George Peabody College for Teachers

Korean Project - Improvement of Teacher Training

Semiannual Progress Report
to the
International Cooperation Administration
and
The United States Operations Mission to Korea

For the Period
September 1, 1960, through February 28, 1961
George Peabody College for Teachers

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to the
International Cooperation Administration
and
The United States Operations Mission to Korea

For the Period
September 1, 1960, through February 28, 1961

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

The period covered in this report is September 1, 1960, through February 28, 1961. It was the beginning of the fifth year of the contract between George Peabody College for Teachers and the International Cooperation Administration. The scope of work includes assistance to the Ministry of Education and related institutions and agencies for the improvement of pre-service and in-service teacher training in the Republic of Korea.

Reference is made to the previous semi-annual report which described briefly the climate of affairs in Korea which affected the work of the Peabody Staff and Korean educators. The instability of institutions referred to still characterizes significantly the period covered in the current report. However, there have been some indications that efforts by the Ministry of Education to correct the air of uncertainty and insecurity in educational institutions have been effective. Some planning of a long-range nature has been done and better problem-solving methods have been begun.

Efforts were made by the Ministry of Education to lift operational functions out of the realm of partisan politics. An attempt was made to make decisions on available data and with professional judgment. These motives and efforts are commendable. Problems of political patronage still plague the Ministry. Much more time and effort will be required for the Ministry to attain a reasonable expectancy in professional leadership.
Korea is distressed by a host of complicated social, political, and economic problems which have been rarely matched in the history of nations. It is doubtful that the youth of any nation ever was confronted with a similar array of confusing issues accompanied with less clear courses of action. Circumstances of history have placed Korea in a strategic place in the course of world events. Daily decisions and actions make a difference beyond the significance of natural growth and development of other people in other times and places. Pressures for quick decisions do not allow what might be considered enough time for correct decisions.

On the one hand here is a nation of friendly, intelligent people steeped in tradition and extremely proud of their cultural heritage. On the other hand is a nation, partly by pressure from conflicting interests in world affairs and partly by evolutionary processes, struggling to adjust itself to an inevitable societal change to take its place in the world community. This adjustment apparently must take form in some proper mixture of oriental and western ideas.

The ability of a people to solve these kinds of problems is dependent to a high degree upon the quality of its public education system. There must be a fertile educational system into which a society can extend its roots for nourishment and sustaining strength. When this system becomes tired and worn from use and misuse it must be stirred again and supplementary elements must be added or rearranged in order to furnish sources of strength for the new problems and needs.

There may be no more important part of this educational system than the teachers within it. They must be personally and professionally prepared to supply that element of guidance and leadership necessary to reshape and strengthen the capacity of a people to meet its opportunities.
and responsibilities. Competencies needed for this task include attitudes, understandings, knowledge and skills of a somewhat different nature than those which were typical of the Korean teacher of the past.

Important changes have been started. Rather small nuclei of teachers are to be found in several institutions who by training and experience sense a need for a new direction in the education of children. Barriers to communication are gradually but surely being broken or weakened. This effort must be extended to enable the cross-pollination of ideas both vertically and horizontally. Recently a representative group from the two leading national colleges of education worked together on professional problems. It was the first inter-institutional visit in sixteen years. Professors and teachers from different departments are involved in seminars and research where custom and tradition have previously prevented such activities. Persons in administrative positions are becoming more knowledgeable and permissive in understanding and working toward a climate of encouragement for growth in the institutions. Techniques of teaching are being gradually altered to include experimentation, individual study, problem-solving procedures, cooperative work, and other activities which must be used to shape persons for responsible democratic living. Facilities and tools of teaching, which are vital to a modern educational system, are being developed.

These and many other new directions are affecting the Korean education system. The changes frequently come slowly and painfully. Such is the characteristic of education and more particularly that phase of education which relates itself to the nature of teaching. Much time and patience is required—a kind of understanding which policy makers in the Korean and American governments as well as American technicians and Korean educators need.
During the period of the report activities were continued consistent with the scope of work prescribed in the contract and program agreements. These activities are summarized as follows:

1. Democratization of administrative and teaching processes in the schools. All Peabody technicians are assigned specifically to institutions and work constantly with Korean educators. The program requires a large proportion of its staff to live on campuses and work directly with administrators and teachers. Staff members are in constant conferences and workshops endeavoring with Koreans to develop a democratic process which is fitted to Korea and which will help her solve her problems. By the nature of the teacher-training institutions this effort carries into every city and village of the nation.

2. Methods of teaching are being changed. The traditional teaching methods which emphasize memorization and regimentation cannot prepare citizens for living in a representative and free society. Thousands of teachers are being shown through demonstration, workshops, and conferences more affective methods based on research as adapted to Korean needs.

3. Tools for effective teaching have been introduced. The professional teacher must have materials and equipment in order to do his job effectively. Emphasis is placed upon development of these tools from local resources. Some equipment which is not available in Korea now, particularly science equipment, has been imported. Many items of professional teaching materials have been produced. They range from resource units on purification of drinking water to be used in fifth grade science classes to translation of the
Dewey Decimal System which is being used by all the libraries in Korea to establish a systematic method of cataloging which was desperately needed in Korea.

4. A school for training librarians has been established. Korea now has hundreds of trained librarians with an increasing number of materials and tools with which to do their work. A modern educational program cannot be effective without this facility and program for independent study and research.

5. Much emphasis has been placed upon science education. The vast proportion of imported equipment has been in this area. Korea needs a youth trained in the scientific approach. Teachers must have tools and be trained to use them so that youth can have the experience of laboratory work. This is necessary to establish work habits and independent thinking through investigation and research. Hundreds of science teachers are being trained through the normal school centers in regular programs as well as in workshops and clinics.

6. Emphasis has been placed upon the rehabilitation and construction of facilities in a number of the teacher training centers. Facilities have been redesigned to make it possible for the modern experimental type education program to be conducted.

7. A leadership training program has been established for principals, vice-principals, and supervisors. There is an urgent need for professionally trained leaders in education.

8. Foundations have been laid and a program started to upgrade the normal schools where primary teachers are trained. The old high school level training program was a hopeless barrier to preparing
teachers who have the responsibility of staffing the primary schools of the nation. The programs are too short and of too poor quality to meet the needs of Korean education.

9. Emphasis has been placed upon developing research techniques needed in effective education. These programs are being emphasized at the Central Education Research Institute and at the Colleges of Education at Seoul National University and Kyungbuk University on a high level to support the basic and more elementary efforts at the normal school centers.

10. Programs are being redirected at two senior colleges of education for pre-service and in-service training of secondary teachers. In addition to the broad impact on all secondary schools, these are the institutions which prepare and serve as in-service centers for the normal school centers.

The ten areas of emphasis cited above are not all-inclusive. They are intended to give the scope of the work being done. Many dozens of other kinds of activities are underway which are necessary to undergird and strengthen an educational system. The emphasis in all this work is the growth and development of Korean personnel to carry on the work after American technicians have left Korea. The participant training program is a vital part of the project.

As has been the policy in previous reports no effort is made here to give a detailed comprehensive coverage of all activities in the program. The reader is reminded that reference should be made to previous semi-annual reports for a complete picture of the work. In this report particular attention is given to three areas of work. They include the leadership program at the College of Education, Seoul National University, the
development of changing the structure of the normal schools from high school level institutions to junior colleges, and a provincial in-service training program for primary teachers in Cholla Namdo.

These areas are singled out because they consumed much of the resources of the project during the period and they each and collectively mark significant changes in directions for pre-service and in-service training of teachers in Korea.

Personnel

During the period of this report the following personnel changes occurred:

Arrivals

Dr. Frank L. Posey arrived in Korea on September 7, 1960, for a two-year tour of duty as a Specialist in Teacher Education. Dr. Posey and his family reside in the Peabody house on the campus of Pusan Teachers College, the institution with which he is working.

Robert E. Maston, Specialist in English Language Education, arrived on September 10, 1960. Mr. Maston is located at the College of Education, Seoul National University, where, in conjunction with his duties of improving the quality of English language training in Korea, he is installing a language laboratory. Mr. Maston will conduct workshops and consult with teachers of English throughout Korea. Mr. Maston is on a two-year tour of duty.

Dr. Joyce Cooper, Specialist in Curriculum Development and Elementary Education, began working with the Textbook Bureau, Ministry of Education, upon her arrival in Korea September 16, 1960. Dr. Cooper is on a one-year tour during which she will work primarily with the College of Education,
Ewha Woman's University; the Central Education Research Institute; and the Textbook Bureau of the Ministry of Education.

