in January, and to the Korean Institute of Architects in June.
MEMORANDUM TO: Normal School Principals and Business Officials.

FROM: Ray L. Hamon, Member, Peabody Advisory Staff.

SUBJECT: Maintenance and Care of School Property.

In my visits to the Korean normal schools and normal colleges and their attached schools, I have observed some buildings in good condition and well cared for; but I have also observed some in poor state of repair, such as leaky roofs, rotten woodwork, and doors that won't close. Poor maintenance is also true in some American schools. The general excuse, on both sides of the Pacific, is: "We can't afford to maintain our buildings." The economic fact is: We can't afford NOT to maintain our buildings. Nothing could be more wasteful than the neglect of property. If school buildings are well constructed and properly maintained, they should last for at least 50 years. The teacher training institutions should set an example for the rest of the country by keeping their properties in good condition.

In addition to the economy of preserving property for longer useful life, there are aesthetic and educational values in well-maintained and attractive school facilities—buildings, grounds, and equipment. Run-down, shabby, and unattractive facilities invite abuse; while well-kept attractive facilities inspire respect. Teachers teach better and students learn better when they are both happy, and people are happier when working in attractive and pleasant surroundings.

Besides keeping buildings weather-tight and all exposed surfaces well protected with paint, many things can be done to improve the appearance and usefulness of school property; such as: cleaning up litter and trash on the grounds; keeping unattractive objects out of sight; grading and draining grounds so they won't be so muddy; building stone steps on hillside sites so children can get to classrooms without sliding on slippery banks; planting shrubs and flowers; keeping furniture and equipment in good usable condition; keeping exteriors and interiors of buildings painted with bright colors instead of dull and dirty walls, ceilings, and trim; and doing something to reduce toilet smell.

Regular and special classrooms should be painted to improve lighting and to provide more attractive working surroundings for students and teachers. Furniture and trim should be light, preferably natural wood finish; ceilings should be white, or near white; and walls should be in pastel colors, that is, high brilliance and low saturation. There are many good color combinations. Rooms need not all be of the same color. Different colored walls in the same room can be very pleasing.
if properly harmonized. What could be more exciting and educational than letting each class select its own color scheme and paint its own room? This might be a better art experience than copying Gothic arches or Grecian busts.

The following suggestions are submitted for the maintenance and improvement of Korean normal school facilities:

**Improvement of School Grounds**
- Clean off the rubbish, loose rocks, and unsightly objects.
- Grade and surface walks and drives.
- Grade and terrace school grounds, use retaining walls where necessary to prevent washing.
- Lay out volley ball, playground ball, and basket ball fields.
- Lay out garden and agricultural plots.
- Plant shade trees in corners of the grounds and shrubbery about the building and at the intersection of walks. Trees and shrubbery should not interfere with playgrounds nor reduce the light in classrooms.
- All areas not otherwise used should be set in grass.

**Water Supply**
- It is essential that there be an ample supply of pure water on the school grounds for drinking and washing.
- Have water analyzed annually.
- If local well is used, install proper curb and cover to keep out surface water. If no water is available on school grounds, a well should be dug or bored.
- It is essential that toilets be fly-tight, and that there be no possible drainage to the school or neighbor's water supply.

**Exterior Repairs**
- Repair all roofs, replace the roof if it is not worth repairs.
- Protect building with gutters and downspouts, and keep them repaired.
- Repair woodwork and replace broken or decayed boards where needed.
- Repair doors and hardware, bolt doors together where they are pulling apart.
- Repair windows by replacing decayed portions of sash and frames; and replace all broken window glass, fasten with both sprigs and putty.
**Interior Repairs**

Repair all broken plaster and fill cracks.
Securely fasten all ceilings and trim.
Repair or replace window shades.
Window shades should be of light translucent material.
   A window should have two shades fixed at the middle, one rolling up and the other down; or be adjustable so as to cover any desired portion of the window. If there is a single roll shade, it should be fixed about a foot below the window top.
Remove fire hazards by repairing the flues, and replace defective stove pipe and rivet joints.
Repair stoves, and keep a pan of water on stove. Install jacketed stove, or place a homemade jacket around the stove, to improve distribution of warm air. Place metal sheet or concrete beneath stove.
Repair or replace worn flooring boards.
Each classroom should have about 20 linear feet of good chalk board. Most worn boards can be restored by applying liquid slating. If the boards are too far gone, they should be replaced with new ones.
Each classroom should have about 20 linear feet of bulletin board.
Built-in bookshelves should be provided in every classroom.
Desks should be repaired by combining good portions of broken desks, tightening up all screws, and refinishing.
Desks should be arranged so students will receive light from the sides. Students should not face windows when studying. It is important that every child be provided with a seat and desk of the proper height. His feet should touch the floor, the desk top should be about one inch above elbow height when upper arm is vertical, and the seat should underlap the desk by about two inches.
Ventilation can be improved by window deflectors and breeze openings.
Removal of teachers' platforms would encourage better teaching methods.

**Exterior Painting**

Before any painting is done, the building should be carefully repaired and put in good condition.
The surfaces should be thoroughly clean and dry before applying paint.
All loose and cracked paint should be removed before painting, using brush, blow torch, or paint remover.
Knot and sap places in woodwork should be filled with pure grain alcohol shellac. All nail holes, cracks, and other defects should be filled with putty between coats.
The first coat should have plenty of oil. The second coat should be thicker. Two coats will usually be sufficient on old work unless the surface is in bad condition. The general rule should be two coats every four years. Certain portions
of the building which are subjected to severe conditions should be painted every two years. Paint both ends of exterior doors and paint or oil the edges of window sash. The appearance of cement stucco would be greatly improved by a cement wash of bright colors.

**Interior Painting**

Interior repairs should be made and the surfaces to be painted should be clean and dry before applying paint. Remove loose paint. Flat paint should be used in the interior. Interior paint should not be thinned with linseed oil as it will give it a glossy finish. If it is necessary to thin interior oil paint, use not more than a pint of turpentine to a gallon of paint. Two-coat work is generally necessary. Size unpainted plaster before painting. Classroom walls and ceilings should be painted in light colors to improve the light reflection and diffusion.

Copies to: Facilities Section, MOE
Peabody Staff Members
MEMORANDUM TO: Normal School Principals.

FROM: Ray L. Hamon, Member, Peabody Advisory Staff.

SUBJECT: Classroom Furniture.

From my observations, I believe that Korean classroom furniture design can be improved with no increase in cost; and that desks and seats can be built much more durable for only small additional cost.

In some ways, single desks or tables may be preferable to double tables; but, when single tables are placed tight together end-to-end, as they have to be in the crowded Korean classrooms, they might as well be double. A double table for two students can be made for very little more than a single table.

When 60 students occupy a classroom of 20 pyong (720 sq. ft.), conventional tables and seats take up all of the floor area, leaving no space for activity. I have designed a table that can be stacked in the rear of the room. Then the seats can be arranged in semicircles for informal group discussions and demonstrations.

Desks and seats that are put together with nails will not stand up for long in classroom use. They should be made of the minimum number of pieces, and the pieces should be fastened together with bolts, screws, and well-glued tight-fitting dowels or splines. Corners should be dovetailed. Table tops should be of plywood, or doweled or splined to prevent warping. Bolts and screws should be countersunk to prevent tearing clothing and books. Cross braces under the book shelf should not interfere with knee space. Shims should be placed between legs and ends of stackable table so legs will clear the table top below when stacked. Classroom furniture should be finished in light colors, natural wood finish is best. Desk and table tops should never be finished in black, except acid-proofed science tables, because black table tops contribute to poor lighting and eye strain.

Dr. Sudlow has designed a double bench which can also be stacked, thus making most of the floor area of the classroom available for many types of student activity not requiring seats and desks. A double table and a double bench can be built for much less than two single desks and two chairs of comparable materials and workmanship.

Stools are more flexible than benches, and they can be made to stack; but, like benches, stools provide no back support. Chairs have some advantages over either benches or stools for classroom seating. But good durable chairs will cost more than benches, and
chairs will not stack as well as benches or stools. We have designed a posture chair of light tubular steel frame, saddled wood seat, and a curved back support. These are durable and comfortable working chairs, and they can be made locally.

