George Peabody College for Teachers

Korean Project - Improvement of Teacher Training

Semi-Annual Progress Report

to the

International Cooperation Administration

and

The United States Operations Mission to Korea

For the Period

February 29, 1960 through August 28, 1960

Prepared by Dr. Martin B. Garrison, Chief Adviser, and Members of the George Peabody College Staff in Korea and Supplemented by The Staff of the Campus Coordinator
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Introduction

With the period covered in this report George Peabody College for Teachers concluded its fourth year of work in Korea. On August 22, 1960, negotiations were completed with the contract office ICA/W for an extension of two years to August 31, 1962.

The political upheavals and readjustments during the period of this report have affected education as well as most or all of the institutions and agencies in the country. There were three staffs of personnel in the Ministry of Education during the six months. Administrative officers were changed in eleven of the eighteen normal schools. The deans of the two four-year Colleges of Education were replaced. These changes, added to student unrest and efforts to readjust relationships between students, faculty, administrators, and officials have had a profound effect upon activities with the teacher training institutions.

Throughout this period of unusual confusion the staff feels that there continues to be a movement of steady growth toward more effective teacher education procedures.

The "April Revolution" referred to above stimulated people in all walks of life to try to re-assess the progress of an emerging democracy with all its complicated problems. One definite result was the loosening of communication barriers which had formerly restricted personal and professional interaction both horizontally and vertically. After the initial shock of radical political re-alignments, other institutions, including the school systems, focused some attention inward to re-examine
its purposes and procedures. This was especially true at the College of Education, Seoul National University. The faculty and students had played a significant role in the demonstrations which eventually resulted in the fall of the former government. This involvement plus weeks in which many facets of the movement were discussed and analyzed occupied a considerable portion of time and energy.

Students encouraged by their success in the political activities exercised their stronger influence upon the school systems where they were enrolled. Faculty and administrators were virtually examined by the student body by criteria related to affiliation with the former government. In some instances professional behavior and proficiency of faculty were scrutinized by the student body. In some cases criticisms were based apparently on valid shortcomings. The identification of problems, however, were more plentiful than constructive procedures for correction.

In institutions where Peabody Staff members had established close relations with staff and students they were inevitably drawn directly or indirectly into problems which were critical to the institution. In some situations the atmosphere offered an opportunity to pursue with new vigor some of the program activities underway. As an example the total staff has assumed from the beginning that one purpose of technical assistance is to improve the democratic processes through better relations between faculty and students. There is new interest in counseling and guidance procedures, student organizations, and over-all emphasis upon student activities in the curriculum. There is also renewed effort to obtain a broader participation by teachers in policy formulation and implementation.
There has been a substantial change in processes and goals by the Ministry of Education. There is evidence that a genuine effort is being made to shift the role of the Ministry of Education to one of professional leadership contrasted with previous authoritarian procedures. The Minister of Education has stated publicly that efforts are being made to hasten the decentralization of school administration with more authority going to local units for planning and management of its local affairs. There is evidence that data are being accumulated to be used as a basis for decisions. The lack of professional data in decision making has been a major weakness in previous administrations.

The Peabody Staff has worked closely with the Ministry of Education in its efforts to find a more effective process of educational leadership. Members of the staff serve as consultants for various committees which have been set up to study immediate problems.

Briefly stated the goals of the teacher training project continue to be to assist the Ministry of Education and related institutions in the improvement of teacher education in Korea. The over-all goal is to strengthen democracy through developing and improving: (a) philosophy of education, (b) instructional techniques, (c) administration, (d) curricula, (e) textbooks and supplementary materials, (f) research, and (g) inservice training for teachers. Technical skills, facilities and equipment are made available to respective institutions to accomplish these goals.

The purpose of this report is not to review in detail all the activities of all the staff members. Certain projects will be singled out for description. The reader is reminded that previous reports should be examined for a more comprehensive picture of project activities.
Personnel

During the period of this report the following personnel changes occurred in the Peabody staff in Korea:

Dr. Willard E. Goslin, Home Staff Coordinator for the Peabody Teacher Training Project, departed Korea February 29, 1960. Dr. Goslin completed a six-week inspection tour during which he visited each center and conferred with American and Korean educators throughout the country. He had arrived in Korea January 15, 1960.

Miss Dorothy Neubauer departed March 3, 1960 after a one-year tour in Korea. Miss Neubauer served as a specialist in textbook preparation with the Textbook Bureau of the Ministry of Education since her arrival April 9, 1959.

Mr. Arthur Cook, on a six-month tour of duty working with training programs for teachers of science, departed March 4, 1960. Mr. Cook conducted a national science education workshop and prepared the material and manuscript for a science education movie during his short-term tour. His arrival date in Korea was August 29, 1959.

Mr. and Mrs. Thomas B. Mitchell, Specialists in Teacher Education, completed two-year tours of duty and departed Korea June 1, 1960. Mr. and Mrs. Mitchell were stationed in Taegu where they worked with Taegu Normal School, Kyungbuk University, College of Education, and Andong Normal School. They had been in Korea since July 30, 1958.

Dr. William H. Vaughan departed July 1, 1960, after having worked with the Pusan Normal College as a Specialist in Teacher Education since his arrival, September 15, 1958.
Mr. Donald Sudlow, Specialist in Elementary Education, departed August 26, 1960. Mr. Sudlow was particularly interested in arts and crafts education and was influential in the establishment of the "School Arts Association of Korea," a national association of teachers of arts and crafts. He arrived in Korea October 22, 1958.

All personnel on duty during the period of this report are shown in the following table:

<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>Cook, Arthur</td>
<td>Science Education</td>
<td>Consultant</td>
<td>Aug. 29, 1959</td>
<td>6 months</td>
</tr>
<tr>
<td>Drummond, William</td>
<td>Secondary Edu.</td>
<td>Col. 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 Edu.</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>Goslin, Willard</td>
<td>Home Staff Coordinator</td>
<td>Inspection Trip</td>
<td>Jan. 15, 1960</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Hamon, Ray</td>
<td>Educational Administration</td>
<td>College of Education</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>Mitchell, Joy</td>
<td>Elementary Education</td>
<td>Taejon 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>Name</td>
<td>Specialty</td>
<td>Assignment</td>
<td>Date of Entry to Korea</td>
<td>Tour of Duty</td>
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<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>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>

Participant Training Program

During the period of this report the 1959-60 Peabody participants completed their work at George Peabody College. Of the twenty members of this group, seven received degrees of Master of Arts and three obtained degrees of Bachelor of Science. Many of the participants did not participate in degree programs for their professional goals could be better met by non-degree programs. Other participants did not have the academic qualifications to be admitted to a degree program.

In addition to attending regular campus classes special field experiences were also provided for the participants. Group activities included: visitations to schools in the Nashville area, a trip to a TVA installation with a briefing on the problems and progress of TVA, and monthly meetings to discuss professional problems arising from experiences in the United States. Individual campus activities included among others, participation in: survey and evaluation projects conducted by members of Peabody staff; field supervision carried out by personnel of the Tennessee State Department of Education; local, state and national inservice programs and professional conferences. One student spent part of the summer quarter attending another institution where it was possible to obtain academic work.
not available at Peabody.

The goal of the home staff coordinator was to provide sufficient guidance in order that an individualized professional program could be planned for each participant. In general, reasonable success was had in fulfilling this goal; however, certain persisting problems at times frustrated expectations. Time was often a factor as the small on-campus staff attempted to solve the myriad of personal and professional problems of the participants. At times, the participants' efforts in meeting degree requirements prohibited desirable field experiences. As would be expected, the most successful participants were those who arrived in the United States with well defined professional goals and were aggressive in satisfying them.

Final selection, orientation, English language training, and pre-departure arrangements were completed for the 1960-1961 Peabody participants during the period of this report. Twenty-two educators, twenty regular selectees and two alternates, were selected for processing.

These twenty-two persons were enrolled in the Foreign Language Institute in early May of 1960 for three months of extensive training and practice in use of the English language. English examinations were administered before, during, and after this training in order to determine individual proficiency as one basis of final selection.