Mr. George Worth, Specialist in Teacher Education, is working with the normal schools and their attached schools at Kangnung, Chunchon, Chungju, Seoul, and Inchon. Mr. Worth arrived on September 21, 1960, for a two-year assignment. He speaks Korean fluently.

Dr. Walter Powers, his wife and three sons arrived in Korea January 13, 1961. A Specialist in Teacher Education, Dr. Powers is working directly with the College of Education, Kyungpuk University in Taegu where his office is located. He also works with Taegu Normal School and Andong Normal School. The Powers family resides on the Presbyterian Mission compound in Taegu.

Dr. Willard E. Goslin, Home Staff Coordinator for George Peabody College Korean Project, conducted an inspection tour of the program between January 10, 1961, and February 17, 1961, the dates he arrived in and departed from Korea. Dr. Goslin traveled extensively during the six-week period visiting every Peabody center and program. He participated in daily formal and informal conferences with Korean educators, Ministry of Education officials, USOM officials and Education Division technician, as well as the Peabody staff.

Departures

On September 14, 1960, Dr. W. George Hayward completed an eighteen-month tour of duty and departed Korea for East Orange, New Jersey. Dr. Hayward worked with the Central Education Research Institute and the Textbook Bureau, MOE. He is a specialist in curriculum development.

Dr. Ray L. Hamon, specialist in school building construction and facilities, left Korea September 17, 1960, upon completion of two-years as a member of the Peabody staff in Korea. Dr. Hamon supervised the
Peabody school building programs throughout the nation.

Summary

The following "assignment sheet" shows the name, title, place of assignment, date of entry to Korea, and date of departure from Korea for all American personnel employed in Korea during the total time of the contract thus far.

The "Peabody Korean project staffing pattern" contains the same information in a different form with some projections added.

Participant Training Program

On September 9, 1960, twenty Korean educators departed from Seoul enroute to George Peabody College for Teachers in Nashville, Tennessee. These twenty participants were routed through Washington, D. C., where they underwent a week of orientation before arriving in Nashville on September 18. Prior to departure from Korea, each of these people participated in an extensive three-month English language training program at the Foreign Language Institute in Seoul and an orientation program by Peabody staff members. The agenda for the pre-departure orientation program follows:

**Peabody Participant Orientation Program 1960**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tr>
<td>June 22</td>
<td>6:30 - 9:00 p.m.</td>
<td>Peabody Staff</td>
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<td></td>
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<td>General Discussion of Problems and Topics for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orientation</td>
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<tr>
<td>June 29</td>
<td>6:30 - 9:00 p.m.</td>
<td>Life on Peabody Campus</td>
</tr>
<tr>
<td>July 6</td>
<td>6:30 - 9:00 p.m.</td>
<td>Cultural Opportunities in the Peabody Area</td>
</tr>
<tr>
<td>July 13</td>
<td>6:30 - 9:00 p.m.</td>
<td>Living in the U. S.</td>
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<tr>
<td>July 20</td>
<td>6:30 - 9:00 p.m.</td>
<td>Social and Cultural Background of U. S.</td>
</tr>
<tr>
<td>July 25</td>
<td>6:30 - 9:00 p.m.</td>
<td>Former Peabody Participants</td>
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<td></td>
<td></td>
<td>Advice to Participants from our experience</td>
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<tr>
<td>Name</td>
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<tr>
<td>Bruce, Mary O.</td>
<td>Specialist in Kindergarten and Early Childhood Education</td>
<td>Seoul - Ewha Woman's University College of Education, Attached Kindergarten and Primary Schools</td>
</tr>
<tr>
<td>Zimmerman, Genelle</td>
<td>Specialist in Teacher Education</td>
<td>Kwangju - Kwangju Center (Mokpo, Sunchon and Kwangju)</td>
</tr>
<tr>
<td>Swiger, Ethel C.</td>
<td>Specialist in Library Services</td>
<td>Seoul - Yonsei University, Department of Library Science</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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<tr>
<td>Garrison, Martin B.</td>
<td>Specialist in Educational Administration and Supervision Chief Adviser</td>
<td>Seoul - Peabody Central Office</td>
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<tr>
<td>Mitchell, Joy</td>
<td>Specialist in Teacher Education</td>
<td>Taegu - Taegu Normal School, Kyungbuk University, and Andong Normal School</td>
</tr>
<tr>
<td>Mitchell, Thomas</td>
<td>Specialist in Teacher Education</td>
<td>Taegu - Taegu Normal School, Kyungbuk University, and Andong Normal School</td>
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<td>Vaughan, W. H.</td>
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<td>Pusan - Pusan Center (Chinju and Pusan)</td>
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<td>Sudlow, Donald</td>
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<td>Pusan - Pusan Center (Chinju and Pusan)</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Place of Assignment</td>
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<td>Burgess, Robert</td>
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<td>Hedges, William</td>
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<td>Taejon - Taejon Center (Chonju, Chongju, Kunsan, Kongju and Taejon)</td>
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<td>Drummond, William</td>
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<td>Warren, Tom</td>
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<td>Seoul - Peabody Central Office</td>
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<td>Posey, Frank</td>
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<td>Name</td>
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<td>Maston, Robert</td>
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<td>Cooper, Joyce</td>
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<td>Seoul - Peabody Central Office and Textbook Bureau, Ministry of Education</td>
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<td>Worth, George</td>
<td>Specialist in Teacher Education</td>
<td>Seoul - Seoul, Inchon, Chaunchon Kangnung and Chungju Normal Schools</td>
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## Peabody Korean Project Staffing Pattern

**October, 1956 - August, 1962**

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<td></td>
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<td>(W. Wiggins)</td>
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Short Tour
Science Education
Social Studies

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July 27 6:30 - 9:00 p.m.
The Peabody Project in Korea and the U. S.

Aug. 1 6:30 - 9:00 p.m.
School Buildings in the U. S. and the U. S. Office of Education

Aug. 3 6:30 - 9:00 p.m.
Utilizing Library Services in the U. S.

Aug. 10 6:30 - 9:00 p.m.
Organization, administration and supervision in U. S. schools

Aug. 17 6:30 - 9:00 p.m.
Free Discussion Period

Aug. 24 6:30 - 9:00 p.m.
Final Discussion Session

In addition to the above formal orientation schedule each Peabody technician was assigned four participants with which to work on an informal personal basis. Preliminary courses of study were planned, individual problems were discussed, and personal questions were answered.

Individual information folders were prepared and sent to Peabody College where they are being used by the Korean project office and faculty advisers. These folders contain pictures, background information, and recommendations by Peabody staff members in Korea for each participant.

Activities at Peabody College began with a week of adjustment to life in the United States and familiarization to the Peabody campus. A special effort was made to house Koreans in the campus dormitories and, where feasible, with American roommates.

Names of the 1960-61 Peabody participants with their areas of specialization and home institutions are given in the following list:
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<thead>
<tr>
<th>Name</th>
<th>Subject Area</th>
<th>Institution</th>
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<tr>
<td>Ahn, Hi Ok</td>
<td>Early Childhood Education</td>
<td>Att. Kindergarten, Ewha Woman's University</td>
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<td>Ahn, Yong Hee</td>
<td>Counseling &amp; Guidance</td>
<td>Att. Middle School, College of Education, SNU</td>
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<tr>
<td>Chang, Myong Wook</td>
<td>Home Economics</td>
<td>College of Education, Seoul National University</td>
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<td>Choi, Yong Jip</td>
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<td>Kangnung Normal School</td>
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<td>Ha, Jom Saeng</td>
<td>Educational Administration</td>
<td>Att. Middle School, Pusan Normal College</td>
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<td>Kim, Bong Su</td>
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<td>Kim, Chong Suh</td>
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<td>Central Education Research Institute</td>
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<td>Kim, Hak Su</td>
<td>Educational Psychology &amp; Teaching Method</td>
<td>Kyungbuk University, College of Education</td>
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<td>Educational Psychology &amp; Guidance</td>
<td>Kwangju Teachers College</td>
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<td>Kim, Jun Min</td>
<td>Natural Science (Secondary)</td>
<td>College of Education, Seoul National University</td>
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<td>Lee, Chong In</td>
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<td>Textbook Bureau, Ministry of Education</td>
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<td>Lee, Doo Huun</td>
<td>Speech &amp; Drama (National language)</td>
<td>College of Education, Seoul National University</td>
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Participants who have studied in the United States in previous years are as follows:

### 1956 - 1957 Participants

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</table>

**Four-Month Observation Tour**

1. Lee, Su Nam         | Chief, Normal School Section       | Ministry of Education                             |
2. Kim, Young Shik     | Interpreter                        | George Peabody College Staff - Korea             |
3. Lee, Chang Up       | Dean and Principal                 | Kwangju Teachers College                          |
4. Kang, Jae Ho        | Dean                               | Pusan Teachers College                            |
5. Guh, Baek Sur       | Principal                          | Taejon Normal School                              |
6. Choi, Bong Chik     | Principal                          | Inchon Normal School                              |

A breakdown of Peabody participants by institutions and subject areas is shown in the following charts:

**Development of Normal Schools**

Since liberation from the Japanese the primary school teachers of Korea have received their pre-service training in normal schools. These are high school level institutions, mainly with academic, college-preparation type programs. Into these programs has been squeezed a portion of time for professional education. This element includes history and principles of
### Distribution of Participants by Institutions for Years 1956-1960

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### Distribution of Participants by Institutions for Years 1956-1960

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### Distribution of Participants by Subject Area
for Years 1956-1960

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education, principles of psychology, methods of teaching, and practical work in the attached primary schools in observation and practice teaching. The program has many ills when measured against commonly accepted standards for pre-service training of teachers.