Samples of classroom tables and benches can be inspected at the Pusan Normal College. Samples of tables and chairs can be inspected in the Peabody Offices at the MOE and at the College of Education, SNU. Sample tables are also being tried out in the attached schools of Seoul Normal and the College of Education.

Attached is a list of suggested table and chair dimensions in Korean inches. These dimensions are adapted from an extensive study, by Dr. W. Edgar Martin, of body measurements of American school-age children. These are only nominal sizes for each grade. It will require two or three sizes for a good fit of the varying heights of children in any given grade. It is important to maintain the proper relationship between table and chair heights for good posture. In secondary schools and colleges operating on departmental schedules, several students of different heights will use the same classroom furniture during a school day as classes change. For such institutions, about the best we can do is to equip interchangeable rooms with furniture that will fit the students of average height.

Also attached are pictures of the flexible classroom furniture discussed in this memorandum, as follows:

1. Tables and chairs in working position.
2. Tables and chairs stacked.
3. Classroom furnished with tables and benches.
4. Tables and benches stacked.
## Suggested Table and Seat Sizes in Korean Inches

(10 Korean inches equal 1 foot)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Height (Korean inches)</th>
<th>Length (Korean inches)</th>
<th>Width (Korean inches)</th>
<th>From floor to bottom of front side of book shelf</th>
<th>Depth of front of book compartment</th>
<th>Height of front of seat</th>
<th>Leg space</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.6</td>
<td>32</td>
<td>12</td>
<td>13.4</td>
<td>2.2</td>
<td>10.2</td>
<td>3.2</td>
</tr>
<tr>
<td>2</td>
<td>17.4</td>
<td>32</td>
<td>12</td>
<td>14.1</td>
<td>2.3</td>
<td>10.8</td>
<td>3.3</td>
</tr>
<tr>
<td>3</td>
<td>18.2</td>
<td>32</td>
<td>12</td>
<td>14.8</td>
<td>2.4</td>
<td>11.4</td>
<td>3.4</td>
</tr>
<tr>
<td>4</td>
<td>19.1</td>
<td>34</td>
<td>13</td>
<td>15.7</td>
<td>2.4</td>
<td>12.1</td>
<td>3.6</td>
</tr>
<tr>
<td>5</td>
<td>19.8</td>
<td>34</td>
<td>13</td>
<td>16.4</td>
<td>2.4</td>
<td>12.7</td>
<td>3.7</td>
</tr>
<tr>
<td>6</td>
<td>20.4</td>
<td>34</td>
<td>13</td>
<td>17.0</td>
<td>2.4</td>
<td>13.2</td>
<td>3.8</td>
</tr>
<tr>
<td>Middle School</td>
<td>21.9</td>
<td>36</td>
<td>14</td>
<td>18.3</td>
<td>2.6</td>
<td>14.0</td>
<td>4.3</td>
</tr>
<tr>
<td>High School</td>
<td>22.4</td>
<td>38</td>
<td>15</td>
<td>18.8</td>
<td>2.6</td>
<td>14.3</td>
<td>4.5</td>
</tr>
<tr>
<td>College</td>
<td>23.6</td>
<td>40</td>
<td>16</td>
<td>19.6</td>
<td>3.0</td>
<td>14.5</td>
<td>5.1</td>
</tr>
</tbody>
</table>

1/ These are good table-top sizes, but they could be just a little smaller.

2/ Back of book shelf should be a little lower than front to prevent books from slipping out when tables are moved.

3/ Allowing .7 inches for thickness of table top, and .3 inches for thickness of book shelf.

4/ Back of chair seat should be a little lower than the front to give a slight slope for greater comfort.

5/ Between seat and book shelf, this is an important dimension so student can pull seat under table for good working position.

Note: Experience may indicate some modifications of suggested heights.

Copies to: Facilities Section, MOE.
Members, Peabody Advisory Staff.
This quotation is a pertinent description of the general picture of curriculum problems in the Korean educational system.

The Peabody Contract and Curriculum

The Peabody Staff since the beginning of the project in 1956 has been concerned with the curriculum. Although the contract has for its central focus the improvement of teacher education it was recognized when the contract was written that the curriculum of teacher education could not be improved in isolation. The contract therefore covered forms of assistance to institutions and organizations which could assist in the necessary research, experimentation, materials of instruction, etc., both in teacher education institutions and in the schools the graduates will serve.

In order that the work be placed on a basis consistent with Korean laws, goals, and objectives much material needed to be translated. A partial list of translated documents follows:

2. The Objectives of Korean Education.
3. The Objectives of Korean Primary Education.
4. The Normal School Course of Study and Time Allotments.
6. The Course Program of Selected Normal Schools.
7. A Comparison of the Normal School and Academic High School Program.
8. The In-service Education Program for Teachers.
10. Selected Textbooks of the Primary School.
11. Some of the Professional Education Textbooks Used in the Normal Schools.
In order that the staff keep in touch with current reactions to the curriculum, published research, professional articles and newspaper accounts have been translated regularly on a selected basis.

Staff members have been working directly with the normal schools, their attached primary schools, and the teachers colleges which prepare teachers for the normal schools. They have been assisting and encouraging instructional methods which would enrich and improve the curriculum of these institutions. They have, in addition to the work in the prescribed areas of the curriculum, given assistance on the recommended or suggested aspects of the curriculum. These involve the effective use of human and material community resources, the enrichment of the curriculum, the development of citizenship activities on an all-day basis, the reorganization of course patterns and schedules and the encouragement of creativity on the part of teachers in dealing with students and their learning opportunities.

Assistance has also been rendered in both an advisory and material way in the procurement and development of improved equipment, additions and modifications to school buildings, instructional aids and others. This has been done in order that the curriculum may become functionally possible.

Through the Peabody Project financial and technical assistance has been given a private institution, a national research institute and the College of Education of a National University in developing research and surveys, providing standardized tests and in conducting experiments in the area of methods and materials for primary school students. All of these studies will have an impact on the curriculum.
The Primary School Curriculum

The Textbook Bureau of the Ministry of Education is charged with the responsibility of developing the curriculum of the primary schools, the secondary schools and the normal schools, preparing the national textbooks, approving the secondary school books, providing guides and other aids to teachers.

The Textbook Bureau has been making plans for an evaluation of the existing primary school curriculum and a revision of it. A national curriculum council will be appointed by the Minister of Education whose responsibility it will be to work on the revision of this curriculum.

In preparation for the evaluation of the present curriculum a questionnaire has been submitted to the primary schools, to parents and to laymen. The results are now being summarized and will be described in a later report.

The present curriculum is divided into the following courses:

1. Mathematics
2. Social Studies
3. National Language
4. Natural Science
5. Preservation of Health
6. Vocational training
7. Fine arts

In addition to materials published for these courses the Ministry of Education published national textbooks for Moral Education and suggested a time allotment of approximately two periods a week in 1957. The teaching of the material may be done separately or in conjunction with the social studies program. In the course of study which was produced in 1955 the following view is expressed:
The course of study cannot be interpreted as the total curriculum of the primary school. It provides only a purposely limited prescription of content which shall be considered the basic program. It is further recommended that the teacher shall be responsible for:

1. Considering the recommended program as flexible and one which should be so implemented by teachers as to meet the needs of individual students, and provide experiences for the group consistent with the needs of a democratic society.

2. Enriching the curriculum in such ways as will provide meaningful experiences for all students.

3. The curriculum shall be adapted to the local community, meeting its peculiar and particular needs and utilizing the available human and material resources.

These three points are extremely important to teacher education. In order that a teacher conduct a program which will meet these requirements training in child growth and development, classroom organization patterns, and the use of a variety of methods is needed. Korean teachers further need an understanding of the important aspects of community life, a clear concept of the emerging ideals of Korean democracy, and an understanding of the social changes which are being brought about as the society moves from a largely agrarian society toward a modern industrially oriented society. This is a very large and almost impossible order to be accomplished through the preparation of high school age students in the existing three year normal school program.

There are bright spots however in many Korean primary schools where some teachers in the first three grades particularly are making considerable progress.