An orientation program was conducted by Peabody staff members in conjunction with the period of instruction at F.L.I. Monday and Wednesday evenings were set aside each week for the entire group to study and discuss the following topics:
1. Planning the program and administrative details
2. Living on Peabody Campus
3. School buildings in the United States
4. The United States Office of Education
5. Teacher Organizations and the National Education Association
6. Guidelines for observing schools in the United States
7. Organization, administration and supervision of United States schools
8. Money, travel, costs, housing, etc.
9. The geography of the United States
10. Details concerning participant processing
11. Cultural opportunities in the Nashville area
12. Visit to the Seoul Area Command library with discussion of
library practices in the United States
13. Social customs in the United States
14. The program of studies at Peabody and area institutions
15. Former Peabody participants' advice based on their experiences

One or more Peabody technicians conducted each session. In addition, each Peabody technician served as a personal and professional adviser to a small number of participants in order to afford ample opportunity for individual problems to be discussed on a personal level. This segment of the orientation program was used to teach the informal aspects of American life such as proper use of table utensils, common courtesies, social manners, etc.

The following persons are scheduled to depart for one year each at George Peabody College for Teachers, Nashville, Tennessee, on or about September 8, 1960:
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahn, Hi Ok</td>
<td>Attached Kindergarten, Ewha Womens University</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Ahn, Yong Hee</td>
<td>Attached Middle School, College of Education, Seoul National University</td>
<td>Guidance and Counselling</td>
</tr>
<tr>
<td>Chang, Myong Wook</td>
<td>College of Education, Seoul National University</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Choi, Yong Jip</td>
<td>Kangnung Normal School</td>
<td>Library Science</td>
</tr>
<tr>
<td>Ha, Jom Saeng</td>
<td>Attached Middle School, Pusan Normal College</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>Kim, Bong Su</td>
<td>Seoul Normal School</td>
<td>Curriculum and Guidance</td>
</tr>
<tr>
<td>Kim, Chong Suh</td>
<td>Central Educational Research Institute</td>
<td>Curriculum and Educational Research</td>
</tr>
<tr>
<td>Kim, Hak Su</td>
<td>College of Education, Kyungbuk University</td>
<td>Educational Psychology and Teaching Method</td>
</tr>
<tr>
<td>Kim, Han Keul</td>
<td>Kwangju Teachers College</td>
<td>Educational Psychology and Guidance</td>
</tr>
<tr>
<td>Kim, Jun Min</td>
<td>College of Education, Seoul National University</td>
<td>Natural Science (Secondary)</td>
</tr>
<tr>
<td>Lee, Chong In</td>
<td>MOE, Textbook Bureau</td>
<td>Social Studies and Curriculum</td>
</tr>
<tr>
<td>Lee, Doo Hyun</td>
<td>College of Education, Seoul National University</td>
<td>Speech and Drama (National language)</td>
</tr>
<tr>
<td>Lee, In Jae</td>
<td>Kwangju Attached Primary School</td>
<td>Arts and Crafts</td>
</tr>
<tr>
<td>Lee, Ja Hyun</td>
<td>College of Education, Kyungbuk University</td>
<td>Science Education</td>
</tr>
<tr>
<td>Lee, Kyu Chul</td>
<td>Taejon Normal School</td>
<td>Library Science</td>
</tr>
<tr>
<td>Myong, Jae Hwi</td>
<td>Yonsei University</td>
<td>Guidance and Counselling</td>
</tr>
<tr>
<td>Nam, Jae Soo</td>
<td>Andong Normal School</td>
<td></td>
</tr>
</tbody>
</table>
To assist in their guidance during their study period in the USA complete biographical data for each participant was supplied the office of the home staff coordinator to assign tentative advisers and to begin initial program planning.

An on-campus orientation program of a week's duration is being planned by the home staff coordinator. This time will be spent introducing the participants to campus life and to the Nashville Community. Introductory professional guidance will also be given during the orientation week and each participant will have an opportunity to review his professional goals with a staff member.

Library Development

In-service Education

In the Peabody program of library education and development the principal area of progress was in in-service education. Over the past several years the Yonsei University School of Library Science has trained 61 librarians in the special one-year course. Although it was felt originally that the program would be terminated at the end of the three-year period, it was found that the need for additional in-service education remained; a considerable number of librarians inquired about the
possibility of a continuance of the one-year special program.

In general these inquirers were librarians whose need for training was just now becoming evident to them. Some had had the short workshop offered by the Korean Library Association, some the vacation teacher-librarian course offered by Yonsei. Those were seeking additional training with more depth. Others were located in libraries in which a librarian had already been trained, their need for training had suddenly become evident to them. It was found that these librarians were more interested in a part-time program than in the full-time program as offered the previous three years.

The Peabody Library Science Technician worked with Yonsei to plan to meet this new in-service need by offering courses on Saturday afternoons and evenings, two or three each semester. A librarian may enroll any semester, taking just the courses he needs, or the full special course of thirty semester hours stretched over five or six semesters.

The initial enrollment exceeded expectations (15 in one course, 25 in another), so three courses are planned for the second semester. The role of the Peabody technician in this program has shifted from the previous one of instructor to that of planner, adviser and guest lecturer.

In addition to the course for special students the Yonsei School of Library Science has offered vacation courses for teacher-librarians. Here also changes are taking place and progress can be noted.

Previously the eight week course has been offered to specially selected groups of school librarians, whose way has been subsidized. These included librarians from the normal schools, the demonstration schools, the attached schools, the comprehensive high schools--those in
which the climate was right for library development.

This August another group of school librarians began the course. Although technically they had to be "invited," actually enrollment was thrown open to librarians and librarian appointees in all types of schools. No subsidy was given. The enrollment of 31 exceeded expectations. The Peabody technician's teaching was limited to one class for one week, leaving free time to plan field trips, assist the other instructors, and co-administer the program.

Two things have become clearly evident. First, schools and libraries of the country recognize the importance of library training for their personnel, have accepted the pattern of in-service education as developed at Yonsei, and expect its continuance. Second, Yonsei University has accepted in-service education for librarians as its responsibility. It has or can recruit the instructors for the courses to be offered. It evidences an ability to think of the program as a flexible one, changing to meet a developing library situation. It is judged that this type of formal in-service education for librarians is a permanent fixture, and will continue indefinitely as long as the need continues.

It becomes possible now for Peabody to explore and pioneer with another type of in-service education. Particularly good would be a series of one-day conferences or institutes, each entered on some topic of interest to a special group of Korean librarians. For example, a one-day conference of acquisition librarians on the exchange problem, of catalogers on subject cataloging, of reference librarians on reference work, etc. In these conferences the Peabody technician would work not only with the School of Library Science at Yonsei, but also with the Korean Library Association.
Rehabilitation and Construction of Normal School Facilities

A specialist in school construction was added to the staff in October, 1958. It was planned to complete the major portion of the rehabilitation and construction work during the two-year tour of this specialist. A portion of the final report by this technician is presented in this report.

Steps in a Facilities Program

The Facilities Situation in 1958

The normal school and normal junior college facilities in Korea consisted 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 existed; 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 most cases, the normal school proper was supplemented by an attached primary school and an attached middle school of from 9 to 24 classes each. In some cases these attached schools were physically attached on the same campus; but, in other cases they were two miles or more from the normal school they served.

The buildings were, and still are, very inadequately heated,
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 were in rather good condition; but, in most cases, the properties were badly run down. Leaky roofs, rotten woodwork, worn floors, and lack of paint were, and still are, all too common.

The Peabody Building Programs

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. 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 Peabody building project in the FY 1957 program was the Library and Science building for the College of Education, SNU. The allotments for this project were $500,000 for PIO/C import building materials and 288,000,000 Counterpart Hwan for construction. No allotment was made for furniture and equipment.

The FY 1958 building program consists of $350,000 for PIO/C import building materials and 808,950,000 Counterpart Hwan for construction, and 100,000,000 Counterpart Hwan for furniture and equipment.

The FY 1959 program allocated 682,000,000 Counterpart Hwan for building projects under the Peabody contract, no PIO/C allotment for building materials, and no special allotment for furniture and equipment. Unfortunately, however, the financing of the FY 1959 program was spread over three years; CY 1959, CY 1960, and CY 1961.

The proposed FY 1960 building program of 150,000,000 Counterpart Hwan is supposed to be financed in CY 1961.

Some Roadblocks to Good Practice

Furniture and Equipment--No allotments have been made for furniture and equipment in the FY 1957, FY 1959, and FY 1960 programs; and the 100,000,000 Hwan allotment for this purpose for the FY 1958 projects is to be financed one-half in CY 1960 and one-half in CY 1961. A-building is not of much use unless it is adequately furnished with the necessary seating and instructional equipment. Usually an amount equal to about 10 per cent of construction costs should be set aside for furniture and equipment. It would have been wise to have insisted on this practice for Peabody projects.
Partial Releases--The piece-meal release of Hwan has resulted in confusion and delays; and has made it necessary to follow the bad practice of awarding a contract for only a portion of the work, and later letting separate contracts for finishing the project.