The most readily recognizable weaknesses include:

1. The time was too short to enable persons to develop personal and professional maturity necessary for teaching.

2. There were conflicting purposes of the institutions as reflected in the program design. The curriculum is borrowed from the academic college-preparation type programs of other high schools.

3. There was a dearth of professional materials required for effective teacher training programs.

4. There was a lack of teachers or professors in the normal schools who have the competencies required for effective instruction.

5. There were inadequate facilities and equipment in the normal schools for effective teaching.

In previous reports descriptions have been given of steps taken by Koreans with assistance from the American aid program through the Peabody Staff to remedy these conditions. Over a period of years there has developed a consensus that the programs should be extended in length or upgraded to a 13th and 14th year level. For a variety of reasons it had not been possible to implement this need during the past several years.

Early in September, 1960, an announcement was made by the Minister of Education that a program to effect the upgrading of normal schools to junior colleges would be started. For this purpose a council for upgrading normal schools was appointed and began its work in early October. The council was made up of eighteen members including representatives from the Ministry of
Education, Normal Schools, Primary Schools, Colleges of Education, Liberal Arts Colleges, Education Committees in both houses of the National Assembly, newspaper editors, and Peabody Staff. The Council was instructed to study the problem and to recommend to the Ministry of Education steps which should be taken to implement the program. The Peabody Staff was requested to render financial support and professional consultation to the council. Both were provided on a regular and continuous basis until the last meeting of the council in January, 1961.

Prior to the first meeting of the Council in plenary session the Peabody Staff was requested by the Ministry of Education to assist in planning for the Council's work. To this end a series of questions were developed which seemed inherent in the problem and which would serve as guidelines in the initial considerations to be undertaken. These questions were:

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? Attached schools? Will there be a single or multiple administration of the institution? How many years are to be included?

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 colleges of education of national universities where both 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.)

The series of questions were used by the Ministry of Education to develop a printed questionnaire that was sent to 328 selected educators throughout the country. The list included educational administrators, educational scholars, teachers of all levels of schools, parents of normal school students and leaders in various areas of the society. By the cut-off date for summarizing the information on September 22, 1960, the questionnaires had been answered by 70 per cent of the people to whom sent.

A short summary of the information received is as follows. Statements indicate questions with answers most prevalent from multiple-choice type opportunities for response.

1. Approximately one-half of the normal schools should be upgraded to junior colleges

2. The normal schools not upgraded should be changed to public or commercial schools depending upon the situation of the community.
3. The junior colleges should be organized for a two-year program with an attached school of three years in addition to the attached primary school of six years.

4. The total institution should have a single administration with attached schools and the college completely integrated administratively.

5. The junior college should be a single-purpose institution for training primary school teachers.

6. The faculty should be graduates of normal colleges with special preparation for teacher training.

7. The Ministry of Education should develop a curriculum outline or guide for institutions permitting some flexibility for institutional interests and needs.

8. A new type graduate school should be developed for training faculty.

9. The schedule for upgrading should begin with the new school year of 1961.

10. The total pattern of teacher certification should be studied and possibly revised along with the upgrading.

11. The four-year colleges of education should continue to train secondary teachers and specialists; the new junior college should train primary teachers.

12. Beginning in 1961 the high school level program should begin its termination by not admitting 10th grade students for teacher preparation.

In addition to the information from the questionnaire there become available the results of the teacher supply and demand study done by the Central Education Research Institute. This study accumulated a vast
quantity of personal data on teachers. The data were recorded on a key-
sorting card device which if kept current offers a valuable resource
heretofore not available. The study, however, has not resulted in well
organized conclusions that are very valuable in the problem at hand. One
purpose in the study was to help the Ministry determine the number of
primary teachers needed from pre-service institutions for a projected
number of years. The researchers permitted so many variable factors to
enter the analysis of data that conclusions were not clear or immediately
very useful.

The council began a series of regular meetings on October 18, 1960.
From this date the council met for three to six hours of intensive discus-
sion each week for a period of ten weeks. Two representatives from the
Peabody Staff attended all the conferences as participating members. The
council was chaired by the vice-minister of education. The discussions
were vigorous and informal. The Peabody staff members attempted to influence
the direction of discussion and decisions as much as possible without in-
hibiting the free play of Korean processes. The agenda for each meeting
were carefully planned by the Peabody Staff and the Council executive
Committee. During the conferences efforts were made to raise directional
questions and to provide professional resources as the situation offered.
Most of the technicians' time during the conferences was spent in listening.

There developed in the series of work sessions an excellent sense of
direction and commitment to a basic program for the improvement of teacher
training in Korea. There was much back-tracking and re-examination of
principles which had previously been assumed. A detailed account of the
deliberations of the Council is not included in this report. There
developed general support and endorsement for the twelve principles or
guidelines listed above. Emphasis was placed upon the need for not only extending the time for preparing primary teachers but also the quality of the program. This point was spelled out to include: curriculum, materials, schedules, methods of teaching, administrative procedures, personnel policies, and many others. A commitment evolved to persuade the Ministry of Education to use this program to reshape and improve some basic weaknesses in Korean education.

A plan was introduced by a Peabody Staff member to begin and to use a procedure for institutional evaluation as a part of the recommendations to be made by the Council. The recommended procedure was as follows:

As a regular accreditation procedure, institutional evaluation should probably be broken down into three phases: Phase I - institutional self-study and reporting. Phase II - visitation and reporting by an outside professional group. Phase III - review of reports and decision-making.

a. Phase I - Institutional self-study

(1) A list of basic questions about which the institution should reply needs to be written and duplicated. This should be furnished to each school some months prior to the time of reporting, and in sufficient copies so that various committees may use them as study guides.

(2) A method for the institution to arrive at its answers ought to be ready when the school officials ask for advice. For example, it might be suggested that a committee on teacher education be formed (if one is not already organized) to answer questions about teacher preparation, another committee for plant and facilities, etc.

(3) A Peabody technician should be available to assist schools
in their study procedures. This could provide "behind the scenes" information regarding the way each institution actually pursued its study.

(4) The report submitted by the institution should be in the hands of the visitation team prior to their visit so as to be available for study.

b. Phase II - Visitation

(1) Composition of visitation team:
   (a) Representative from MOE.
   (b) Representative of provincial education office.
   (c) Representative of KFEA.
   (d) Two or three teachers of recognized status from other teacher education institutions (preferably from some distance away--to avoid institutional rivalry.)

(2) The visitation team should divide its activities in accordance with the questions or areas to be studied, and the training and experience of the team members. For example, while one may be studying the professional sequence, another might be examining the administration and policy-making functions of the school.

(3) The chairman of the visitation team should organize a written report from the observations made by the team members. It would be helpful if this report paralleled the institutional report of Phase I.

(4) The visitation team should meet daily to discuss their observations. These meetings should be confidential, designed to share impressions and to get ideas from others.
on what additional information will be needed. At the end of the visitation the chairman of the team should inform the administrator of the school that their findings will be given to him after the completion of Phase III.

(5) Members of the visitation team should talk with students, teachers and administrators privately as well as in group situations. Informants should be encouraged to talk—but visitation team members must neither sympathize nor be compromising with informants.