At the end of the sixth grade of the primary school approximately 50 per cent of the students are permitted to enter the middle school by examination. This fact has a tremendous impact on the curriculum. It shows
up prominently in the changed character of the program beginning at the fourth grade. Principals and teachers in many schools frankly admit that they begin at the fourth grade to provide only those experiences which will be required of the students in order that they pass the examination.

This problem is recognized by all Korean educators. In the foreseeable future some procedure or examination will need to be used for entrance into the limited facilities of the middle schools. Those who are responsible for preparing the examinations recognize the limits of them and the effect they have been having on the curriculum. They have recently developed test items which require problem solving ability, conceptual development and a knowledge based on experiences with actual experiments or demonstrations. They feel, however, that this is only a beginning and that a paper and pencil test will probably never become adequate for evaluating the total learnings of a student involved with a modern curriculum. A broader basis of testing, along with a more inclusive concept of evaluation, will be necessary to alleviate the negative impact which this procedure is having on the curriculum of the intermediate elementary grades.

There are several proposals for study in the immediate future concerning the primary school curriculum. They follow:

1. There is considerable interest in the study of and evaluation of citizenship education. This, of course, has been a basic consideration in the development of the existing curriculum. However, the proposed study will undoubtedly give additional emphasis and/or refinement to certain aspects of the present curriculum.

2. There is great need for additional research in the field of Korean Language. The needs for studies concerned with the
standardization of the language both written and spoken, the
development of teaching methods in language arts, particularly
in the teaching of reading and other facets of the language are
recognized by Korean educators as one of their most pressing
problems. A good beginning is being made. However, technical,
financial and creative assistance is greatly needed.

3. The need for supplementary reading materials of quality is
tremendous. Supplementary materials, particularly childrens
literature and reference materials for social studies and
science is almost nonexistent in the elementary grades.

4. There has been concern expressed by the Ministry of Education
for a careful analysis of their own materials. They are
interested in eliminating unnecessary overlapping of content,
vertical integration by subjects and horizontal integration
for reinforcement. This study has been started and will be
given careful consideration in any future curriculum revision.

5. The careful study of the objectives of Korean education will
be undertaken along with a careful translation of these
objectives into the total curriculum of the primary school.

The Normal School Curriculum

The normal school curriculum is offered in the last three years of high
school. It consists of a reduction of the time allotment for the regular
subjects of the academic high school, the elimination of some electives and
the addition of four professional courses and student teaching. The four
education courses are: the history of education, psychology, principles
of education and methods of education. The length of period is usually 50
minutes and they usually have a seven-period day from Monday through Friday with a four-period day on Saturday making a total of 39 per week. In some schools a six-period day with 4 periods on Saturday is offered. The number of subjects taken by each student varies each year and by institutions. In actual programs studied the range seems to be from 17 to 24 separate subjects in a given semester.

In some of the Normal Schools certain of the courses are divided into subjects and some additional courses which are offered in the academic high school have been added.

In the table below is given the standard time allocation by periods per week for the normal school curriculum. Although the time allocation is established by the Ministry of Education, flexibility is permitted in the distribution of the courses and in their assignment to a given year.

<table>
<thead>
<tr>
<th>Subject</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korean Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Grammar</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Classical study</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>El. school text</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Social studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morals</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of Education</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Practice teaching</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Physical Training</td>
<td>3(M)</td>
<td>3(M)</td>
<td>3(M)*</td>
</tr>
<tr>
<td></td>
<td>2(F)</td>
<td>2(F)</td>
<td>3(F)</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>2(M)</td>
<td>2(M)</td>
<td>2(M)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2(F)</td>
<td>2(F)</td>
<td>2(F)</td>
</tr>
<tr>
<td>Sewing</td>
<td>1(F)</td>
<td>1(F)</td>
<td>1(F)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Special activities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Class Session</td>
<td>39</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Total subjects</td>
<td>17(M)</td>
<td>21(M)</td>
<td>20(M)</td>
</tr>
<tr>
<td></td>
<td>18(F)</td>
<td>22(F)</td>
<td>21(F)</td>
</tr>
</tbody>
</table>

* (M) - male  (F) - female

There are a number of problems inherent in the existing program of studies and the organization of courses. Some of these problems are:

1. The normal school program was superimposed on the existing pattern of the academic high school. The academic high school course distribution pattern, as understood by Peabody technician, has been designed so that courses started in the tenth year continue through the twelfth year in order that students will
have forgotten the content when they take the exams for college entrance at the end of the twelfth grade. This makes it necessary to distribute most courses over a three-year period and multiplies the number of courses taken in a given semester. This device is being discussed in the academic high school circles. It certainly creates learning problems for the students in the normal schools.

2. The fragmentation of courses mentioned above and the number of different subjects taken in a given year can best be illustrated by a somewhat typical schedule from one of the normal schools.

<table>
<thead>
<tr>
<th>Grade 10</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plain Geometry</td>
<td>Biology</td>
<td>English Grammar</td>
<td>English</td>
<td>Biology</td>
<td>Music</td>
</tr>
<tr>
<td>2</td>
<td>Classics</td>
<td>Agriculture</td>
<td>History of Education</td>
<td>Physical Education</td>
<td>Dancing</td>
<td>National Language</td>
</tr>
<tr>
<td>3</td>
<td>Caligraphy</td>
<td>English</td>
<td>Civics</td>
<td>History</td>
<td>History</td>
<td>Plain Geometry</td>
</tr>
<tr>
<td>4</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Korean Grammar</td>
<td>Crafts</td>
<td>Fine arts</td>
<td>Physical Education</td>
</tr>
<tr>
<td>5</td>
<td>English</td>
<td>History of Education</td>
<td>National Language</td>
<td>Music</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Morals</td>
<td>Plain Geometry</td>
<td>Analytical Geometry</td>
<td>Analytical Agri-culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>History of Education</td>
<td>National Language</td>
<td>Geography</td>
<td>Extra Activity</td>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

Total courses 21 plus 1 period of extra curricular activity.
### Grade 11

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts &amp; Crafts</td>
<td>History of</td>
<td>Biology</td>
<td>National Language</td>
<td>English</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>Dancing</td>
<td>English</td>
<td>English Grammar</td>
<td>Chemistry</td>
<td>National Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Edu. Psychology</td>
<td>Music</td>
<td>Morals</td>
<td>History</td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Civics</td>
<td>Caligraphy</td>
<td>Phys. Ed.</td>
<td>Extra activity</td>
<td>Geology</td>
<td></td>
</tr>
</tbody>
</table>

Total courses 24 plus 1 period of extra curricular activity.

### Grade 12

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>Analytical</td>
<td>Analytical</td>
<td>English</td>
<td>English</td>
<td>National Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>National Language</td>
<td>Classics</td>
<td>English</td>
<td>Caligraphy</td>
<td>Plain</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Educational Methods</td>
<td>Geology</td>
<td>Edu. Methods</td>
<td>Music</td>
<td>Geography</td>
<td>Logic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Agriculture</td>
<td>Plain Geometry</td>
<td>Fine Art</td>
<td>Dancing</td>
<td>Education-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>al Methods</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Physics</td>
<td>Biology</td>
<td>Agriculture</td>
<td>Classics</td>
<td>Classics</td>
<td></td>
</tr>
</tbody>
</table>

Total courses 20 plus 1 extra curricular activity.

Student Teaching is given in this year for a period of approx. 10 weeks.
A high school student would certainly have a difficult time keeping his courses separated and remembering the content which necessarily is spaced as much as a week apart.

3. The time allocated for the subjects of the academic high schools had to be reduced in some of the subjects. However, the same textbooks are used with no guidance to the teachers of the subjects as to which content should be deleted. According to some teachers this is a real problem.

4. The lack of maturity of the students in dealing with the content of the professional education courses is a course of difficulty according to the teachers of these subjects.

5. The preparation of primary school teachers requires both specific education for teaching as well as background for teaching. The specific professional education as noted previously is extremely limited.

6. The background education or general education portion of the curriculum needs to be selected and edited in support of the scope of the primary school curriculum. The demonstration of method and student involvement in practices are also important in the development of a teacher. Although some beginning studies of this problem are being made a major revision of both content and classroom practices would be desirable.