Over Designing--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. In some cases, the contracts used all of the allotment, but did not buy a finished facility ready for use.

PIO/C Building Materials

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 materials from Japanese sources, and the June 15, 1959, complete cut-off of Japanese imports, delayed construction on most of the projects. The summer of 1959 passed without the necessary cement for weathering in buildings during good outside working conditions. Many projects which should have been completed that fall were thus delayed until the following spring.

Some of the institutions went ahead with the construction of their projects by letting the contractors obtain materials on the local market with the understanding that they would be paid back when PIO/C's were received. There was also some trading of materials to obtain products better suited to specifications. In other cases there have been some PIO/C materials left over and used on other projects for the same institution. The Peabody staff members have repeatedly told the
institutional and MOE officials that Peabody could not be a party to any such deals; and Peabody has warned them that any use of ICA materials, other than for the specific purpose granted, should be only with the written approval of the Facilities Section of MOE, and that complete records should be kept of all such transactions. Unfortunately, this has not been done in all cases, and the end-use audits of ICA materials may embarrass some of the institutions. It is hoped that the auditors will take into consideration the "good-faith" exchanges which expedited the completion of projects, as well as the mere technical application of regulations.

It does not make sense to make up a PIO/C bill of materials before a building is designed, and then erect the building before the import materials arrive; but that is what has been done in some cases. There has been less confusion and delay, and more satisfactory operation, on the projects which were not involved with PIO/C imported materials.

Planning the Peabody Projects

Each of the building projects under the Peabody program has been planned cooperatively with the head of the respective institution, his staff, the project architect, the Facilities Section of the MOE, and the Peabody technician assigned to the institution.

As is the case in planning any facility, many compromises have been made. Because of the time element, available funds, and Korean practices, Peabody is not satisfied with some of the features of some of the projects. But, by and large, the facilities being erected under this program represent a distinct improvement, both in functional planning and in quality of construction, over common Korean practice.
Since the normal school facilities consisted 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 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.

Field Inspection

This has been one of the weak points in the building program. The usual Korean practice is to release the architect as soon as drawings (usually not much more than sketches) are completed, and engage some young man as "inspector." With the many projects scattered all over Korea, with no inspectors under Peabody supervision, and a heavy load of paper work, it has not been possible for the Peabody technician to keep in touch with all of the projects during the various stages of construction, even if that had been his job.

The Peabody specialist has, however, visited all of the projects several times for spot checks, and has caused many changes to be made in design and in construction procedures. During these inspection trips he has held extensive conferences with the respective deans or principals, business officials, architects, and the Facilities Section of the MOE. He has confirmed the major points of such conferences by

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memoranda to the head of the respective institution, with copies to the MOE. He is also leaving copies of these memoranda in his files at the College of Education.

Construction Status of Authorized Teacher-Training Building Projects, as of September 1, 1960

College of Education, SNU
Science and Library Building--Exterior and much of interior completed. Present contract should be completed by mid-October, but it will require about 45 million Hwan more to complete the building with all of its necessary facilities.

Kongju Normal College
Science Building--Completed, except for toilets, water, plumbing heating, electrical, equipment, and painting lower portion of interior walls. Will be able to use portions of building this fall.

Inchon Normal School
Attached Primary School--Completed, except acoustical tile, and in use.
Remodel one-story structure for HE and Physics--Completed.

Seoul Normal School
Building for library, science, home economics, and crafts--Exterior completed, working inside.

Chunchon Normal School
Building for library, science, home economics, crafts, and music--
Completed, except for acoustical tile, connecting passageway, and fire escape.

Attached Primary School--Site purchased, drawing approved, and funds released.

Chungju Normal School

Building for library, science, and home economics; and addition to auditorium for crafts and music--Both projects completed and ready for equipment.

Taejon Normal School

Addition to main building--Completed, except second floor acoustical tile, and in use.

Science Building--Completed, except acoustical tile, and in use.

Attached Primary School--Completed, except acoustical tile, and in use.

Toilets--Drawings approved and funds released.

Chonju Normal School

Home economics and Library Building--Completed, except acoustical tile in sewing room, and in use.

Dormitory repair--90 per cent completed.

Attached Primary School--Exterior completed for FY 1958 project, and drawings approved and funds released for FY 1959 project.

Kwangju Normal College

Science Building--Exterior completed.

Library Annex to Science Bldg.--Nearly completed.
Attached Primary School: two-story unit completed and ready for furniture; one-story unit completed except for floors, doors, and acoustical tile.

Multi-purpose Facility--Completed and in use.

**Mokpo Normal School**

Attached Primary School--Completed and in use.

Building for library, home economics, and art--Exterior completed and finishing inside.

Repair and remodel existing building--Work completed.

**Pusan Normal College**

College building (Peabody Hall)--Building completed, except acoustical tile, and in use.

Attached Primary School--Building completed, except acoustical tile, and in use (3 rooms for primary and balance for normal school).

Science wing to main building--Exterior completed, working inside.

Renovation of old building--Work in progress.

**Taegu Normal School**

Addition to main building--Completed and in use.

Music, Arts, Crafts Building--Completed, except acoustical tile, and in use.

Attached Primary School--Walls up for first story, and setting forms for second floor.

**Textbook Bureau**

Capital Annex site selected, and drawings being prepared.
C.E.R.I.

Completed, except heating plant, and in use.

Unfinished Business

The Peabody contract is concerned with teacher training, including facilities. Among its objectives, Peabody hopes to leave a few examples of suitable facilities; and, what is more important, a zeal on the part of Korean educators and public officials for continued improvement of functional facilities to serve educational programs. In order to achieve these objectives, it is recommended that the Peabody project 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 for school administrators and architects in the planning, designing, construction, equipping, maintaining, and care of educational facilities.

In spite of Peabody efforts, a few projects will not be finished for the respective allotments. In some other cases, drawings have been prepared for complete buildings, and contracts awarded for finishing and making ready for occupancy only portions of the ultimate buildings. This latter 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 to erect and equip additional facilities for the functional housing of up-to-date teacher training programs. Some need additional library, science, or
home economics facilities. Some need improvement or replacement of obsolete attached primary schools. However, the completion of the FY 1957, FY 1958, FY 1959, and FY 1960 programs, as proposed, will provide most of the selected institutions with rather adequate facilities. Probably these institutions should be given time to develop educational programs and organizations, and show an acceptable utilization of their facilities, before making further substantial plant investments.

Some sample installations of science and classroom furniture have been introduced which will be more functional and durable than the types in common use. In order for any new ideas of furniture to really "catch-on" in the public schools of Korea, it is believed that some kind of mass production will be necessary in order to reduce the unit price of good furniture. It may be necessary for the MOE to enter into some kind of arrangement with manufacturers, similar to the plan for publication of textbooks.

It was hoped that all of the projects in the Peabody program would be completed, equipped, and put in service during the school facilities specialist's tour of duty; but PIO/C and Hwan-release delays, and the April 19 revolution followed by government reorganization have slowed down the program. Considerable unfinished business is being left, including disposition of PIO/C defective hardwood lumber. This report and files in the Peabody office at the College of Education will be helpful to those responsible for finishing the job.

The FY 1958 building program included 100 million Hwan for furniture and equipment. One-half of this amount is scheduled for release early in the fall of 1960 and the balance in 1961. Before furniture and
equipment items are finally approved, it is recommended that they be reviewed by the Peabody staff members assigned to the respective institutions as to relative need, type, design, quantity, and estimated cost. This is especially advisable as the Peabody building specialist will not be here to follow through on the furniture and equipment phase of the program.

Status Report of Pre-service Training Program for Primary School Teachers

The training of primary school teachers for Korea involves many and varied problems. There is no one phase of this constellation of needs which can be dealt with separately and achieve the end product of a well educated primary school teacher. However, for purposes of identity some of the problems which are well known to Korean educators and to the entire Peabody Staff are listed.

1. The program having been developed at a time when it was urgent to give minimal training for primary teachers in order that positions could be filled should have been considered a temporary one. However, having established a pattern, it has been difficult to change the program.

2. It has been generally agreed that the program should be upgraded to at least a Junior College Program. At least three Ministers of Education have indicated publicly that this should be done but the implementation has been difficult.