(6) Visitations should be scheduled well in advance so that the institution will be prepared. At least three days in each institution will be required if members of the team actually observe the school in process.

c. Phase III - Review and decision

(1) Composition of review board:

(a) Chief, Normal School Section
(b) Director, Bureau of Higher Education
(c) Chief Adviser, Peabody College

(2) This committee should review both reports (from the institution, Phase I, and from the visitation team, Phase II) and develop a simplified document indicating basic strengths and weaknesses of each school. A copy of this evaluation should be forwarded to each reviewed institution after decisions have been reached.

(3) If further information is needed, it should be expected that the review board would contact either the institution or the chairman of the visitation team.
Institutions receiving approval to upgrade should be stimulated to use the evaluation report and study the processes for further improvement. Supervision by the MOE could focus its attention on the deficiencies noted by the review board and, by so doing, help the school to overcome them.

The procedures as outlined above could be used as a regular professional accreditation process for Korean teacher education institutions in the future. The participation of two or three teachers from each of the normal schools will (a) provide a good-in-service education for them, (b) establish communication between schools, and (c) begin the understanding of "professional" activities by regular classroom teachers.

An evaluation team with representatives from the Ministry of Education, colleges of education, independent research workers, public school administrators, and Peabody Staff visited each of the normal schools. A numeral rating was derived for each school.

At the end of December the Council submitted to the Ministry of Education a staff report which recommended alternate plans for proceeding with the upgrading of the normal schools. The text of the recommendation was as follows:

**Alternate plans for the upgrading of normal schools to two-year teachers colleges:**

Steps to be taken in upgrading which are common to all plans:

1. Examine the qualifications of the administrative dean and staff available.

2. Survey the interests and desires of individual faculty members in each of the normal schools relative to teacher education.
3. Examine the teaching reputation and qualifications of normal school faculties and other personnel interested in teacher education.

4. With the administrative staff select and assign the instructional staff for each upgraded school.

5. Announce publicly those institutions to be upgraded and the staff and faculty assigned to them.

6. Establish in-service programs for the assigned staffs.

7. Develop curriculum, instructional materials, and other elements necessary for the total program, e.g., pupil personnel policies.

8. Develop budgetary plans for each school.

9. Organize entrance procedures for students.

Plan I. Upgrading to be done quickly

A. No new students will be admitted into teacher education at the first grade high school level after the current school year.

B. Kwangju and Pusan teachers colleges change into primary teacher training institutions on April 1, 1961.

C. Normal schools to be upgraded ("X" schools) will be selected by February 15, 1961.

D. Normal schools not to be upgraded ("Y" schools) will be alternate high school programs as soon as possible--either April, 1961, or April, 1962.

E. Three alternatives regarding the time when students will be admitted to the first year of college (13th grade) in the "X" schools follow:

   a. No students be admitted to the 13th grade until April, 1962; the 1961-62 school year to be used for curriculum planning, etc.
b. Students be admitted to the 13th grade in April, 1961, in all "X" schools.

c. Students be admitted to the 13th grade in some schools in April, 1961, and not until April, 1962, in others.

Plan II. Upgrading to be done gradually (Some institutions will be upgraded immediately while others will be upgraded at a later time.)

a. Students will not be admitted into teacher education at first grade high school level in those institutions to be upgraded immediately. Students will continue to be admitted at the first grade level in those to be upgraded at a later time.

b. As in Plan I, Kwangju and Pusan teachers colleges will be changed in April, 1961.

c. Normal schools to be upgraded will be selected by February 15, 1961.

d. "Y" schools will begin alternate high school programs as soon as possible.

e. Students will be admitted to the 13th grade after the time for upgrading has been determined. In each case, if possible, time should be allowed for institutional preparation for upgrading.

Plan III. Upgrading to be done later

a. Kwangju and Pusan teachers colleges will be changed in April, 1961.

b. Institutions to be upgraded will be announced at a later time and in a manner consistent with prevailing policy.
Advantages of Plan I:

1. Provides a clear decision consistent with the stated policies of the Minister.
2. Provides a systematic method for certification changes.
3. Reduces political pressures and anxieties.

Advantages of Plan Ia:

1. Provides adequate time for the professional preparation of the faculties in the upgraded schools.
2. Decentralizes educational planning and curriculum development to the upgraded schools.
3. Avoids duplication of graduates in 1963 and takes positive action toward adjustment of supply and demand of graduates.
4. Provides opportunities for different patterns of courses to emerge through experimentation.

Advantages of Plan Ib:

1. Exhibits decisive action which can be carried out within the tenure of the present Ministry of Education.
2. Lessens opportunities for political pressure during 1961.

Advantages of Plan Ic:

1. Allows time for professional preparation according to the readiness of each school.
2. Provides opportunity for those schools which are to be upgraded later to profit from the experience of those upgraded immediately.

Disadvantages of Plan I:

1. Requires immediate and clear decisions.
2. Rushes or hurries the upgrading process; some institutions may not be ready.
Disadvantages of Plan Ia:

1. Prolongs the implementation of complete upgrading for one year, which may be beyond the tenure of the present staff in the MOE.
2. Reduces the enrollment opportunities for a number of first-year high school students.

Disadvantages of Plan Ib:

1. Provides insufficient time to develop the professional program of the school; curriculum, teaching materials, etc.
2. Aggravates the supply and demand situation by duplicating the graduation of primary teachers in 1963.
3. Develops staff insecurity in starting a new program without adequate preparation and materials.

Disadvantages of Plan Ic:

1. Aggravates the supply and demand situation.
2. Does not provide adequate time for staff preparation.

Advantages of Plan II:

1. Provides time for a more gradual solution to the political and budgetary problems involved.
2. Allows more time for the development of institutional readiness.

Disadvantages of Plan II:

1. Two programs for the training of primary teachers complicates certification, inservice programs, and assignment procedures.
2. Maintains an air of confusion about upgrading and continues political pressures.
3. Causes reduced faculty morale by the uncertainty of decisions.
4. Aggravates the supply and demand of teachers by duplicating
the supply in 1963.

5. Makes the problem of institutional evaluation more difficult by the introduction of the measurement of institutional "readiness."

Advantages of Plan III:

1. Postpones decision making and consequently the current pressures on the Ministry of Education.
2. Adjusts the programs in Pusan and Kwangju to their original purpose—that of training primary school teachers.
3. Allows adequate time for the preparation of schools to be upgraded.

Disadvantages of Plan III:

1. It is inconsistent with the stated policy of the Ministry of Education regarding the upgrading of normal schools.
2. Prolongs the present situation and continues political pressures.

By January the Ministry of Education and all members of the Council had come under intense pressure from persons, committees, and agencies interested in each of the normal schools. Members of the national assembly as well as pressure groups from the several communities stressed the reasons for upgrading the school in the particular community which they represented. Under these circumstances it became very difficult for the Ministry of Education to follow a plan which either eliminated certain schools or placed them on a time schedule. The result was the selection by the Ministry of Education of Plan III from the Council's staff report.

In more detail the Ministry's decision and announcement included the following:
1. Beginning in April the junior colleges at Pusan and Kwangju will redirect and redesign their programs for pre-service and in-service training of primary teachers.

2. No students will be admitted to the 10th grade in high school level teacher training programs in and after 1961.

3. Fifteen normal schools will be upgraded to junior colleges in subsequent years. The normal school at Cheju will become integrated with the Cheju Provincial College. No time schedule has been announced.

4. The junior college centers will have an attached high school (3 yrs.) and attached primary school (6 yrs.). The middle school facilities at each center will be used for the attached high school program.

5. Various administrative announcements were made related to budgeting, staff and pupil personnel policies.

Many interested persons and groups, including the Ministry of Education, were disappointed that the effort to immediately reduce the number of teacher-training institutions had not been accomplished. However, the new policy was very significant for a variety of reasons. It is definitely a milestone in the improvement of teacher education and will have far reaching effects.

The next important task became that of preparation for the new programs at Kwangju and Pusan. To this effort the energies and resources of the Peabody Staff, Ministry of Education, and faculties of the two institutions were directed in early February. A planning work-conference has been held as the first step in preparation for these programs.
A summary of the decisions reached at the conference included the following:

Decisions about teacher education from the conference preparing for new programs at Kwangju and Pusan

1. The number of hours of instruction per week should be reduced to provide time within the school day for use of the library, and to encourage the development of non-lecture types of instruction.
   
   Decision: The new program will have from 24 to 28 hours of instruction per week. (Reduction from 34 to 35 hours.)

2. The number of different courses taken by the student should be reduced. Related course material should be combined so that there is less fragmentation of subject matter, the same teacher can be with a class for a longer period, and scheduling can be simplified.
   