7. Student teaching and the use of the attached schools as truly demonstration centers is an important portion of the curriculum in need of thorough evaluation. Some of the problems involve the cost of student teaching, the number of students assigned to a given class, the preparation program for student teaching
and the nature of the experiences provided. Several institutions have been coming to grips with some of these problems. To make the maximal use of the attached schools for directed observation in connection with the total normal school program needs considerable exploration.

In summary it would be entirely fair to state that the normal school staffs are sensitive to many of their problems, have made some good beginnings at bringing about desirable changes but recognize that the preparation of primary school teachers under the present organization will probably prove to be inadequate.

**Proposed Two-Year Junior College for the Training of Primary School Teachers**

The Ministry of Education, realizing the need for a more adequate education for primary school teachers, has gone on record in favor of a next step—the Junior College program for the preparation of primary school teachers.

It is premature to discuss at this time the details of the curriculum of this plan. However there seems to be agreement that the curriculum should be built in the four main areas of (1) background or general education in support of the responsibilities of full citizenship and of the primary school teaching; (2) professional education again directed at the needs and understandings of a primary school teacher; (3) directed observation designed as an integral part of the curriculum; and (4) the selection and use of extra curricular activities in such a manner as to enhance those leadership qualities required as a citizen and as a primary school teacher.
There are many facets of the curriculum which need exploration. Some of these are the selection of teachers for the program, the nature of the training necessary for these teachers, the availability of teaching materials, the preparation of needed materials, the resources of the school, etc., all of which will have an effect on the operating curriculum.

Textbook Bureau-Publications

In the complexity of problems confronting the Ministry of Education in recasting its school system one task was to re-establish the national language and provide a common medium of communication. The use of Hangul had been suppressed during Japanese occupation, and books written in Hangul had been destroyed. Textbooks written in the Korean language had to be prepared as quickly as possible.

With these needs in mind, the Textbook Bureau was established under the Ministry of Education in 1945. Work on production of textbooks and on curriculum was begun promptly.

The progress made since that date is remarkable. It is even more remarkable in light of the fact that a devastating war added still further to the already tremendous task of rebuilding an educational system.

Scope of Work of Textbook Bureau

The work of the Textbook Bureau needs to be viewed within the framework of a centralized educational system. It also needs to be seen in relationship to two basic facts: (1) Korea's desire to be a democratic nation, and (2) her great need to improve living conditions for her people. Korea is determined to be a self-governing nation. But most Koreans have not had a chance to acquire the kind of knowledge and the kinds of skills...
that are needed by citizens in a self-governing society. The country is relying heavily on education to: (1) develop a nation of literate people; (2) develop feelings of individual and group responsibility for the welfare of community and nation; (3) develop the skills Korean people need for working together to identify and solve their problems; and (4) improve their ability to make a better living.

For improving living conditions, Korea must rely heaviliy on education—education in health and sanitation; in homemaking; in farming, industrial arts, science, and engineering.

In developing her educational program, Korea needs to be as much concerned with method as with content. If the methods used by teachers are authoritarian and rigid, children will not learn to think for themselves, to exercise initiative, to experiment, to work together. Children do not learn how to live in a democracy by reading about it in a textbook and reciting the words back to the teacher. Children have to practice the skills that are needed for living in and maintaining a democratic country. They need teachers who already have these skills and who use them in their relationships with children and with adults.

The Textbook Bureau has been given major responsibilities in connection with both the content of the educational program and the methods of instruction. The Bureau has the responsibility of setting up the curriculum---for the primary school, the middle school, the high school, and the normal school. It has the responsibility for either writing or supervising the writing of all basic textbooks used in the primary school. It has the responsibility for setting up standards for basic textbooks to be used in the middle and high schools. And it has the related responsibility of reviewing, and rejecting or approving, the manuscripts submitted for
possible use as basic textbooks at these levels.

The preparation of teachers' guides to accompany national textbooks is also a job of the Bureau.

The Textbook Bureau has many other responsibilities related to the performance of its major jobs. These include all aspects of editing and printing the national textbooks, collecting statistics from the provinces as to the number of textbooks that will be needed each year in each subject, and handling problems of distribution of textbooks. The printing and publishing of textbooks is done by private companies designated by and supervised by the Ministry of Education. The Ministry has a major interest in the publishing company which puts out the national textbooks, and makes every effort to keep printing costs—and book prices—at a minimum.

It is important to keep in mind the great responsibility and the great influence of the Textbook Bureau in a country which has centralized control of education. The curriculum which is followed throughout the country originates under the direction of the Bureau. The only basic textbooks which can be used in the primary schools are those which are written by the editors or under their close supervision. It is imperative that the staff of an agency with such responsibilities and such potential influence be highly intelligent and highly competent for the job. It is also very important to provide the resources and the working conditions that will make it possible for such a group to work efficiently and to be genuinely productive.

**Working Conditions**

It would be hard to conceive of working conditions less likely to produce good results than those which exist in the Textbook Bureau. On
the positive side, it should be said that the morale of the group seems to be high. Members of the staff work together well, help one another, discuss their problems together, and make use of the limited resources available to them. What is discouraging is the inadequate office space and equipment, and the lack of tools and resources desperately needed for doing the kind of job this group is expected to do.

All the editors and some of the clerical staff are in one room. Desks have to be crowded together. Conferences which editors need to have with one another, with teachers, authors, printers, etc., are carried on under circumstances that are trying both to the conferees and to the neighboring editors. There is a constant and inescapable flow of traffic through the room that adds still further distraction. An editor needs remarkable powers of concentration to work effectively in these surroundings.

The office has no filing space. There are no vertical files; there are no file drawers in the editors' desks.

There is a miscellaneous collection of textbooks and reference books, but the only place where there is room for the books is in the office of the Director, adjacent to the editors' office. Physically, the books are not readily accessible--both because of location and because they are in glass-front bookcases which reach to the ceiling. Also, they have not been catalogued so there is, of course, no card catalog to help editors locate readily the material they may need.

Clerical equipment and personnel are inadequate for the job. The Bureau has two Korean typewriters (one standard; one portable) and one American typewriter. There are two typists to serve all the editors, the director, the production chief, and the compilation chief. Editors usually write necessary letters in longhand. There is little doubt that
circumstances like these reduce to a minimum what could be a valuable interchange of correspondence between the editors and educators in the field. Editors also prepare much of the copy for printers in longhand. This increases the possibility of typographical errors and the attendant cost for excessive corrections.

The tools which most editors and publishers regard as essential for their work seem to be almost nonexistent. For example, there are no books or pamphlets on layout, choice of type, use of illustrations, etc. There is no photograph or picture file. Layout sheets and paste-up sheets, as standard equipment, are not available.

There is no such thing as a research or resource service department within the Bureau to facilitate finding materials that are needed, to check information, to help analyze textbooks, process data collected through questionnaires, etc. There is no librarian who might serve as a resource person and help to make needed materials accessible to the editors.

**Needs—Problems—Possibilities**

In suggesting some of the things that are needed for improving the effectiveness of the Textbook Bureau, it may be best to group these suggestions according to: (1) what should be thought of as desirable changes outside the present physical and personnel framework; and (2) what seems possible within the present framework.

**What Is Needed Beyond the Present Framework**

(1) The improvement of working conditions is one of the urgent needs. Members of the staff cannot work at anything like top efficiency under current circumstances; every day, many man hours are wasted because of physical surroundings which interfere with effective operations.
Furthermore, some of the organizational changes which might improve the quality of operations are just not possible because there is literally no room for additional personnel that would be involved.

Adequate housing—for staff members, and for a library and other resource materials—is needed if the Textbook Bureau is to do a quality curriculum and editing job. The Curriculum Laboratory which has been under discussion for some time can meet these needs if the problem of site can be resolved so that construction can proceed.

(2) Planning for the laboratory should take into account the kinds of activities in which the Bureau is engaged as a basis for making decisions as to kind of space, kinds of equipment, etc.

Some of the more obvious needs are: a resource center staffed with a competent librarian; adequate filing space; space for conferences so that communication among the editors and between editors and educators in the field can be encouraged.