3. The present normal school program was imposed on a high school program. The addition of four or five education courses and student teaching carries the weight of the total training of a primary school
teacher. Time allotments of the academic high school program were decreased in order that the education program might be included in the same total time allotment. The textbooks used in the high school were used in the normal school. It was left to the classroom teacher to adjust the content to the time allotment. Since some students hope to enter college many teachers simply speeded the coverage of these textbooks in order that they might be sure that they have covered the content expected of a high school graduate. Some dropped a few courses but this varied by schools.

The high schools had established two patterns which have also made adjustment of the program difficult. First of all they believed that in order to pass college entrance examinations a course should be given in each year of the three years. The fear has been that if the course was completed in the tenth grade it would be forgotten by the end of the twelfth year. Second, the teachers felt that they were narrow specialists within a field, i.e., Korean language was broken into the separate subjects of grammar, composition, literature, etc., each with a separate teacher. Other fields such as social studies and science were treated in similar fashion. As a result the program was fractured into small segments and offered only once a week in most cases. Two years ago a student carried as many as 27 separate subjects each semester.

4. The content of the subjects were taught as straight college preparatory courses with no relationship to the special needs of primary school teachers.

5. The professional courses were of a survey type for the most part. The history of education, educational psychology, educational
method, curriculum, etc., did not reach down to the needs of the primary teacher in preparation.

6. Student teaching and observation was disliked by both students and by supervising teachers. The student had a voluminous reporting job with little opportunity for any experience other than a couple of hours of "platform" teaching. The number of student teachers assigned to a given room varied from 12 to 16. The teacher felt that the students were a handicap to the children in that student teachers constituted a disruption of the regular ongoing program of studies. The importance of student teaching was sadly underrated in the program.

7. The introduction of teaching methods which could be applied to the primary school by experiencing them in the normal school courses were largely limited to a lecture-recite method. Since the number of students assigned to student teaching per classroom required a revision of the normal program, the student teaching was limited also to this same method.

8. Very little attention has been given to the course of study, the textbooks or the teaching guides of the primary school. The backgrounds necessary for understanding the content of the primary books or the content which was needed for enrichment was taken for granted. For example, in the primary course of study certain principles are stated. Among them the principles of flexibility of the curriculum, the use of resources, the localization of content, etc., were given little if any attention. Therefore, the teacher followed the textbook page as a narrowly restricted course of study.

9. The lack of cooperation existing between the normal school
and the attached primary school created many problems in a number of normal schools. The idea of cooperative effort between these two institutions in focusing on those things which would improve the quality of the graduates was, with some exceptions, remote or non-existent.

10. The preparation of normal school teachers and the certification program under which they are licensed has also restricted the use of these teachers to some extent. The most difficult area is that of social studies where teachers are certified in specific subjects and limited to a major field which fits the pattern of certification standards.

11. Most classrooms were used as class centers in which students spent most of the day. The teachers moved. There were few, if any, laboratory experiences. The idea of a room being equipped for a subject field and that the student should move to the subject and teacher, has not been given a fair trial in any one school. There were many problems such as lack of equipment and materials, lack of heat during the winter which affected teacher attitudes, and the storing of students' books, coats, etc. Some schools had tried moving the classes but had dropped the idea because of difficulties encountered and lack of value as they saw it. Maximum use of facilities and decreasing the needs for materials and equipment in the different subjects needs further exploration and experimentation.

Recent Changes and Activities

During the past several years a variety of problems have been under consideration, experiments performed, and changes made. The
tempo during the past two years has been quickened and steps taken to bring about solutions to problems are increasing in number.

Conferences of normal school and teachers colleges principals, vice-principals and deans have been called by both the Ministry of Education and by the Peabody staff in cooperation with the MOE. The Peabody staff has kept in contact with these administrators on a daily basis with some and at frequent intervals with the others.

The Peabody staff in Seoul in conjunction with officials of the MOE formed a committee to determine the most urgent present problems and to find, if possible, a variety of suggestive solutions. This committee met on a weekly basis for about three months. At conferences, workshops, etc., partly as an outgrowth of these discussions the MOE officials indicated directions which might be possible, problems which should be given priority, the existing regulations which needed modification, and finally, the procedure by which approval could be given to experimental programs which deviated from present MOE regulations.

This committee has not met since early April due to the events of that month and the reassignment of personnel.

The workshops held on a national or regional basis involving the normal school and teachers college personnel have served as a vehicle for stimulating more aggressive action in bringing about needed changes. Peabody staff members have been called upon in a variety of ways to render assistance in the local institutions. However, highest commendation is due a number of excellent Korean educators for their creativity, initiative and persistence in making possible some
changes and exploring others.

The following list will serve to show the direction of changes being tried and tested in one or more schools:

1. The number of separate courses being offered students in the normal schools has been reduced in every institution during the past two years. The reduction in number varies by institutions. Two years ago the number of courses, as previously indicated, was between 23 and 27 per semester. In most schools this number has been reduced to around 20.

In reducing the number of courses the following procedures have been most frequently used:

Korean language was formerly divided into separate courses such as Korean literature, grammar, composition, history of Korean literature, modern literature, national language, and Chinese characters. In social studies the separate subjects were Korean history, oriental history, western history, geography, world history, culture and commerce. In science there has been a change from teaching chemistry, physics, and biology each semester for three years to a sequence consisting of biology, in grade 10, chemistry in grade 11 and physics in grade 12. Physiology has been dropped in some schools. General science is being planned in a few schools. The attempts being made to provide greater concentration of courses and the instruction and guidance of teachers will make it possible to a greater extent to provide for individual needs, extend individual talents and to provide for greater depth, continuity and understanding of a subject.
2. Attention is being given to more adequate understanding of the primary school courses of study and to the textbooks in use. Some attention is now being given to teaching guides. This is being done in connection with the general methods courses.

3. The development of laboratory experiences in science is progressing nicely. As equipment and material has been received it has, in most instances, been put to good use.

4. Different methods of teaching are being practiced in connection with the teaching of some professional courses.

5. The student teaching program is being studied and changes made in every school. Committees have been formed to study all aspects of this important part of the teacher education program. Most of the schools have revised their guides for student teaching and they are planning a guide for cooperating and attached school teachers. Increased study is being given to the nature of the experiences provided each student teacher. The number of cooperating schools and teachers has been increased. The number of students assigned to a teacher for student teaching has been reduced in many attached schools from as many as 16 formerly to 4 or 5 at present. The number of students assigned to a given teacher in a cooperating school in most cases has been limited to one or two students. This reduction in the number of students assigned to a given class will make it possible to provide entirely different types of experiences which should be of greater value in the quality of graduate produced.

6. The cooperation between certain normal schools and their attached schools has been excellent. However, many problems exist
in this relationship. In certain schools where the administrators and the teachers have worked together by encouraging, assisting and challenging each other, the results are easily observed by a visitor. The opposite condition is equally obvious.

7. Attached schools in several instances have been developing improved teaching techniques, improved use of instructional materials, developing democratic practices in the area of student and teacher relationships, and others. Studies of this sort and practices which are explored, desirably evaluated, and revised produces an institution which comes closer to the idea of a real demonstration school.

8. Attention is being given to teaching methods and primary school content in the separate subject areas in some institutions. It is being done in several ways. First, teachers in the fields of science, mathematics and in a few of the other areas are including units or blocks of instruction dealing with the primary school content and method. Second, a short term of several weeks of preparation for student teaching is being provided by the academic teachers. Third, specific methods courses are being provided in mathematics, social studies, science and language arts. All of this is in an experimental stage and the work is not yet widespread in the normal schools.

9. There is some experimentation being carried on in the professional courses. This includes (1) greater concentration in one semester rather than one full year, (2) revision of the content of certain courses, (3) directed observation particularly in the general methods course, and (4) cooperative teaching by normal school and attached school faculties, primarily in connection with general and
specific method courses at present but with the possibility of extending
this cooperative work to some content courses.

10. The improvement of libraries in the normal schools is worthy
of high commendation.

Recommendations

(1) Local initiative in the improvement of the preparation of
teachers should be encouraged by the Ministry of Education.

(2) An evaluation of experimental practices should be made co­
operatively by staff members of the institution, staff members from
other institutions, and MOE officials.

(3) The results of studies, descriptions of proposed projects,
reports of progress, etc., should be given through a newsletter for
normal schools and teachers colleges.

(4) Conferences of the responsible leaders of the institutions or
division heads should be held at least twice a year to help plan and
to review research and experimentation in each institution.