   Decision: The new program will have from 7 to 10 courses for each student per week. (Reduction from 15 to 17.)

3. The college should adopt a system of course credit which will facilitate the offering of courses in an in-service program, thus allowing students not-in-residence to work toward college graduation.
   
   Decision: The new program will be based upon a semester credit-hour arrangement in which separate courses are assigned a certain number of credits. Normally courses will be assigned one credit per classroom hour; there are exceptions to this, however, permitted within the education law. (This is a change from total program-hour arrangement in which work is counted by the
4. The college should adopt a more flexible schedule.

Decision: Registration for classes will be held each semester allowing students to change courses from the first semester to the second semester. (Currently registration is held once each year.)

5. Courses in special methods and materials should be coordinated with the work given by the Education Department.

Decision: Courses in special methods and materials may be taught by professors in the various academic departments, however, the assignment of professors and the responsible agency for the administration of these courses will be the Education Department.

6. A change is needed in the proportion of the two-year program allotted to general education, professional education, and electives.

Decision: The new teacher education program will be divided approximately as follows:

- General Education . . . . . . 40%
- Professional Education . . . . 45%
- Electives . . . . . . . . . . . . 15%

General education is defined as those courses or experiences that all students need in order to be well-educated, informed citizens.

Professional education is defined as those courses or experiences which prepare students for the work of teaching.
Electives are defined as those courses or experiences which the student may choose to take, with the advice and consent of a faculty advisor, which may provide additional competence in a particular area, exploit some personal interest or talent, or breadth of his general or professional education.

A general pattern of teacher education should be developed at the national level for use as a guide in planning the details of the teacher education curriculum at the local institution. Each institution should be encouraged to be resourceful and creative within the scope of the national design. Each institution will submit its own curriculum plan to the Ministry of Education for approval.

### The National Plan

**General Education** 42-45 semester hours

Consisting of:

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<tr>
<td>Physical Education (Health, sanitation, use of leisure time, physical skills, team effort)</td>
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<tr>
<td>Social Studies (Historical backgrounds of modern society, outline of geographical concepts, social and economic influences on man, democracy)</td>
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<tr>
<td>General Science (Scientific method, physical and biological science, conservation)</td>
<td>6 sem. hr.</td>
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<td>Mathematics (Quantitative thinking and basic concepts of arithmetic)</td>
<td>3 sem. hr.</td>
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<td>Creative Arts (Arts, crafts, creative expression, music, appreciative ability)</td>
<td>9 sem. hr.</td>
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<tr>
<td>Vocational and Home Economics Education (Study of vocational opportunities, agriculture, industry and commerce)</td>
<td>3 sem. hr.</td>
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Elective (Optional additional hours permitted in general education in any of the above)  3 sem. hr.

Professional Education--50 semester hours

Consisting of:

Foundations of Education (Objectives of education, relationship between the school and society, historical development of education, Korean educational Problems)  6 sem. hr.

Child Development and Guidance (1) (Child growth and development, child study, learning, techniques of helping individual children)  6 sem. hr.

Curriculum and Classroom Management (2) (Lesson planning, unit planning, principles of curriculum organization, classroom management, school discipline)  6 sem. hr.

Student Teaching (Direct participation as a teacher and counselor, demonstrations, work in attached and cooperating schools)  17 sem. hr.

Methods and Materials of Teaching the Language Arts  3 sem. hr.

Methods and Materials of Teaching Arithmetic  3 sem. hr.

Methods and Materials of Teaching Arts, Crafts and Music  3 sem. hr.

Methods and Materials of Teaching Social Studies and General Science  3 sem. hr.

Methods and Materials of Teaching Health and Physical Education  3 sem. hr.

Footnotes:

(1) Direct participation with children will be carried out as part of this course, e.g., case study of one child, observation of one child at home and at school.

(2) Planned observations in the attached school shall be an integral part of the course.
Electives -- Institution may offer a maximum of 30 semester hours in electives (Student may entrance in 15-18 sem. hr.)

Consisting of not more than 6 sem. hr. in any one of the following fields:

- Foreign language (English, French, German)
- Music
- Health and Physical Education
- Arts and Crafts
- Professional education (Audio-visual, school library)
- Social Studies
- Mathematics
- Korean literature
- Vocational education
- General Science

The maximum number of instructional hours shall be 110 regardless of the way credits are computed. They may be computed one of two ways as follows:

1. One hour credit per hour of instruction
2. Less than one hour credit for one hour of instruction in certain courses, such as physical education, as determined by the education law.

The next semi-annual report will include a continuation of the description of the programs at Pusan and Kwangju which are to begin in April, 1961.
The reader is reminded that in the preceding report a brief description was given of an experimental in-service program in the Cholla Namdo Province. The program actually began in August, 1960, and continued through February, 1961. Efforts were made to integrate the resources of normal school centers, provincial supervisory sections, goon (county) supervisors, national Ministry of Education, and Peabody Staff for a more comprehensive program in one province.

A committee, all Koreans, from the institutions involved with the work have prepared a summary report of the activities including evaluation by participants and interpretation of accomplishments. The text of the report is included here exactly as written by the Koreans. It is felt that the reader might be interested in un-edited expressions by the Koreans who planned and carried out the program.

The Report

1. Foreword

As we had described in the report of the Summer Workshop, the Summer Workshop, jointly sponsored by three organizations and provided opportunities of In-Service training to 1,326 Primary School teachers, was the orientation and planning stage of the program.

Accordingly, things and ideas discussed in the workshop was taken with the participants to their classrooms, so that they could try them in their teaching for four months from September through December as they were expected.
Participants, who were highly motivated in the orientation stage, poured their every possible effort in problem solving, collecting needed materials, cooperating with their fellow teachers for the improvement of teaching technique and better understanding of children.

The Summer Workshop gave participants a great motivation which enabled them to be interested in building democratic relations with others, in studying curriculum, in analyzing textbooks, and in providing a wide variety of teaching program.

In the Winter Workshop which was designed as a culminating stage of the program, the concrete and practical experiences of the participants were exchanged and many other additional problems were thoroughly discussed.

This report is an addition to the Summer report, and it describes the activities carried on during the developmental stage, outlines of the Winter Workshop, summary of the whole program, educational significance of the program, and suggestions for the tasks to be done in the future.

2. Supervisory activities done in the developmental stage of the program.

a. Activities by Provincial Supervisors.

As it was planned in the Summer Workshop report, provincial supervisors had done follow-up supervision for the participants continuously and purposefully according to the monthly plan.

(1) Visited participants to their individual classroom and had conferences or interviews about the problems in teaching or classroom management.
(2) Visited schools with City/Goon supervisors and had conference on general problems in education.

(3) Observed classes demonstrated by the participants and had conferences for the improvement of teaching.

* These were the general types of follow-up program for the participants. For this follow-up program, Provincial supervisors were gone for 83 days in all, and 355 schools were visited and 510 out of 1,326 participants were met.

(4) For the effectiveness of the follow-up program, following points were emphasized:

First: Tried to help the participants be creative and cooperative in organizing learning environment and in collecting and using teaching materials.

Second: Since the most important factor in education is children, we tried to help the participants understand children better in terms of psychological growth and development and change the behavior of children in a free and happy atmosphere.

Third: Since the process of solving subject-matter problems is the same with the process of solving life problems, we tried to help the participants use the scientific process of thinking in teaching children.

(5) In helping the participants choose their research topic.

(a) What would be the best topic for me? ...........

Why do I have to work on this topic?

(b) Then, how to study it? ...........

Can I make scientific process of thinking for it?
(c) What will be the prospect in the future? .......... 
Can I expect the improvement of life? etc. .......... 
We tried to help the participants organize logical system and scientific planning for their worthwhile "Log of Practice."

b. Activities by City/Goon Supervisors.

As a kind and intimate friend of teachers, City/Goon supervisors helped the participants in many ways for problem solving.

(1) They visited all the classrooms of the participants for help, and for the participants who planned the demonstration, City/Goon supervisors paid extra visits for its planning and preparation.

(2) They helped the participants have informal meetings and conferences. They also stimulated teachers to organize circles.

(3) They helped the participants keep their log of practice and presented the logs of practice to Provincial Government at the end of November, 1960. They also found the problems the participants want to discuss in the Winter Workshop and presented the list of them to Provincial Government.

Thirty best logs of practice were mimeographed for other fellow participants.

(4) Ways and types of follow-up supervision by City/Goon supervisors were different according to the choice of the participants and the subject they discussed in the workshop.