In the line of equipment, most editors in the U. S. would regard a typewriter as standard equipment—not to turn out finished copy but to speed up the writing process and also to provide more legible copy for typists. Several more Korean typewriters should be a part of the equipment in enlarged quarters.

(3) Before the move to better quarters is made, the Director and his staff may well explore further some possible changes in organization and operation. These changes may influence the size of the staff—both professional and clerical. At present, the Bureau is organized along subject lines. Editors are responsible for preparation of materials in science, in national language, in mathematics, etc. One idea which the Director has considered is the addition of perhaps two persons—one of whom would be
thoroughly familiar with the program for grades 4-6. These persons would
work with the editors to help get better coordination between subjects,
and better gradation of content and method.

What Can Be Done Within
the Present Framework

(1) The effectiveness of textbooks as teaching instruments is related
to a number of things. Among them are the following: (1) the selection of
content and the sequence in which it is presented; (2) the teaching method
which can be built into the book itself and supported and supplemented by a
teachers guide; (3) physical features of the book which contribute positively
to learning.

The Textbook Bureau needs to be, and is, concerned with each of these
items. The nature of help which the Peabody Staff can give varies con-
siderably. In improving physical features, help can be given through
workshop-type sessions with editors on various related factors--purpose and
use of illustrations, page arrangement, type face (body and display), size
of type page, binding, etc. Samples of books, English and Korean, can be
used to illustrate both good and poor features. This kind of help is being
given. Suggestions, for example, on the use of illustrations have been
prepared, discussed, and translated into Korean for the editors.

On selection of content and on teaching method, the problem is
slightly different. Members of the Peabody Staff can serve as a kind of
information and resource center, supplying samples of materials and
discussing problems and ideas related to content and method. But probably
the best kind of help which non-Koreans can provide is in the area of
process, of problem-solving.
For obvious reasons, most Koreans have not had much opportunity for training in critical thinking and in problem-solving techniques. Such thinking was not encouraged under Japanese domination, and it takes time to develop these skills. Non-Koreans can help Korean educators apply good problem-solving techniques to the problems which they must ultimately solve for themselves. This cannot be done by abstract generalized discussion about problem solving. But it can be done by such relatively simple means, for example, as helping to set up the kinds of questions that bore into the problem and focus attention and discussion on pertinent points.

(2) Teachers guides are relatively new. For a year, guides have been available for subject areas in grades 1-3; guides for grades 4-6 will be published this fall. Korean primary school teachers, with limited educational background and a dearth of resources in many areas, need the kind of help that good teachers guides can provide.

Some of the guides are now being translated into English so that the Peabody Staff may have a better idea of the nature of these materials. When this has been done, Peabody technicians should be able to work with the editors on further improvements.

Part of the problem on teachers guides has to do with finance and distribution. They are expensive to publish, the books are expensive for teachers to buy, and the MOE is not financially able to supply them to teachers free of charge. With a limited sale, it is difficult to get publishers interested in them.

(3) The Textbook Bureau is anxious to improve the quality of approved textbooks as well as of national textbooks. One step in the process is the establishing of evaluation forms which can be used to analyze and evaluate textbooks objectively. Some criteria are currently in use but
are in need of revision.

The Peabody Staff is helping to assemble evaluation forms for U. S. textbooks (from publisher, and from textbook selection committees in various schools) which may serve as guides for the development of criteria applicable to Korean materials and needs.

Good criteria for evaluating textbooks are also good criteria for guiding authors in the preparation of textbooks. Prospective authors will have access to these criteria.

(4) The present collection of books--Western and Korean--can be catalogued. Once the cataloguing is done it will be possible to evaluate the material that is available, dispose of books which are not of value in this setting, and use available space for the books that are currently useful.

Arrangements have been made for the cataloguing of all books written in English. Following this, the Bureau expects to arrange for the cataloguing of Oriental books.

This cataloguing step was delayed until the present time because it was advisable to use the Dewey Decimal system of cataloguing. The project of translating this system into Korean was begun under the supervision of the Peabody technician in library science and has just recently been completed. This translation will now be accessible to the librarian who catalogues the books.

(5) With some juggling of space, and the discarding or storage of materials of limited value, space can be found for 4 sections of open library shelves and a card catalogue file. These items have been ordered and have been selected with a view not only to present use but also to future use in the proposed Curriculum Laboratory.
(6) When the present book collection has been catalogued, it will be possible for members of the Peabody Staff to work with the editors in determining some of the areas in which additional materials are needed. Some books have been ordered in the past, but with better information on hand it should be possible to make a better selection of materials that can be helpful. Currently, there is no space to house many more books but an order placed soon should mean that the books would arrive by the time needed new quarters are available.

(7) Even in the present cramped space, it may be possible to have a librarian who would not only take care of cataloguing and shelving books but also would serve as a resource person for the editors. There is definite need for this kind of service and it might be initiated in this way.

(8) One wooden vertical file is being built for use in the Textbook Bureau. Editors have asked for help in setting up a filing system appropriate to their needs. When the file is delivered, members of the Peabody Staff will work with the editors to develop a useful filing system.

(9) Samples of various kinds of equipment and devices used by editors and printers are being collected. These should include layout sheets, paste-up sheets, character counters, type-face books, equipment for cropping photographs, illustrations of ways to prepare copy for printer, etc. With such samples and an opportunity to discuss them and see what might be useful in Korea, adaptations can be made to suit the needs here.

(10) A style manual, kept up-to-date, is needed and is being developed. Some of the errors that slip by the proofreaders, and much of the inconsistency in style and usage from book to book, can be reduced when such a manual is in use.
Such a manual is not something which needs to emerge full-blown. It is something which can be developed gradually. Various parts of it can be mimeographed as they are ready and placed in a looseleaf notebook for each editor. At some later date, when more of the editing problems and more of the Korean language problems have been resolved, the style manual might be printed as a small pamphlet.

Members of the Peabody Staff are helping to identify some of the areas to be included in a style manual, and providing sample copies of style manuals used elsewhere.

Arts and Crafts Education

Some characteristics of Korean education frequently observed by American technicians, both in and out of education may be seen through the following statements: "They know all about the theory but can't put it into practice." "The educated man in Korea has never had an opportunity to work with his hands." "They want directions on the way and are very reluctant to try any other." For instance: A Fishery Technician said: "I'm sure that if they would only experiment with the design of their ships, they could improve both speed and capacity." An Agriculture Technician is greatly concerned over the great reluctance to experiment even in the research stations.

Generally the right answer is what the teacher has been shown how to do. The teacher has almost always been the final authority, and even in the creative areas there is very often absolute direction to the finished product.

Experiences in arts and crafts can help youngsters grow in many ways. These experiences in the primary schools are not intended to develop
artists; nor are they merely concerned with a block of subject matter that can be taught in a given period of time.

**Purposes of Arts and Crafts Education**

The purposes of arts and crafts in the classroom are to build a sensitivity to beauty and organization, to provide experiences in planning and carrying through these plans to completion. They offer opportunities for youngsters to explore, experiment, and come up with their own particular way which we can call creative expression. They offer the opportunity to work with the scientific method, to make mistakes, and seek better solutions. They offer an opportunity to appreciate and understand the beauty of their culture, other cultures, and the beauty of nature.

Of great importance in Korea, craft projects offer the opportunity to use tools and to work with their hands, to learn the value of materials, to develop good work habits, and to place a premium on a job completed in an excellent manner. Craft experiences offer an excellent opportunity to develop self-discipline.

These purposes may be attained through a variety of experiences besides just drawing and painting. Clay modeling, weaving, simple wood construction, bamboo basketry, paper mache, and wire construction are but a few of the many media used.

When pupils paint murals for social studies, present a puppet show for reading, make paper mache animals or planets for science, construct a map for geography, use leaves for nature printing, or prepare a display table for health, they are learning arts and crafts.
Basic Problems in Korean Education

(1) Uniformity of teaching method which results in conformity of student's thinking. This results in an educational product which is seriously lacking in "sensitivity to problems." The word "fluency" describes the ability to think of many variations of an idea or technique. The word "flexibility" describes the ability to adapt to new situations and to the spontaneous shifting of ideas and responses. The word "originality" puts a premium on the ability to make different responses than is made by the rest of the group. Uniformity of teaching method discourages personal qualities and behaviors such as "fluence," "flexibility," "originality," and "sensitivity to problems." In Korea, with its need for dynamic change and need to identify new solutions to problems, these qualities are very badly needed.