(5) Regulations concerning the curriculum of the normal school
should be revised by the Ministry of Education. The revision should be
stated in broad principles and should encourage reasonable local
initiative in developing improved practices in support of teacher
training.

(6) In-service education of normal school and attached school
teachers should continue both on a national and a regional basis.

(7) Intervisitation with a specific program planned well in
advance should be carried on between school staffs.
(8) The staff of a teacher training institution must be composed of an entire staff, working as a team, dedicated to producing the best teachers possible.

(9) The status of the attached school teachers should, by good human relations and other forms of recognition, be raised to a level which will make possible complete cooperative action between the attached school and the normal school staff.

(10) Greater emphasis on the revision of curriculum based on a thorough analysis of the needs of primary school teachers should be undertaken.

In summary: There is abundant evidence that the present normal schools are working on a variety of improvements in the preparation of primary school teachers. This must be continued, enlarged in scope, and increased in depth. There is need for greater care in the selection of personnel, for continual in-service training of the staffs, and for greater stability within each institution.

Curriculum Development and the Textbook Bureau

The Present Responsibilities of the Textbook Bureau

In the present Ministry of Education organization the Textbook Bureau has the responsibility for the preparation and publishing of all primary school textbooks, for the approval of secondary school textbooks, for the preparation of teaching guides, for the preparation of special aids or bulletins dealing with the improvement of
instruction, the development of the curriculum for primary schools, secondary schools and normal schools, and several other responsibilities which involve the preparation of an atlas and other special materials.

The Textbook Bureau should serve as a limited Bureau of Instruction if it is to carry out its several functions properly.

The Curriculum Program at Present

The work on curriculum revision and the development of local level enrichment programs have been discussed at length during the past year. The Minister had promulgated a regulation in November of 1959 to re-establish a curriculum committee consisting of not more than seventy members. There were disagreements on the functions of this committee and no agreement had been reached as late as the April 19th "revolution." The membership on this committee was the other big problem which remained unsolved. Several proposals were offered to the two committees which were set up to deal with this problem in succession, the proposals were explained before the Bureau. The answer to the proposals was that they all agree in principle but it could not be carried out in this fashion in Korea. Pressure came from many different directions. To give two examples: (1) The Ministry officials from the several bureaus wanted membership on the committee in varying numbers. On the other hand some felt the committee should not have any MOE officials in it except the chairman and one vice-chairman. (2) It was felt by some that the committee should be a working committee, others believed that it should be a committee of review which would
meet once or twice a year and that the material should be prepared by the textbook bureau with the aid of teachers, administrators and scholars. Since April 19th there has been no further discussion of this committee to date.

However, the interim director of the Textbook Bureau has set up a committee consisting of three editors, to develop a plan for first steps in the direction of a complete curriculum revision program. This new committee has been provided with books and materials and has met several times. A USOM technician and a Peabody technician have worked with this committee. Both U.S. advisors should and will work with this committee and all future programs in the curriculum area.

The Proposed Curriculum Laboratory Building

The proposal for a curriculum laboratory was made during 1958. The formal request for funds was submitted and approved. A preliminary drawing was made at that time and on the basis of it, PIO/C's were submitted. Since the final drawing and decisions concerning it were not made, the materials ordered were based on an estimated building of 165 pyung and uncut lumber was ordered so that it might be milled to fit later needs.

During the past year and a half there have been many conferences on this project but the former Minister did not seem to be able to get approval of a site. When the interim Minister took office the director of the Textbook Bureau informed him of the fact that materials were arriving and this project must be decided. The Minister immediately went to work on the problem with the interim director of the Textbook Bureau.
Daily meetings were held concerning the function of a curriculum laboratory in relation to the Textbook Bureau obligations. This committee consisted of the interim Director, Textbook Bureau, the Compilation Chief, an editor, USOM technician and a Peabody technician. The committee worked for almost three weeks, formulated a statement of needs and developed rough sketches of the building to show approximate sizes and relationships of areas based on functions. The Peabody advisor on buildings joined the committee at this stage and the architect was brought in to prepare preliminary drawings. After three such meetings at which changes were proposed a schematic for the building was decided and the architect proceeded with the final drawings.

Permission for a site had finally been obtained. The site is situated adjacent to the MOE building and covers the area now occupied by the mimeographing building. Who is to be responsible for the replacement of this building has not yet been determined. The architect claims it will cost approximately 3,000,000 Hwan. According to the architect the present plan for the building can be built within the allotment except for the radiators and the fixtures. He estimated the cost of these two items would be an additional 3,000,000 Hwan.

In an additional conference concerning the final plan for the building the drawings were reviewed and criticized. It was agreed that (1) the penthouse on the roof and stairway from second floor would be removed, (2) the iron fence around the roof is to be removed, (3) the exterior louvres over the windows are to be removed, and (4) wherever possible the lines of the building are to be streamlined and all ornamentation removed. With these changes, which
the architect has promised to make in a revision of the final drawings, it is entirely possible that the budget can take care of the radiators and lighting fixtures previously mentioned.

A review of the final drawings will be necessary. Official documents have been prepared and are awaiting the approval of the Minister of Education.

The present plan calls for the use of moveable walls in the reference room area on the first floor and editorial office space on the second floor. These, however, are to be included in the construction of the building. The budget does not allow for the purchase of shelving or other equipment in any part of the building.

An order for American curriculum materials, sample textbooks, curriculum studies, etc., has been placed. These are to form part of the resources of the reference room.

One decision will remain to be made concerning the payment for the removal of and restoration of the government duplicating building. The plans for the building should then be offered for bids at the earliest possible moment.

The Functions of the Curriculum Laboratory

In order that basic points of view concerning the functions of this curriculum laboratory might be established, the responsibilities of the Textbook Bureau were carefully studied. Three principles concerning the work of the Textbook Bureau were agreed upon as follows:

1. Curriculum Development
Curriculum development of public education, kindergarten through high school including normal school education, is the responsibility of the Textbook Bureau. Curriculum development involves more than the publication of courses of study. It implies the stimulation of local studies, the development of newer practices, etc. The curriculum laboratory must become a resource center where editors, authors, faculties of individual schools, supervisors and administrators may work as individuals or groups in using the necessary tools for refining and enriching the curriculum. The work of advisory committees to the Textbook Bureau, the services of the Curriculum Council Committee and other groups will be a part of the responsibility of the Textbook Bureau. The design of the laboratory and the facilities it provides must enhance these activities.

2. **Development, Publication and Approval of Textbooks**

   The curriculum laboratory should serve as a resource center for the writing of textbooks. A variety of tools will be necessary including research studies concerning child growth and development, teaching methods, vocabulary studies and standards, visual aids, sample textbooks of other countries, content references, etc.

3. **Development of Guides and Provision for Assistance in the Improvement of Teaching**

   The assistance to teachers through the publication of teaching guides, special publications concerning the utilization of new methods or new contents, the improved use of teaching aids, conferences with individual or groups of teachers, written correspondence with individual teachers or with research and study groups at the local
level and other activities for the purpose of stimulating the continual improvement of instruction is another important responsibility of the Textbook Bureau in curriculum development.

This proposed curriculum laboratory should be organized as a working area for those who are to develop elementary or secondary curricula, school textbooks, courses of study, pamphlet materials, tests, sample units, suggestive teaching methods and procedures, picture materials, and teaching devices. In order that these several kinds of aids for teaching became properly developed there should be a resource center or a reference center in addition to the work or study area.

The curriculum laboratory should be organized to carry out the following functions:

Conferences
(1) MOE bureau staffs
(2) Supervisors of provincial level
(3) Special teacher groups
(4) Principals, vice-principals and local teacher groups
(5) Special study groups or production groups for local committees
(6) Others

Curriculum and Research Activities
(1) Curriculum advisory council groups
(2) Local or provincial curricular research groups
(3) Individual teachers, etc., working of special action research projects
(4) Editors checking the content of or developing manuscripts
for special topics, textbooks, teaching aids, etc.

(5) Others

Development of Publications

(1) Textbooks

(2) Teachers guides

(3) Instructional improvement materials

(4) New data or insights surrounding textbook content

(5) Devices and techniques for use in instruction

(6) Resource materials such as topical bibliographies, etc.