Activities of City/Goon supervisors were reported to Provincial government at the end of November, 1960.
* The form of the report was as follows:

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Name of School</th>
<th>Grade &amp; Sec.</th>
<th>Home Room</th>
<th>Kinds of help given</th>
<th>Name of Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Problem</td>
<td>Classroom</td>
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<td></td>
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<td></td>
<td>Teaching</td>
<td>Solving</td>
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<td></td>
<td>Management</td>
</tr>
</tbody>
</table>

**c. Activities by Resource Persons**

Resource person's follow-up help provided the participants with good clues for the solution of problems.

(1) When the participants had demonstrations of class resource persons (when they were fortunately free) went to observe them with Provincial and City/Goon supervisors. And in the discussions after the observation, they gave a professional suggestion for the improvement of teaching.

(2) Through letters, resource persons offered kind answers to the questions from the participants.

(3) Resource persons went on the logs of practice presented by the participants, and utilized the problems and difficulties in them for the Winter Workshop. Resource persons attached general comments and remarks at the bottom of every log practice.

(4) An example of suggestions after the observation of demonstration of Arithmetic teaching.

- Lee, Oh Shin, Staff of Kwangju C.E.R.I.

(a) In selecting research topic of school.

(b) In organizing research plan and selecting research topic of each individual teacher.
(c) In keeping the log of practice.
(d) In improving teaching method (teaching material, teaching plan, guided instruction).
(e) In raising basic ability of children.
(f) In providing individual differences (slow-learner).
(g) In measuring achievement by standardized computation ability tests.

d. Demonstrations of class and circle activities.

The purpose of the program was the improvement of teaching method. There would be no denying the fact that the program has been carried on by democratic group thinking process in solving problems.

Best way of solving problems and improving teaching is having discussions and exchanging ideas. Many participants had demonstrations of class followed by discussions which brought them a shortcut to reach the goal of most reasonable and effective ways of improving teaching method.

There are 699 Primary Schools and 129 branch schools in Cholla Namdo Province, and at least more than one teacher from each school and branch school was participated in the workshop.

This means which school you may go you will see the participants doing wonderful job in teaching and holding the leadership among his/her fellow teachers, and their influence is going spread over and over.

The program had certainly stimulated teachers in organizing circles in which they try to exchange ideas and build a sound belief in education.
For example, participants in Mokpo organized a circle which has grade-level sub-committees. Total members of the circle are counted 37 in all.

The circle might be called "Unit teaching circle," and they have been met three, four times so far for the purpose of making resource unit and studying the techniques of unit teaching.

This circle activity will be spread over the schools in the province quickly, we hope, and we will also intentionally try to stimulate teachers to organize.

Any way, this has been a promising sign for the improvement of teacher's quality, enthusiasm in education, and self-directive attitude toward their profession.

e. Meetings of principals' group, vice-principals' group, and supervisors' group at Kwangju Attached Primary School.

(1) Why we had these meetings.

Principals and Vice-principals are the administrative staff of the school who also do the supervisory job for their teachers. Therefore, they are required to do democratic suggestions, scientific researches, and statistic investigations for the better teaching of children.

They are also required to do the best service in helping teachers in many ways as a friend and as a leader.

We had many purposes why we had these meetings, but the foremost purpose was to accentuate the importance of teachers and ask their best help for the teachers.
No matter how good method of teaching and how wonderful ideas the participants found in the workshop, without strong support and stimulation of these three groups, the participants can not try them successfully in the classroom. And eventually the great effort and hard-working of the in-service teacher education program might be spoiled.

The reason why we had meetings of these groups at Kwangju Attached Primary School was: (a) in order to show the highly developed method of teaching, (b) in order to show the ways of providing and utilizing wide variety of teaching materials, (c) in order to show the principal-teacher relation and teacher-pupil relation which are so friendly and democratic, (d) in order to show the nice building structures and light color furnitures in them.

(2) For the organization of these meetings, Mr. and Mrs. Roscoe Goslin, George Peabody College Staff, Mr. Pak, the principal of Attached Primary School and his faculty members, Mr. Kim, the chief of Provincial Education Section, Mr. Pak, the chief Supervisor, and Elementary Supervisors of Provincial Education Section met together several times.

(a) Schedule

* Principals' Group -- November 18, 1960
* Vice-Principals' Group - November 22, 1960
* Supervisors' Group -- November 29, 1960

(b) Topics of the meetings

The topic of the meeting was decided by the multiple choice of the group.
* Principals' meeting

"How to improve the method of In-service training for the upgrading teacher's quality."

* Vice-Principals' meeting

"The role of Vice-principal and democratic school management."

"Teaching method and effective ways of utilizing facilities and materials."

* Supervisors' meeting

"Effective way of In-service training and simplification of clerical works."

(c) Way of selecting members.

* Principals .......... 2 from each City/Goon Board of Education

* Vice-principals ..... 2 from each City/Goon Board of Education

* Supervisors .......... 1 from each City/Goon Board of education.
  (workshop supervisor)

(d) George Peabody College Staff paid about 230,000 Hwan for transportation.

(e) 11 teachers from Mokpo Attached Primary School and 9 teachers from Sunchon Attached Primary School also participated in the meeting.

(f) Members attended in the meetings were expected to convey the ideas understood and things discussed in the meeting to their fellow educators in the occasions of Goon meetings.
3. The Organization and the Practice of the Program

a. Pre-planning for the program

(1) By the end of November, 1960, each participant submitted the problems they wanted to discuss in the Winter Workshop.

(2) City/Goon supervisors reported on the follow-up activity for the participants which included the problems of their City/Goon teachers.

(3) 22 resource persons who live in Kwangju, George Peabody College Staff, and provincial supervisors met together at the office of George Peabody College Staff on December 3, 1960 (2:00 p.m. - 4:30 p.m.) for the discussion of Winter Workshop.

* Mr. Goslin's suggestions

(a) Resource person's pre-planning meeting for the Winter Workshop is very important.

(b) Resource persons need to study the participants' log of practice carefully and know the problems to be discussed in the Winter Workshop well enough.

(c) Especially the methods of teaching National Language, Arithmetic, Social Studies, and Science should be more efficiently managed.

(d) Utilize as many Normal School teachers as you can for the workshop.

* Main points discussed in the resource person's meeting.

(a) Resource persons are to read the log of practice and find out the problems. Put comments or remarks at the bottom of the log. Choose good ones for mimeograph.
(b) Resource persons are to submit tentative schedules for the Winter Workshop by December 5, 1960.

(c) In order to develop the technique of teaching, demonstration of class is to be provided in the schedule as possible.

(d) Prepared lectures and materials for mimeograph are to be submitted by December 15, 1960.

(e) First day in the schedule is to be provided for reporting session.

b. Actual Planning

(1) From December 5, 1960, provincial supervisors and Mr. Lee, Young Shik, George Peabody College Staff started visiting to City/Goon Boards of Education for scheduling.

(2) Originally, every City/Goon Board of Education agreed to let the same participants discuss the same subject in the Winter Workshop as they had in the Summer Workshop, but following five Board of Education switched the workshop subject by their choice.

<table>
<thead>
<tr>
<th>Board of Education</th>
<th>Workshop Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer Workshop</td>
</tr>
<tr>
<td>Whasoon</td>
<td>National Language</td>
</tr>
<tr>
<td>Yung-Am</td>
<td>Music</td>
</tr>
<tr>
<td>Posung</td>
<td>Music and Rhythm</td>
</tr>
<tr>
<td>Yosu</td>
<td>Arts &amp; Crafts</td>
</tr>
<tr>
<td>Chang Heung</td>
<td>Arts &amp; Crafts</td>
</tr>
</tbody>
</table>
c. The Practice of the Program

"Organization is also a part of the workshop" was our sound belief, and we tried our every effort for the careful organization of the Winter workshop.

As they were scheduled seen in the list below, during three weeks from January 4, 1961 through January 23, 1961, 25 workshops at different City/Goon in which were participated by 1,338 enthusiastic primary school teachers went very successfully.

There would be no denying the fact that the program was resulted in a fruitful outcome.

In addition to this, 76 City/Goon supervisors had a meeting at Kwangju C.E.R.I. for four days from January 25, 1961, through January 28, 1961, in which the result of Cholla Namdo In-service Teacher Education program was discussed, and the direction of desirable democratic supervision and the techniques and methods of the effective In-service Education for the future were thoroughly studied.