Uniformity of teaching presents a chain reaction because most teachers teach about the same way as they have been taught, and they have inherited this method of teaching. Other factors contributing to a perpetuation of a single method are: (2) Space for active learning. There is such a large number of students in each class (55-75) that teachers have very few opportunities for activities other than lecture. (3) Materials for learning. It is very difficult to find inexpensive materials in Korea. Materials are so costly, children are not encouraged to experiment. (4) Use of textbook. Because of the lack of supplementary materials, the textbook has become the teaching authority and there is a great misunderstanding as to its use. (5) Examination System which places so much emphasis on entrance exams that education oftentimes becomes merely preparation for the next examination.
Steps and Activities to Work on These Basic Problems

Each of these problems has solutions and definite steps have been made to work on them.

(1) Teaching Methods. Because teachers teach about the same way they have been taught, in-service classes and workshops have been organized giving the opportunity to demonstrate teaching methods with normal and primary school teachers as students. During the past six months work has been done with over 250 teachers in this relationship. Teaching demonstrations have been given in primary and normal school classes. In-service classes and workshops in the field of arts and crafts, sponsored by the Peabody project, are described below:

a. In-service class in arts and crafts for primary teachers in Pusan area, sponsored by the Peabody Project and the Ministry of Education: 35 selected teachers from each of the primary schools in the Pusan area have met for four hours each Thursday evening during the past three months. Participants are given in-service credit. These are key teachers chosen for their ability and interest and most of them have conducted their own class or workshop in arts and crafts for teachers in their school as a result of this training.

These classes are held in the new craft center which is being established at the Pusan Normal School. This is the first in-service training to be given in the evening and has been received very favorably. Two Korean instructors have assisted in this instruction and will be invited to conduct their own in-service classes in the future.

b. Association for Childhood Education Arts and Crafts Workshop--Ewha University: A workshop was held during the week of July 27th through
August 1st, 50 teachers worked with arts and crafts materials and discussed method of teaching. These were primary teachers from all over Korea. Creative teaching was stressed, inexpensive materials explored, and students worked in groups in order to ease crowded conditions. Results were encouraging and it is expected that most of these teachers will share some of their ideas with other teachers when they return to their communities. An address was given to the entire group of 300 teachers showing the importance of arts and crafts activities to growing children.

c. National Workshop for Normal School Arts and Crafts Teachers--Pusan Normal School: 25 normal school arts and crafts teachers worked together during the week Aug. 3rd through Aug. 7th. This was an important opportunity to discuss and improve teaching method. Many of the normal schools have had a fine arts (painting) program but have never had a program in arts and crafts. Others had stressed painting but had paid very little attention to activities that could be done in the primary schools.

It was the primary purpose of the workshop to bring about an understanding of arts and crafts activities in the primary school and to make the fine arts teachers feel comfortable in working with materials appropriate to the primary school. Inexpensive materials were explored and the advantages of bulk buying were discussed. Experiments were made with ways of working in an ordinary crowded classroom. The workshop was held in the newly rebuilt Pusan Craft Center and this offered a good opportunity to discuss space and equipment. The furniture designed by the Pusan Normal School Craft teacher was evaluated and many good ideas were brought forth.

Because the Science, Social Studies, and Home Economics Workshops for the Pusan area were held at the same time, it gave an opportunity to
observe appropriate activities in all of these areas.

The Editor of Arts and Crafts Publications in the Textbook Bureau, was a member of the workshop for two days. He met several times with the group and discussed the use of the text and possible plans for developing new printed materials. It was decided that this group will contribute to a Teaching Manual in Arts and Crafts for Normal School Teachers. The first copies are to be mimeographed and might later be refined into a printed text.

d. Kangnung Normal School Workshop: During the week from August 17th through 21st, a workshop was held for Normal and Elementary school teachers in that area. Approximately 50 teachers worked in arts and crafts materials for at least 10 hours. Groups were organized to ease crowded conditions and indoor-outdoor space was used for the craft activities. Methods for creative teaching were demonstrated and discussed. Because all of the different subject groups worked very closely together, we had many opportunities to show how arts and crafts activities can be used to aid and enrich other types of learning.

c. Kijang Workshop for Arts and Crafts Teachers in Kyungsang Namdo Province: A workshop for teachers in this province was conducted on August 12th in which 30 art teachers participated. Two of the teachers who were members of the Pusan workshop conducted the Kijang workshop for the rest of the week.

(2) Space for active learning: The second obstacle to the improvement of teaching method is the large classes and the apparent lack of classroom space for any type of activity rather than lecture. Field trips have been made to almost all of the normal schools primarily to become acquainted with the problems of space, materials, and equipment. There are several
ways to deal with the space problem.

a. Specialized rooms. Some of the normal school teachers feel that they must have a specialized room and power equipment before they can begin any kind of a craft program. In every school there is some space and equipment to begin a craft program. In several cases there were large storerooms which when cleared out made very good working space. In one other school it was found that the Home Economics room was only being used part of the day and made an excellent working space for craft classes. In each of the schools long term plans were discussed for better craft facilities and what tools and equipment are appropriate for a normal school. While it is believed that it is important for normal school students to develop their skills, the primary purpose is to train teachers for elementary schools where they will have to teach with very little equipment.

b. Establishment of Arts and Crafts Center in Pusan. In a cooperative effort between the P.T.A. of the Pusan Normal School and the Peabody Project, a model arts and crafts center is being established. The space which was a former laundry has been developed into a very airy and light working space which can accommodate at least 60 students. The rebuilding of the room and the building of the furniture was done under the supervision of the craft teacher. The furniture is flexible enough so the room can be used for almost any purpose. In fact, it has become almost a community center and many educational meetings and demonstrations have been held there. When classes are not in session, it is left open and it is possible for students to come and work there. The Koreans have expressed a great feeling of success in developing this building.

c. Group activities can help space problem. At every opportunity teachers have been shown that some kinds of activities require more space
than others and crowded classrooms can be much more adequate if several
groups are working on different types of activities. This is in contrast
with the prevalent practice that everyone in the classroom must be doing
the same thing at the same time.

d. Flexible furniture can help space problem. The Peabody Project
has developed furniture for classrooms that can be easily stacked to allow
more space for activity. For instance, a model classroom has been
established in Pusan with furniture flexible enough to be very appropriate
for both cooking, sewing, and classroom lecture. Plans are to equip an
upper elementary school room with this type furniture in the near future.

e. Indoor-outdoor working spaces. During most of the year, outdoor
space is very appropriate for many activities. Many of the country schools
are doing this very effectively. There are many classrooms with ample
outdoor working space. Teachers are encouraged in this way of working as
a part of the teacher training program.

(3) Materials for learning. Because of cost, arts and crafts
materials from Japan and the United States are not now appropriate. The
materials developed in Korea are often expensive and of a very poor quality.
This has made it necessary to be constantly developing and encouraging
teachers to develop inexpensive materials.

a. Inexpensive materials. In most of Korea, earth clay is an in-
expensive and very appropriate material for primary school crafts. Paper
Mache had not been used, but has become one of the most popular media. An in-
expensive paint has been developed with the use of starch and dye which
help youngsters have ample paint with which to explore. Crayons have many
more possibilities than just for "coloring." At one school adjacent to
a U. S. Army camp, arrangements have been made for youngsters to obtain
scrap wood for simple construction. It is hoped that each school will find
some materials appropriate to its community. The normal school teachers are
doing research on this and will write it up for the Teacher's Manual.

b. Joint buying of materials. One of the reasons that materials are
so costly in Korea is that each student buys his own materials and schools
are not realizing the advantage of placing large orders. It will un-
doubtedly take some time to bring it about, but both the schools and the
merchants would be benefitted by such purchases. Efforts have been made to
encourage several merchants to become better organized in the school supply
business.

c. Great difference in materials used in teacher training and those
appropriate for primary classrooms. A survey of art materials used in normal
school classrooms is being made. A survey of art materials used in primary
schools is also being made. In many cases almost none of the same materials
are used. The survey has not been completed, but it was brought to atten-
tion at the Pusan Workshop and helped focus on the teacher training problem.
This was an effective approach with the fine arts teachers who desire to
build their classes around oil painting.