(7) Guides for textbook improvement

(8) Others

The Resource center should contain the following types of materials:

(1) Textbooks

(2) Reference books on curriculum development, child growth and development, and teaching methods

(3) Sample textbooks of other countries

(4) Courses of study--Korean

(5) Courses of study--other countries

(6) Research of other countries--research studies

(7) Action research from Korean schools

(8) Picture file for use in publications

(9) Reference material on publishing and editing practices

(10) Sample units

(11) Others

The building should contain the following service areas:

(1) Work space for editors
(2) Resource center and flexible conference room
(3) Lavatory
(4) Director and/or chief coordirector office
(5) Duplicating and supply room
(6) Clerical staff and reception center
(7) Room for maintenance materials
(8) Small conference room for maximum of approximately 25 people

Recommendations Concerning the Curriculum Program

I. That the Textbook Bureau have a person designated as Coordinator, Director of Chief of Curriculum Development and Services. It would be his responsibility to: (1) coordinate all curriculum activities of the bureau, (2) recommend materials to be placed in the reference library, (3) determine or recommend to the bureau Director curriculum programs to be developed, (4) determine advisory services to be rendered at local and provincial level, (5) schedule conferences in the curriculum laboratory, (6) arrange for the use of resources both human and material in connection with projects and special requests.

II. That the Textbook Bureau assign a trained librarian with an education background to manage, organize and operate the Curriculum Resource Center.

III. That the editors of the Textbook Bureau become students of education, child growth and development, Korean language, and the relatedness of their special fields to the total program. That they become resource persons for special groups who come
to use the curriculum laboratory, work on committees developing curriculum guides, prepare materials connected with or in support of the curriculum, work as resource persons on in-service education programs, and that they participate in a continuous in-service education program to be carried on within the bureau. This should be conducted in such a manner that they may be better prepared to function in these several capacities. In the event of a reorganization of the MOE others who are involved with curriculum and instruction should participate in a similar manner.

IV. That the present regulation recommending a Curriculum Council of a maximum of seventy members be rescinded. In its place the Minister of Education should appoint under his administrative powers a curriculum steering committee of not more than twenty members; this committee to recommend the scope and sequence of the total program, the number and types of working committees, a committee of review if desired, and define its own activities during the program. The recommendations should be reviewed by the Minister of Education and further steps made in accordance with his recommendations leading to approval. It is further recommended that American technicians be invited to serve as ex-officio or advisory members of the steering and other committees.

V. As the curriculum committee or committees begin their work the following questions should be dealt with in some appropriate manner:
1. Does the design of curriculum, the teaching methods recommended, and the content selected really make possible a truly democratic educational program?

2. Are the present curriculum guides adequate in design and coverage?

3. Are the present objectives and goals acceptable and clear to the average teacher? Can they be put into actual practice?

4. Are the suggestions for the methods or practices stated in such a way that teachers may put them into practice or are they vague generalities?

5. Is the content as suggested by grades based on the ability of the children to clearly understand the concepts and applications? Is it appropriate to their backgrounds and interests?

6. Is continuity provided vertically? Is there proper relatedness, but lack of duplication horizontally?

7. What new elements in the progress of society should be given greater emphasis? Which should be omitted or given less emphasis?

8. Taking into account the lack of training of many primary school teachers, how may the curriculum be more fully understood and put into practice? For example, what are the aids necessary for more adequate implementation, i.e., supervisory participation, local and provincial workshops, printed bulletins and supplementary materials, etc.?

9. Does the present textbook actually control the curriculum and determine teaching methods to be used or does the
curriculum cause the textbook to take its proper place as only one important aid to learning?

Concern about these nine items has been expressed by classroom teachers, college and normal school administrators, and textbook editors. Better answers will be needed in the development of future curriculum programs.

Research, Survey and Experimentation

The Peabody team has been closely associated with a number of research activities during the past several years. Technical assistance and some financial aid has been provided for a number of specific projects. There has been, since the inception of the Peabody Project, a recognition of the need for certain kinds of information, research and experimentation. This has been involved with fields such as: the organization and administration of schools and school systems, the development of improved techniques of teaching; the translation of selected materials; the collection of available data or materials; the development of improved tests and testing procedures; the development of skills on the part of research technicians; the identification of new problems; the development of procedures for problem analysis and the structuring of designs or procedures for producing reliable results. Sending participants to Peabody, working with technicians and with other Koreans who have had training has resulted in considerable progress in this field. However, with the limited amount of time, since 1953, there is much additional training, guidance, research and experimentation to be done at all levels and
areas of Korean education.

The Central Educational Research Institute

During the past several years the Central Educational Research Institute has been developing a quality program and expanding the areas for needed study and work. This institution has as its major activities: (1) Research and surveys, (2) In-service education, and (3) Counseling and guidance.

The Research and survey projects being given financial aid and limited technical assistance by Peabody at present are as follows:

(1) Ministry of Education sponsored study of the preparation and placement of teachers. This study will cover a variety of pertinent information such as problems of selection, placement, certification, salaries, promotion, transfer and many others. It will be the first attempt since the liberation to make a study of the actual operations involving approximately 88,000 teachers. The results of this study should provide data which will cause re-evaluation of laws, certification standards, personnel selection and assignment policies, an adequate record which will simplify statistical treatment and handling, give direction for in-service educational needs, give possible predictive data concerning supply and demand, etc. This study should make an extremely valuable contribution to much needed planning of future developments in teacher preparation both in-service and pre-service and the development of personnel practices.

(2) The nationwide education census. This survey was an outgrowth of the pilot study of the Kyonggi Province study completed last
year and reported to the Ministry of Education and to the legislature. Major discrepancies in many items between the results of the survey and existing available data resulted in the request from the Ministry of Education for the extension of the provincial study to cover the nation.

(3) A study for the Revision of the present cumulative record system used in the public schools of Korea.

(4) Standardization of previously developed social studies achievement tests for primary school use.

(5) Development of reading comprehension tests for middle and high school use.

(6) A study for the improvement of guidance practices.

(7) The first stages of developing an individual intelligence test.

A translation and adaptation of the W.I.S.C.

The projects completed during the past year and a half follow:

1. Educational census in Kyong-gi Province
2. Standardization of social studies achievement test for primary school upper grades
3. Standardization of middle school mathematics achievement test
4. Standardization of high school English achievement test
5. Standardization of high school mathematics achievement test
6. Occupational Survey - Information on major occupations for use in guidance work
7. Survey of children's interests

Previously completed projects with Peabody assistance follow:
1. Mental maturity test for lower grade children of primary school
2. Gathering of original educational data and related facts in some villages near Seoul or educational census in some villages near Seoul.
3. Status of middle school teachers
4. A study on development of sociality of primary children
5. How worth, morally, and educationally, are school surroundings?
6. Incidents in school
7. Standardization of natural science achievement test for primary school upper grades
8. Children's vocabulary development
9. Selection of entrance examinees by means of scholastic aptitude tests
10. Statistical evaluation of entrance examination questions for middle school applicants in the city of Seoul
11. An analysis of entrance examinations of universities, colleges and high schools
12. Interest of primary and middle school students
13. Educational facilities of primary school
14. Study of homework of children

All completed projects are on file in the Peabody office and in the office of USOM-TC/ED.

In the area of in-service education the Peabody staff and the C.E.R.I. have cooperated in the following:
(1) The improvement of in-service education workshops at the provincial level.

(2) The planning of specific workshops for groups such as:
   a. Guidance counsellors for secondary schools
   b. Vice-principals of primary schools
   c. Secondary school principals

(3) The development of a series of tape recorded narratives, in some cases to be accompanied by a series of slides, on the improvement of instruction.

   The pilot study for this series is to be developed for the teaching of arithmetic in the primary grades. An advisory committee consisting of representatives of the MOE, professors of education, school principals, CERI staff and a Peabody technician met on two occasions to plan the program and to appraise its potential value and use. A committee of teachers, a principal and the MOE editor of the arithmetic textbook are now drafting the script.

   It had been agreed that the CERI would finance the development of the script for this pilot project, that USOM/Audio Visual would produce a tape and the series of slides and that Peabody would finance approximately 35 copies to be distributed to each province for use in the in-service and pre-service education of primary school teachers.

(4) One of the activities of this project is concerned with the selection and translation of professional textbooks in education. A number of books have been translated and a limited number published. An additional list has been prepared but have been held up due to lack of finances.
Some specific recommendations concerning projects and activities of the C.E.R.I.

(1) The request made by the Textbook Bureau to have a vocabulary study of the textbooks of grades four, five, and six has not been approved. If such a study is to be made it would be best to formulate a plan which would involve experimental studies of the vocabulary at these grades and develop some guide for textbook authors.