Peabody Staff offered a number of workable suggestions through powerful lectures or in the discussion groups of the meeting.
<table>
<thead>
<tr>
<th>City/Gun</th>
<th>Workshop Subject</th>
<th>Workshop Period/Days</th>
<th>No. of Part.</th>
<th>Location</th>
<th>Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwangju</td>
<td>Social Studies</td>
<td>1/16-1/30</td>
<td>52</td>
<td>Kwangju Susuk P.S.</td>
<td>Moon, Woo Shik Lee, Jae Sang Chung, Jong Kyun Moon, Yung Koo Chang, Byung Chang</td>
</tr>
<tr>
<td>Mokpo</td>
<td>Unit Teaching</td>
<td>1/4-1/5</td>
<td>49</td>
<td>Mokpo Central P.S.</td>
<td>Pak, Joon Sung Lee, Don Chang Chang, Byung Chang Kim, Hung Jin</td>
</tr>
<tr>
<td>Yosu</td>
<td>National Language</td>
<td>1/17-1/21</td>
<td>60</td>
<td>Yosu Central P.S.</td>
<td>Pak, Jung Shin Lee, Young Shik Moon, Yung Soo</td>
</tr>
<tr>
<td>Sunchon</td>
<td>Arts &amp; Crafts</td>
<td>1/6-1/10</td>
<td>40</td>
<td>Sunchon Normal School</td>
<td>Lim, Hyun Jin Ra, Kyung Soo Choi, Bong Soon</td>
</tr>
<tr>
<td>Kwangsan</td>
<td>National Language</td>
<td>1/9-1/13</td>
<td>46</td>
<td>Songjung East P.S.</td>
<td>Moon, Yung Soo Lee, Hi Wan Whang, Heung Yun Pak, Joong Shin</td>
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<tr>
<td>Damyang</td>
<td>Arts &amp; Crafts</td>
<td>1/9-1/13</td>
<td>40</td>
<td>Damyang East P.S.</td>
<td>Kim, Sang Joong Sohn, Byung Ne Ra, Kyung Soo Choi, Yong Kap</td>
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<tr>
<td>Koksung</td>
<td>Arts &amp; Crafts</td>
<td>1/12-1/17</td>
<td>50</td>
<td>Koksung Central P.S.</td>
<td>Sohn, Byung Ne Pak, Tae Ok Sohn, Dong</td>
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<tr>
<td>Kure</td>
<td>Arith.</td>
<td>1/5-1/9</td>
<td>50</td>
<td>Kure Central P.S.</td>
<td>Lee, Oh Shin Shin, Keun Woo Wang, Tae Ho Kim, Yong Woon</td>
</tr>
<tr>
<td>Kwangyang</td>
<td>Arith.</td>
<td>1/10-1/14</td>
<td>42</td>
<td>Kwangyang East P.S.</td>
<td>Lee, Oh Shin Shin, Keun Woo Kim, Yong Woon</td>
</tr>
<tr>
<td>Yochun</td>
<td>Science</td>
<td>1/10-1/14</td>
<td>80</td>
<td>Yosu East Pri. School</td>
<td>Kang, Yung Ok Pak, Joon Sung Buhm, Won Kyun</td>
</tr>
<tr>
<td>Seungju</td>
<td>Science</td>
<td>1/9-1/13</td>
<td>49</td>
<td>Sunchon Att. P.S.</td>
<td>Pak, Joon Sung Buhm, Won Kyun Kong, Yung Ok</td>
</tr>
<tr>
<td>City/Gun</td>
<td>Workshop Subject</td>
<td>Workshop Period</td>
<td>No. of Days</td>
<td>No. of Part.</td>
<td>Location</td>
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<tr>
<td>Posung</td>
<td>Science &amp; Arith.</td>
<td>1/18-1/23</td>
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<td>Posung North P.S.</td>
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<tr>
<td>Whasoon</td>
<td>Rhythm</td>
<td>1/13-1/17</td>
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<td>Changheung</td>
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<td>1/16-1/20</td>
<td>5</td>
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<td>Moonan</td>
<td>Arith.</td>
<td>1/16-1/20</td>
<td>5</td>
<td>61</td>
<td>Mokpo Central P.S.</td>
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<td>6</td>
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<td>YungKwang</td>
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<td>1/9-1/14</td>
<td>6</td>
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<td>A.V. Edu.</td>
<td>1/4-1/9</td>
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<tr>
<td>City/Gun</td>
<td>Workshop Subject</td>
<td>Workshop Period</td>
<td>No. of Days</td>
<td>No. of Part.</td>
<td>Location</td>
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<td>49</td>
<td>Wando P.S.</td>
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<td>Chindo</td>
<td>Arts &amp; Crafts</td>
<td>1/16-1/20</td>
<td>5</td>
<td>50</td>
<td>Chindo P.S.</td>
</tr>
</tbody>
</table>

* Analysis of the topics and the number of workshops.

- National Language .................................................. 4
- Arithmetic .............................................................. 3
- Social Studies ....................................................... 3
- Science ........................................................................ 4
- Arts & Crafts ............................................................ 4
- Science and Arithmetic .............................................. 1
- Rhythm ......................................................................... 1
- Music and Rhythm ...................................................... 1
- Audio-visual Education ............................................... 1
- Unit Teaching .................................................................. 1
- Educational Evaluation .............................................. \( \frac{2}{25} \)

11 different topics and 25 different Board of Education.

* Participants in all ................................................. 1,338

* Resource persons in all ........................................... 36

d. The list of Financial Support by George Peabody College Staff.

The amount of the support given by Peabody Staff to each City/Goon Board of Education for the program is as follows. Disbursement was completed by the check made payable to the Education Section.
chief of each City/Goon Board of Education after the necessary receipts were collected and approved.

<table>
<thead>
<tr>
<th>City/Gun</th>
<th>Honorarium</th>
<th>Materials &amp; Supplies</th>
<th>Total (Check Amount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwangju</td>
<td>48,000 HW</td>
<td>51,875 HW</td>
<td>99,875 HW</td>
</tr>
<tr>
<td>Mokpo</td>
<td>28,000</td>
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<td>Yosu</td>
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<td>99,775</td>
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<td>Sunchon</td>
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<td>Kwangsan</td>
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<td>56,800</td>
<td>97,800</td>
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<tr>
<td>Damyang</td>
<td>40,000</td>
<td>59,150</td>
<td>99,150</td>
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<td>Koksung</td>
<td>41,000</td>
<td>58,275</td>
<td>99,275</td>
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<td>99,485</td>
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<td>60,825</td>
<td>98,825</td>
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<td>99,025</td>
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<td>57,525</td>
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<td>Yungkwang</td>
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<td>54,625</td>
<td>99,625</td>
</tr>
</tbody>
</table>
4. General Comments on the Result of the Program

a. The comment on the program by participants

As it was reported in "The Report on Cholla Namdo In-service Teacher Education Program -- 1960 --Summer," since the Summer workshop was the orientation stage of the program, only 100 participants out of 1,326 were selected to answer the questionnaire. 77 out of 100 answered to the questionnaire, and the frequencies of the answers were tabulated in the report.

The purpose of the questionnaire was to find out the general ideas and suggestions of the participants, so that we could give some consideration in planning the following-up supervisory activity during the "Developmental Stage" and the organization of Winter workshop.

However, the questionnaire we passed out to the participants this time has aimed at comments which would include those on
orientation stage through those on Winter workshop which might be considered as a culminating activity of the program. And accordingly, all of the participants (1,338) were requested to answer the questionnaire.

1,141 out of 1,338 answered to the questionnaire.

Following are the questionnaire items and answers to them. Numbers under or after them represent the frequency of the answer.

* Tabulation of Answers to the Workshop Evaluation Questionnaire

(1) To what extent were the things and ideas discussed in the summer workshop helpful for the improvement of teaching through four months' (September, October, November, December) "Developmental Stage?"

<table>
<thead>
<tr>
<th>Much Help</th>
<th>Help</th>
<th>Some Help</th>
<th>No Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>269</td>
<td>671</td>
<td>196</td>
<td>5</td>
</tr>
</tbody>
</table>

(2) To what extent were the ideas discussed in the discussion groups and materials produced in the workshop helpful for you to have a better classroom management and to improve teaching?

<table>
<thead>
<tr>
<th>Much Help</th>
<th>Help</th>
<th>Some Help</th>
<th>No Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>618</td>
<td>285</td>
<td>18</td>
</tr>
</tbody>
</table>

(3) If you couldn't fully utilize or practice the things/ideas produced/discussed in the Summer workshop for your teaching, what were the difficulties?