(4) Use of Textbook. Many teachers feel that the text must be
followed step by step, page by page, and in some cases the youngsters are
laboriously copying the pictures out of the text. This problem was observed
with the Editor of Arts and Crafts Publications in the Textbook Bureau. The
editor was invited to the Pusan Workshop and the discussions with him were
a highlight. Dissatisfactions were expressed and many misunderstandings
as to the use of the text were cleared up. It was pointed out that instruc-
tion in the proper use of the textbook was an important part of teacher
training. The group agreed to work on a Teacher's Manual for Normal School
Arts and Crafts Teachers.

Teacher's Manual. It was the feeling at the Pusan Workshop that there is a great need for a Craft Manual. It was pointed out that one for teachers might be more appropriate than one for primary students. It was agreed to contribute to this manual and to work with the Textbook Bureau throughout this year to accomplish this. It was agreed that the first efforts should be mimeographed instead of printed.

(5) Examination System. The examination system affects almost everything that is done in the schools. Fortunately, the training in the normal schools is very often terminal and there is less pressure to worry about later entrance examinations. The arts and crafts program is probably neglected but it is not restricted by the examinations. Because studying for exams can be so tedious, arts and crafts for sixth graders have been encouraged even if it has to be an extra curricular activity.

U. S. technicians and Korean teachers are working with parents to point out the strengths and weaknesses of the examination system as it is now practiced.

Continuing and Projected Activities in Arts and Crafts

a. Continue to work on teaching method:

1. By continuing to offer evening in-service classes.
2. By conducting workshops for teachers.
3. By working with youngsters in demonstration classes.
4. By working with student teachers.
5. By writing some guidelines to creative experiences.
6. By speaking about the need for creative people.
7. By visiting schools and pointing out excellent teaching.

b. Continue to work on developing space for active learning:

1. By continuing to develop the craft center at Pusan.
2. By visitations to normal schools throughout Korea.
3. By demonstrating activities in crowded primary schools.
4. By developing indoor-outdoor working spaces.
5. By acting as a consultant on new school buildings.

c. Continue to work on materials for learning:
1. By experimenting with inexpensive materials with teachers and youngsters.
2. By writing up the worthwhile experiences for our Teacher's Manual.
4. By making recommendations for a basic list of tools and equipment appropriate for craft rooms.

d. Continue to work on the effective use of the Textbook:
1. By demonstrating creative ways to use the existing texts.
2. By working with the Textbook Bureau and the normal school teachers on the preparation of a text.
3. By bringing the text into teacher training classes (especially student teaching).

e. Continue to evaluate the examination system:
1. Work with Pusan Teachers College to improve their entrance examinations for art majors.
2. Discuss the matter with teachers and parents.
3. Work to find better ways to screen youngsters.

The cooperation of the Peabody Staff and the Staff of the National Normal School System offers the opportunity to make good progress in reaching their objectives.

It is hoped that through this special program a movement can be begun in the curriculum which points to creative experiences. This will be a contribution toward helping the people of Korea become less rigid and more creative.

Participant Training Program

During the period of this report twenty Korean teachers have been selected and prepared for a one-year course of study at Peabody College. The group is scheduled for departure on or about September 7, 1959. The
participants with their major subject area and employer in Korean are indicated on the following list:

<table>
<thead>
<tr>
<th>Name</th>
<th>Subject Area</th>
<th>Employer in Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huh, Byung Yul</td>
<td>Art Education in the Elementary School</td>
<td>Attached Primary School Ewha</td>
</tr>
<tr>
<td>Choi, Hung Min</td>
<td>Science Education</td>
<td>Attached High School, SNU</td>
</tr>
<tr>
<td>Chang, Kee Hwan</td>
<td>In-service Education</td>
<td>Andong Normal School</td>
</tr>
<tr>
<td>Kim, Pan Yong</td>
<td>Practice Teaching and Educational Sociology</td>
<td>Attached High School, Kyungbuk University</td>
</tr>
<tr>
<td>Kim, Tae Yong</td>
<td>Guidance</td>
<td>Pusan Normal School</td>
</tr>
<tr>
<td>Chung, Chan Kyu</td>
<td>Guidance</td>
<td>Chinju Normal School</td>
</tr>
<tr>
<td>Hwang, Ung Yun</td>
<td>Educational Research</td>
<td>CERI</td>
</tr>
<tr>
<td>Lee, Hee Bok</td>
<td>Curriculum</td>
<td>Textbook Bureau, MOE</td>
</tr>
<tr>
<td>Kim, Shik Jung</td>
<td>Curriculum and Guidance</td>
<td>Kwangju Normal School</td>
</tr>
<tr>
<td>Won, Chong Rim</td>
<td>Library Science</td>
<td>Kingju Normal School</td>
</tr>
<tr>
<td>Park, Dong Ryong</td>
<td>Library Science</td>
<td>Chunchon Normal School</td>
</tr>
<tr>
<td>Lee, Chang Guk</td>
<td>Guidance</td>
<td>Taejon Normal School</td>
</tr>
<tr>
<td>Park, Hyung Ki</td>
<td>Library Science</td>
<td>Sunchon Normal School</td>
</tr>
<tr>
<td>Lee, Suk Yong</td>
<td>Guidance</td>
<td>Kangnung Normal School</td>
</tr>
<tr>
<td>Kim, Ki Yung</td>
<td>Guidance</td>
<td>Inchon Normal School</td>
</tr>
<tr>
<td>Lee, Sang Keun</td>
<td>Library Science</td>
<td>Pusan Normal School</td>
</tr>
<tr>
<td>Hong, Kyong Hee</td>
<td>Geography</td>
<td>College of Education, Kyungbuk University</td>
</tr>
<tr>
<td>Lee, Han Ryong</td>
<td>Library Science</td>
<td>Yonsei University</td>
</tr>
<tr>
<td>Kim, Hong Soo</td>
<td>Teaching Method for M.S. &amp; H.S.</td>
<td>College of Education Ewha</td>
</tr>
<tr>
<td>Kim, Hong Sook</td>
<td>Counselling</td>
<td>Chongju Normal School</td>
</tr>
</tbody>
</table>
On July 7, 1959, a group of five leading educators, four normal school deans and the Chief of the normal school section, Ministry of Education, departed Seoul for four month period of observation and study in the United States. The purpose of the tour was to study administrative procedure in American public school systems including teacher training institutions and to gain ideas that might be used in making Korean normal schools more effective. Specifically the tour was planned and participants instructed to observe the following:

1. Curricula of high schools and colleges
2. Scheduling arrangements
3. Supervision practices
4. Personnel management (Staff and pupil)
5. Building construction, maintenance, and operation
6. Financial management
7. In-service training programs for teachers
8. Pre-service training programs for teachers
9. School-community relations
10. Other aspects of educational administration

The experiences of this group will be valuable in the in-service training program now in progress in the normal schools.

The group will return to Korea the first week in November, 1959.

Participants were: Mr. Lee Soo Nam, Chief of Normal School Section, MOE, Mr. Choi, Bong Chik, Inchon Normal School, Mr. Koo, Baik Suh, Taejon Normal School, Mr. Lee, Chang Up, Swangju Normal School, Mr. Kang, Jai Ho, Pusan Normal School, and Mr. Kim Young Shik, interpreter, College of Education, Seoul National University.

The In-service Activities

The Peabody Staff continued to work with the Ministry of Education in the expansion of the program of giving additional training to teachers in service. During the months of July and August, the vacation period for
Korean schools, fourteen different workshops and conferences were sponsored jointly by the Peabody Staff and Ministry of Education.

The workshops included work in professional education, science, home economics, arts and crafts, social studies, library service, administration and supervision. Three of the workshops were centrally located in Seoul and Pusan with representatives from normal schools in all the provinces; the remainder were held at the teacher-training centers in the several provinces.