Three years ago the CERI study of the vocabulary of the primary school textbooks was completed. It has not been of any great use according to some Korean educators since the word count was made on books which have been criticized because of inconsistencies of word use, difficulty of grade placement and reasons. It would seem desirable to make a careful appraisal of the primary vocabulary study and possibly develop a guide for textbook writers and authors of children's supplementary books in grades one, two, and three before proceeding with the study of the textbook vocabulary of grades four, five, and six. A committee should be formed to work out a plan of attack on this important area for use in future textbook revisions.

(2) The equipment for the demonstration counselling office and observation room has not been approved to date. This should be completed when a room is available and the area specialist returns or a permanent successor is appointed. The furnishings should be of a construction style and cost which could be duplicated in the schools now setting up guidance facilities.

(3) The projects presently approved should be assisted to completion if possible.
(4) The completion of the pilot study of the production of recordings dealing with the teaching of arithmetic should be completed and carefully evaluated. If successful in meeting the needs for which it is intended, series should be developed in fields such as Korean reading, Korean language arts, and social studies.

(5) The workshop sponsored by the MOE and CERI on the improvement of in-service workshop planning which involved representatives of normal schools and provincial educators should be continued. A second workshop should be held in October, 1960, and a third in February or March, 1961. Peabody should continue technical assistance.

(6) Research should be broadened to include experimentation in improved teaching methods and procedures. This should be undertaken as soon as possible particularly in the primary school.

(7) The study of the entrance examinations at middle and high school level should be continued. Sound recommendations should be put into operation by cooperative action.

(8) The nationwide achievement test result last year developed cooperatively by MOE and CERI should be given wider publicity and careful study. The refinement of this examination should be started soon. The emphasis on problem solving, applications of knowledge in a variety of situations and the checking of concepts should be pursued. The examination should be offered again in a year or two but only after considerable study of the teaching methods which produced the weaknesses showing on the past examination.

(9) A committee should be formed to help the CERI develop a long range program of studies. Any such plan should be related to the plan
of the MOE and the research involved should be related.

(10) The in-service program for supervisors, administrators and guidance counsellors should gradually become the responsibility of the universities as soon as they can become staffed and equipped and develop a program to meet these needs.

(11) The CERI should serve as a clearing house for educational research. A digest of all research produced in colleges, research centers, etc., should be catalogued and periodic bulletins prepared.

(12) As a stimulation for educational research, the CERI should bring groups together who would identify most pressing needs and encourage maximum use of both human and material resources. This is greatly needed at this time.

Ewha University
College of Education

The Peabody project has furnished technical assistance and aid to specific projects particularly concerned with early childhood education and the training of teachers in this field during the past several years.

The use of the attached primary school and kindergarten as an experimental school has distinct advantages. Public schools have been limited in a variety of ways by rules and regulations which do not allow the freedom to experiment and carry out certain kinds of research. The attached schools of Ewha University have excellent staffs and leadership along with the desire to make a genuine contribution to Korean education.

This institution renders a service to the in-service education
The Peabody staff has assisted in workshops and conferences, worked with the teachers and principals, attended staff meetings on special problems and coordinated and financed selected research. It has given stimulation to specific staff centered projects.

As one illustration of research a study has been underway for more than two years on the spoken vocabulary of children in selected situations, both in the classroom and on the playground. The study is now being summarized. It involves the recording of approximately 300,000 words. In going into the final stage of the study which was done in three parts the Textbook Bureau of the MOE was brought in for suggestions on how it might be made most usable by textbook authors. The CERI technicians were brought in to be certain that the nature of the research would meet the standards being established for professional research in Korea. A technician from the CERI has assisted the staff in developing the summary of the study. The principal of the school is deserving of special commendation for her continuing efforts in guiding and developing the project.

Two books for children have been written, illustrated and published by the staff of the attached primary school. These books have been well received but need additional publicity. A third book is now in preparation and should be given some form of financial assistance in making the publication possible. There is practically
material of this kind available in Korea. Children's literature to be used as supplementary reading for children is greatly needed. It is hoped that this material may set a standard and serve as a stimulator of similar productions.

A pilot study of the speech patterns of children is now having an exploratory run.

Professor Park, Head of the Yonsei University Korean Language Department has personally worked with Dr. Lee, Principal of the attached primary school at Ewha in organizing this project which was conceived almost a year ago.

In January Professor Park trained the technicians for the work. The project has been held back by the completion of the spoken vocabulary study since some of the same Korean technicians are involved.

The staff at the attached primary school is experimenting with and evaluating techniques and methods in the teaching of reading, science, and arithmetic. This study will probably be a continuous one but it is hoped that from time to time a bulletin or small book will be published giving those devices, techniques or methods which are of proven worth.

The department of education has the beginning of a very fine curriculum laboratory for the use of the students. Mr. Kang has collected Korean textbooks, teachers' guides, courses of study, special research reports, etc. He now has them organized and will catalog them with student help. Curriculum materials will be added to the collection in the near future. The latter will be provided by the Peabody Project.
General Recommendations

(1) The assistance given Ewha University should be continued in its present limited but important form.

(2) Encouragement and some assistance in the creation of and publication of children's literature should continue.

(3) Assistance, both technical and financial, should be given in the development of and publication of devices, techniques, and methods of teaching science, arithmetic, reading and possibly social studies.

(4) The summary of the research in the field of the spoken vocabulary of children, grades one through three should be completed next quarter. The report should be published in sufficient numbers to make them available to the Textbook Bureau, the CERI, the Korean language-teachers in the Normal Schools, Colleges, and on a loan basis to authors of children's books.

(5) The new study on the speech patterns of children should be carefully evaluated at the end of the pilot study. This should be completed at the end of this calendar year. Whether the data collected can be put in such form that it will assist primary school teachers in developing improved speech patterns has yet to be decided. The quantity of work involved has not been determined as yet. The import of such factors as backgrounds of children, geographic location, grade level, etc., needs careful study to determine both the scope and depth of this study in order for it to produce useful and reliable data.

(6) The curriculum laboratory should be watched carefully as it develops. Technical and material assistance is needed.

(7) Cooperation with the A.C.E. and with the in-service education workshop should continue.
In-service Education Workshops and Conferences

The Peabody staff has participated in a variety of provincial level workshops for primary school and some secondary school teachers. Planning of workshops conducted by the Normal Schools, for teachers in the area, for both primary and secondary schools has been an important part of the work. A close working relationship between the Normal School Section of the MOE and the Peabody Staff has produced improved planning and organizational procedures for the approval of the in-service program of teacher education.

National or area workshops for normal school teachers have been conducted for teachers of social studies, science, mathematics, and home economics; curriculum problems; student teaching; and conferences have been held with the vice-principals and principals of the normal schools.

Some of the workshops have been held in a planned sequence during the past year and a half. The progress made where this has happened has been encouraging. In most instances the Peabody staff in Seoul and the field technicians have been able to follow up on the application of the work undertaken during these workshops and conferences.

The work in the field of student teaching and observation may serve as a good illustration of a sequence of workshops and technical follow-up. The one-week workshop held during the summer of 1959 devoted two days to this subject as a stimulator session in which the problems then present were identified and some possible means of attacking them
suggested and some directions proposed. Three other areas were included in this workshop and it was hoped that these would become the basis for further exploration. At this workshop two representatives, an education teacher, and the "head teacher" from each of the teachers colleges and normal schools were present.

The second workshop held in January, 1960, brought together the normal school or college director of student teaching and the person in charge of the student teaching program in the attached schools. Almost one-third of this group had been together the previous summer. During this workshop actual plans were made for work to be carried out during the spring.

A third workshop was held in August, 1960. The same group which attended in January came to the workshop prepared to share materials, to tell of the work accomplished to share their problems and to make plans for next steps.

During the year the Peabody technicians visited all schools with the exception of Kangnung and Chaejudo. Conferences at the schools were held involving principals, vice-principals, directors of student teaching, education staff members and attached school representatives. In January workshops there was only a slight trace of the pessimism with which teachers had previously approached in-service training. In August, 1960, none was detected. The entire program was built around what Peabody is now doing, what the staff hopes to do next and how and what it thinks can be done in the future. Everyone was too busy with ideas to feel inhibited by the reasons given a year previously on "why it could not be done."
The workshops have carried over into a variety of actions which make for many desirable changes or refinements of content and method. The use of local resources, the development of teaching aids, the improvement of the teaching environment are immediately observable. However, underlying these more obvious changes are the changes in values being applied, emphasis on student roles, individualizing instruction, cooperative planning and a re-study of the content of the program. In no one school or department has there been a complete shift. This is not to be expected nor could it be done if it is to be based upon understandings and clear objectives. But the beginning stages of growth and desirable change are clearly recognizable.