More than 1500 Korean teachers participated directly in this program. Emphasis was placed upon demonstration teaching, development and use of local materials, curriculum content, and general teaching methods. The teaching was done jointly by Peabody Staff members and Korean teachers, supervisors, and Ministry of Education personnel.

The most encouraging development in this series of workshops was the increased participation and leadership by the Korean teachers and supervisors. There is much evidence of increased feeling of responsibility and development of basic skills needed for the normal school staff to continue the work of in-service training.

In two centers, Taegu and Pusan, regular evening courses were started for teachers in the respective areas. These courses are continuing and offer promise toward the development of regular extension and on-campus work for teachers during the regular school year. There are still several problems; i.e., admission requirements, credits, certification and, financial support that accompany the growth of this type program. These problems are recognized by Korean educators and work will continue toward their solution.
Summary and Conclusions

As indicated earlier in the report certain areas have been featured in this presentation. Continuing technical assistance is being given in all the aspects of teacher education prescribed within the scope of the contract. Areas of assistance include elementary education, primary-kindergarten education, secondary education, textbook production and curriculum, library services, educational research, and educational administration and supervision.

In each of the seven areas, emphasis is given to the making of desirable improvements in teaching methods, administration, curriculum development and supervision, and pupil services. In all matters Peabody specialists work closely with the MOE. A major goal of the project is to facilitate the widest possible diffusion of information and ideas concerning new and improved practices. This involves bilateral meetings with Korean educators who visit and study the "model" programs assisted by the Peabody Staff.

To provide this technical assistance not less than twelve nor more than eighteen specialists, including a chief adviser and an administrative assistant were prescribed. There are presently sixteen technicians at work in Korea.

Funds to support the project were planned and scheduled yearly for four years in the approximate total amount of:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract services</td>
<td>$1,285,000</td>
</tr>
<tr>
<td>Commodities</td>
<td>1,926,000</td>
</tr>
<tr>
<td>Counterpart</td>
<td>4,900,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,110,000</strong></td>
</tr>
</tbody>
</table>

Of this total amount all has been expended as is scheduled for expenditure by the end of the fourth contract year except for $1,679,000 in counterpart funds programmed for FY'59, the budgeting of which is, to date, uncertain.
More than 70 per cent of the total counterpart funds for the four years of the project has been or will be expended for the rehabilitation and construction of facilities at the "model" normal schools and normal colleges. This building program was at the request of the MOE to implement the project purpose of establishing "model" or demonstration centers of teacher training, one in each of the provinces. Depending upon the availability and budgetary release of programmed funds for FY'59, the construction phase of the project could virtually be completed by the end of the fourth contract year.

The measurement of the degree and completion of the over-all objectives in improving a teacher education program defies physical objectiveness. The most important objectives include change of attitudes, establishment of values, development of skills, acquisition of knowledge, etc. There are elements of a physical nature which serve as symptoms of progress and development. The judgment of professional educators is that such factors will be at approximately the following percentages of effectiveness in installation in the model schools or demonstration centers at the end of the fourth contract year:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science laboratories</td>
<td>70%</td>
</tr>
<tr>
<td>Libraries</td>
<td>40%</td>
</tr>
<tr>
<td>Social studies and citizenship</td>
<td>25%</td>
</tr>
<tr>
<td>Craft teaching rooms</td>
<td>40%</td>
</tr>
<tr>
<td>Home economics laboratories</td>
<td>50%</td>
</tr>
<tr>
<td>Administration training programs</td>
<td>40%</td>
</tr>
<tr>
<td>In-service training</td>
<td>60%</td>
</tr>
<tr>
<td>Textbook &amp; curriculum revision</td>
<td>50%</td>
</tr>
<tr>
<td>Education research centers</td>
<td>80%</td>
</tr>
<tr>
<td>Kindergarten &amp; childhood programs</td>
<td>60%</td>
</tr>
<tr>
<td>Others</td>
<td>50%</td>
</tr>
</tbody>
</table>
An over-all estimate of the degree of accomplishment of reasonable objectives in the total area of teacher improvement in both pre-service and in-service programs by the end of the fourth contract year is from 50 per cent to 60 per cent.

It should be added that the accomplishment of the remaining 40 per cent to 50 per cent of the objectives can be attained at a greatly reduced rate of expenditure. Expenditures for commodities and construction should be phased out during the end years. The addition of two years to the existing four contract years should enable the contractor to accomplish the objectives in the present scope of work.

The focus of the project is aimed at the elementary schools of Korea, the only part of its educational system which is universal. For more than 50 per cent of the next generation of citizens, consumers and leaders, the elementary school is the only opportunity for training by professionally trained teachers. Encompassing the specific objectives in the program is the recognized need for instilling into a society the basic tenets of democracy and a free way of life. No country can attain economic stability and a secure position in the family of free nations without a population basically oriented to concepts of the worth and dignity of the individual, to the development of skills and knowledge of its people to implement an industrial society, to an avenue of vertical mobility for the son and daughter of the lowest paid rice farmer and laborer, and to the need for trained professionals and leaders. These goals have never and cannot be attained without developing a modern educational system.

Such an educational system cannot be developed without a corps of trained teachers at the base. Presently the elementary teachers of Korea do not have the quality of institutions that can provide this vital
training. Korea cannot afford to miss the opportunity to strengthen this element in its process of restoration, growth, and development. There is no more essential element in the struggle against Communism than the education of a nation's youth.

The allocation of basic content and methods of an educational system requires the utmost in cooperative effort of all parties involved. It is proper in this report to point to the enthusiastic support being given to the Peabody Staff by the Ministry of Education. In the centralized education system of Korea much depends upon the leadership of the national ministry. There is evidence of professional growth in the Textbook Bureau, Normal School Section, and Facilities Section of the Ministry with which the Peabody Staff is working most extensively.

Appreciation is extended to the Education Division of the United States Operations Mission to Korea. The effectiveness of the project is dependent to a large degree upon the general support rendered by this division.

There are two basic problems related to the joint efforts of the Peabody Staff, Ministry of Education, and USOM Education Division in reaching a desirable level in the development of the teacher training program in Korea. First, there is an urgent need to alter laws and regulations which would permit the extension of the course of study in the normal schools to include the 13th and 14th grade levels of work. The present normal school program including only grades 10, 11, and 12 does not offer enough time for an adequate course in preparation of teachers. Students, upon graduation at an average age of 18 years, are not mature enough to grasp and implement the basic concepts and skills necessary for effective teaching. It is recommended that efforts be extended to accomplish this basic structure of normal school program. It is further recommended that the changes be
implemented on a scheduled plan according to the readiness of institutions and the over-all need for numbers of normal schools in each province.

Second, the Peabody contract should be extended for a minimum of one year beyond present expiration date of August 28, 1960. As indicated in the previous section the accomplishments expected and desired in teacher education cannot be attained within the time of the present contract. Much of the work for which considerable financial and technical resources have been expended will be incomplete if the contract is terminated in present form. It is recommended that the agencies involved expedite the process of reviewing the scope of work and project plans and finalize the extension of the contract at an early date.

In relation to the preceding recommendation it is further requested that the process of fiscal arrangements for the project be abbreviated. An unusual quantity of time has been required in excessive deliberations over programming funds and processing documents to implement the program.
APPENDIX I

Projected Activities

The work in specific areas as indicated in the contract scope of work, this report, and previous reports will be continued for the next six-month period.

Plans have been developed to add a technician in science education to the staff for a six-month tour of duty beginning in September, 1959. This technician will work initially at the College of Education, Seoul National University. After consultative visits to the provincial centers he will spend four months in Kwangju Normal School and College. His work will lead to an extended national workshop for science teachers in Kwangju in January. The workshop will demonstrate rather complete content and methods of an effective science program in Korea.

A documentary film on effective equipment, materials, and use in a Korean library will be completed during the next period. The film will be used to stimulate the growth of libraries in teacher training institutions, high schools, and colleges throughout Korea.

Plans are being made for the production of additional educational films. Tentative schedules include high school science teaching, telementary school science, effective workshop techniques, and others.

A more extensive plan for on-campus in-service training at College of Education will be developed. Study and research is underway by the Peabody Staff to prepare a proposal which will be presented to the Ministry of Education during the next six-months with the hope of implementation as soon as possible.