Progress resulting from the practice teaching workshops is summarized as follows:

1. Most of the normal schools now have a faculty-administrative committee to coordinate student teaching activities.

2. Almost all schools report that they now have fewer student teachers assigned per classroom, and, consequently, have increased the number of hours of classroom participation for each student.

3. More emphasis is now being placed upon first-hand participation as the means of learning how to teach, rather than using lecture only.

4. The attention of supervisors and supervising teachers is being placed upon the actual participation, rather than upon written reports of observations.

5. More of the institutions are using cooperating schools.

6. Almost all of the schools have reorganized their student
teaching handbooks. Several now have written handbooks for supervising teachers.

7. Several of the schools are trying new and different ways of evaluating their student teachers.

A special emphasis has been placed on an extensive in-service training program in the Cholla Namdo Province. By law and tradition the education section of the provincial government has been solely responsible for in-service activities for primary teachers. Efforts are being made to integrate the resources of the teacher training institutions which are national with the provincial level activities. The program in Cholla Namdo has been an important step in this direction.

Early in the year Peabody technicians in the area worked extensively with supervisors in the provincial bureau and normal school personnel to study needs for in-service work. Plans were developed for a joint effort in attempting to meet these needs.

Steps involved in the program included planning and in-service work for supervisors and normal school personnel. This resulted in setting up a series of workshops in each of the goons (counties) in the province. These twenty-five workshops were held in August. A total of 1,385 primary teachers participated in the workshops.

A small task force which included representatives from provincial bureau, normal school, and Peabody staff was organized to supervise and serve as resource persons for the workshops. This task force is currently following up workshops by visiting schools to encourage
teachers who participated. This work will continue through the end of the year.

In January which is the other "workshop month" for Korean schools the goon workshops will be repeated involving as many of the same teachers as possible.

During November a series of four conferences will bring 150 principals and vice-principals on to the normal school campus in Kwangju. The newly completed attached primary school which has been developed as a model institution will be used as the site for these conferences. The program at these conferences will include observation of plant and facilities, observation of teaching, discussions led by Peabody staff, provincial supervisor and normal school personnel.

It is expected that this experiment in one province can lead to programs of a similar nature and purpose in other provinces throughout the country. A more detailed report will be made in the next semi-annual report.

**Recommendations Concerning the Present In-service Education Workshops**

1. Korean educators should become increasingly involved in the workshop programs. They should have important responsibilities for planning and determining the nature of the workshops to be held.

2. An advisory committee of representatives from the school should be called together to plan for the next year of work.

3. The sequence of workshops consisting of (1) a starter exploratory session; (2) a work session including planning for the immediate future; and (3) an evaluation session with additional
future planning for depth should be developed in appropriate areas.

4. The follow-up of previous workshops by the field technicians should continue to constitute an important segment of the workshop program.

5. When possible field technicians should visit the different workshops, gain first-hand knowledge of the study and activities, and become better acquainted with the participants. Summary reports should be circulated from all workshops to all Peabody staff members, which has been done in most instances in the past, in order that each staff member may formulate a follow-up check list.

Projected Activities

During the next six months emphasis will be placed on two major developments currently underway. They include the leadership training program at the College of Education, Seoul National University, and the upgrading of selected normal schools.

Educational Leadership Program

Plans have been revised and completed for the beginning of an in-service program for educational administrators at the College of Education, Seoul National University. The program was scheduled to begin on April 1, 1960, but was delayed by the Revolution and subsequent disturbances at the College and Ministry of Education.

The staff has been selected, the curriculum has been planned and complicated administrative problems have been resolved. The program will begin with the second semester, September, 1960. The program will
bring forty practicing principals, vice-principals, and supervisors to
the college campus for six months of residence work. The staff believes
that this program will be highly significant to the development of
education in Korea. It is anticipated that the program will be a step
toward a broader program of residence in-service training at the College
of Education and will also serve as a nucleus for a graduate program
for teachers and administrators. These elements are urgently needed
in the program at the college.

A detailed outline of this program will be included in the next
semi-annual report.

Upgrading Normal Schools
to Junior Colleges

There is evidence that this long standing problem and opportunity
will be dealt with in the next six-month period. It has not been possible
under the previous administration of the Ministry of Education to solve
the multitude of problems related to this movement. In the meantime
the Peabody Staff has worked ceaselessly with the institutions on ad-
ministration, facilities, curricula, teaching methods, and other founda-
tion areas in preparation for the transition. This work was essential
and in some cases the normal schools are not now ready for the movement.

A steering committee has been appointed by the Minister of Education
to do research and develop plans for upgrading. Basic research to produce
data on teacher supply and demand is under way. Such data have been here-
tofore unavailable. The Peabody Staff is working continuously with the
committee concerned with the basic problems involved in this research.

A series of questions have been introduced to the committee for
study and analysis. They include:

1. Are all of the eighteen schools to be upgraded? If not all, what will happen to those schools not upgraded?

2. What will be the organization and administration of the upgraded schools? How many years are to be included? Attached schools? Will there be a single or multiple administration of the institution?

3. Should the upgraded schools prepare both primary and middle school teachers?

4. What is to be the curriculum of the upgraded schools?

5. What will be the qualifications of the faculty of the upgraded schools? What are the plans for preparing faculty for the new schools?

6. What is the time schedule for upgrading?

7. What changes need to be made in certification laws to accommodate the upgraded school program? Should the total pattern of teacher certification be studied and possibly revised along with the upgrading?

8. What should be the relationship of upgraded schools to College of Education of National Universities where same exist in the same community?

9. What steps should be taken by a normal school in the process of becoming a junior teachers college? What should be the roles of the various interested organizations and agencies in this process? (The Ministry of Education, the College of Education, Peabody project, etc.)

These and many other problems must be analyzed carefully by Korean educators in and out of the Ministry prior to the issuance of orders or directives for the upgrading. It is vital that these problems be resolved
and commitments made and felt by Korean educators to the best possible solutions. The Staff will continue to work out with Koreans the best solutions to the many faceted problems involved. Time schedules must be carefully developed. The present Ministry of Education has manifested a high degree of sensitivity, professionalization, and determination to the accomplishment of this task.

The next semi-annual report will include a full account of work on this particular project.
Appendix
Semi-Annual Progress Report for the Period
February 29, 1960, through August 28, 1960

Financial Summary of the Korean Project
Improvement of Teacher Training
George Peabody College for Teachers
ICAc-1225 (Korea)

As of February 29, 1960, the financial status of this Contract was as follows:

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<thead>
<tr>
<th>Dollars Committed in Korea to Teacher Training Project</th>
<th>Dollars Transferred Via Contract to Credit of Peabody Contract</th>
<th>Amount Conveyed to Peabody College</th>
<th>Expended to Date</th>
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</thead>
<tbody>
<tr>
<td>$1,828,000.00</td>
<td>$1,531,000.00</td>
<td>$1,085,208.22</td>
<td>$930,861.58</td>
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As of August 28, 1960, the financial status of this Contract was as follows:

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<th>Dollars Committed in Korea to Contract Phases of Teacher Training Project</th>
<th>Dollars Transferred to Credit of Peabody Contract</th>
<th>Amount Charged to Peabody College</th>
<th>Expended to Date</th>
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<td>$1,531,000.00</td>
<td>$1,315,139.61</td>
<td>$1,154,827.05</td>
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Receipts and expenditures for this Contract (ICAc-1225 Korea) during this period were as follows:

<table>
<thead>
<tr>
<th>Funds Received for Services Rendered Under this Contract</th>
<th>Expenditures for the Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>$223,965.47</td>
<td>$223,965.47</td>
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Contract expenditures by Budget Item for the period February 29, 1960, through August 31, 1960.

<table>
<thead>
<tr>
<th>Budget Item Number</th>
<th>Budget Item Description</th>
<th>Expenditures Feb. 28 - Aug. 28, 1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Salaries</td>
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<td>2</td>
<td>Allowances</td>
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<td>3</td>
<td>Travel and Transportation</td>
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<td>4</td>
<td>Other Direct Costs</td>
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<td>5</td>
<td>Overhead</td>
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<td>Equipment</td>
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<td>Participants</td>
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<tr>
<td></td>
<td>Total</td>
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