* Lack of needed materials and short of time .......... 463
* Lack of teacher's technique and enthusiasm .......... 184
* Poor cooperation of community and parents .......... 143
* Poor cooperation of principal or fellow teachers .... 134
(4) In the Winter workshop, could you solve the problems you had newly found during "Developmental Stage" and consolidate the techniques of teaching?

<table>
<thead>
<tr>
<th>Much</th>
<th>Some</th>
<th>A Little</th>
<th>Doubtful</th>
</tr>
</thead>
<tbody>
<tr>
<td>399</td>
<td>469</td>
<td>255</td>
<td>18</td>
</tr>
</tbody>
</table>

(5) Being different from those workshops in the past, we have been experimented a continual and following-up type of workshop which considers the Summer workshop as "Orientation Stage," four months (September, October, November, December) as "Developmental Stage," and the Winter workshop as "Culminating Activity." What would you say about this type of workshop?

<table>
<thead>
<tr>
<th>Very good method</th>
<th>Good method</th>
<th>No difference</th>
<th>Rather bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>475</td>
<td>568</td>
<td>95</td>
<td>3</td>
</tr>
</tbody>
</table>

(6) In comparison with those workshops in the past, which points of this workshop (Summer and Winter) do you think better?

* Practical problems could be solved ......................... 276
* It was practical rather than theoretical ..................... 148
* Problem solving types of workshop through discussion and group-thinking .......................... 132
* It was a democratical workshop for the participants .... 143
* Teaching materials were made and produced .................. 127
Participants were interested in the workshop activity .................................................. 113

* Resource persons were chosen among capable and experienced Primary School teachers ...................... 108

* Workshop was held at Goon with smaller number of participants .................................................. 103

* Many new ideas of teaching were introduced .............. 93

* It provided the opportunities in studying problems of the same subject continually .............. 84

* Ways of securing teaching materials in the community were understood ........................................ 83

* It provided with a free and family-like atmosphere ........ 62

* Studied textbook and analyzed its contents ............ 51

* Had a demonstration of class followed by discussion ................................................................. 19

(7) In order to manage future workshops more effectively and democratically, what would you suggest to Provincial Government, City/Goon Board of Education, and resource person?

(a) Suggestions to Provincial Government:

* Hope to hold this kind of subject matter workshop quite often .............................................. 256

* Approve Goon-unit workshop as a credit workshop continually .............................................. 162

* Prolong the workshop period .............................................. 156

* Switch the workshop subject every year .............. 117
* Continue to hold Goon-unit workshop with small numbers of participants .................. 91
* Let every volunteer participate in the workshop .. 89
* Provide with more materials ....................... 54
* Continue to hold the workshops in which teaching material could be produced .............. 43
* Hope to invite high power professors as visiting lecture ........................................ 42
* Continue to utilize experienced primary teachers as resource person ....................... 34
* Provide with better resource persons .............. 17
* Hope to invite American educators for a special lecture ........................................ 9
* Provide an opportunity to visit good school ...... 9

(b) Suggestions to City/Good Board of Education:
* Hope to hold Goon-unit workshop frequently ..........168
* Annual workshop plan for each subject should be worked out ............................... 153
* Let every volunteer participate in the workshop ...................................................... 137
* Prolong the workshop period (10-15 days) ........ 135
* Enlighten principals, so that ideas discussed in the workshop could be freely tried ........ 125
* Provide with more workshop materials .......... 98
* Raised the amount of Per Diem for the participants ........................................... 88
* Continue to hold the credit workshop .......... 59
* Put recreation period in the workshop schedule ........................................ 47

* Need more desirable following-up supervision of City/Goon supervisors ................. 33

* Supervisors should also participate in the workshop ....................................... 9

* Stimulate teachers to organize circle .............. 6

(c) Suggestions to Resource Person

* Put emphasis on the solution of immediate problems for the improvement of teaching method .................................................. 185

* Introduce more materials which could be applied in the community school ...... 145

* Prepare more detailed mimeographed materials .... 125

* Provide more opportunities in producing teaching materials .......................... 122

* Hope the resource person demonstrate the class .. 121

* Hope continuous help through letters ............ 109

* Provide more opportunities for discussions ...... 86

* Use the textbook as workshop material ............. 82

* Appreciation for the enthusiasm of resource persons ........................................ 73

* Find out the problems of the participants beforehand and put them in the prepared lecture ...................................................... 12

b. The comment on the program by City/Goon Supervisors

Each city and Goon supervisors expressed their comments
on the workshop they had in their city and Goon. Following are the comments which are common and have higher frequencies.

(1) The same participants participated twice in Summer workshop and Winter workshop, and they discussed the same subject. It provided the participants with the chance of improving techniques of teaching and fostering enthusiasm.

(2) Demonstration of class followed by discussion helped the participants a lot in understanding the better ways of guiding class.

(3) Goon-unit workshop with smaller number of participants provided the participants with many advantages.

(4) City and Goon supervisors' following up supervision during four months (Developmental Stage) and each participants keeping "Practicing Log" doubled the effect of the workshop.

(5) It was very good that the resource persons were chosen among the capable and experienced Primary School teachers who could talk and discuss the practical problems of teaching in Primary School.

(6) Participants who were deeply stimulated by the workshop organized circles voluntarily and have been working in the circles for the improving teaching methods and trying new ideas.

(7) Wide variety of teaching materials was produced in the workshop, and also the ways of securing materials in the community were understood.

(8) Those who were stimulated by the workshop worked very hard during four months for the improvement of teaching method
and had a number of demonstrations during October and November, 1960, which had also stimulated their fellow teachers.

(9) Since it was the credit workshop, participants participated in the workshop with enthusiasm and interest.

(10) We appreciate George Peabody College Staff for their kindness in supporting these workshops and ask their favor to continue the In-service Training Program.

5. Workshop for City/Goon Supervisors

a. Objectives of holding supervisor's workshop

As a supervisory administrator of schools and a friendly leader of teachers, City/Goon supervisors have been doing a functional and creative service for the improvement of teacher's quality in teaching and managing classrooms.

However, there are still hundreds of teachers with severe problems waiting for the help of a professional supervisor.

In order to enable the supervisors to meet the needs of teachers, the supervisor's workshop, in which many good suggestions and new ideas of helping teachers would be learned, was planned.
**SCHEDULE**
 Supervisor's Workshop  
(Jan. 25-28 (4 days))  
at Kwangju C.E.R.I.

<table>
<thead>
<tr>
<th>Date &amp; day</th>
<th>Workshop Activity and Resource Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 25 W.</td>
<td>Opening Supervision Planning Education in Reports on</td>
</tr>
<tr>
<td></td>
<td>Registration (Bureau Chief) Supervision Committee Democracy Supervisory Activities</td>
</tr>
<tr>
<td>Jan. 26 Th.</td>
<td>Trends of Modern Discussion on the Role of School that meets</td>
</tr>
<tr>
<td></td>
<td>Education Supervisor - Phillips 66 - the need of</td>
</tr>
<tr>
<td></td>
<td>(Kim, Shik Joong) (Dr. Drummond, Dr. Cooper) community</td>
</tr>
<tr>
<td></td>
<td>(Dr. Garrison) (Ra, Kyung Min)</td>
</tr>
<tr>
<td>Jan. 27 F.</td>
<td>Administration Teaching through Educational Group Activity</td>
</tr>
<tr>
<td></td>
<td>(Section Chief) A-V aids Evaluation 1. Democratization of</td>
</tr>
<tr>
<td></td>
<td>(Buhm, Won Kyun) (Kim, Yung Jin) school.</td>
</tr>
<tr>
<td>Jan. 28 S.</td>
<td>Discussions on financial problems 2. Role of supervisor</td>
</tr>
<tr>
<td></td>
<td>and personnel administration 3. Improvement of</td>
</tr>
<tr>
<td></td>
<td>Group Activity curriculum</td>
</tr>
</tbody>
</table>

* 76 supervisors were participated.
c. Comments on the Supervisor's Workshop

The Workshop went professionally and successfully with the cooperation of George Peabody College Staff. Especially, Dr. Willard E. Goslin's speech on "Education in Democracy" and Dr. Drummond, Dr. Cooper, and Dr. Garrison's method of leading discussion groups through group thinking which was called "Phillips 66" were very impressive.

The method of "Phillips 66" was certainly recommendable for the effective way of problem solving discussions in the future.

6. Kindergarten Workshop

For the purpose of establishing right direction of kindergarten education to go and up-grading kindergarten teacher's quality, kindergarten workshop was held at Kwangju Attached Kindergarten to Normal School by Peabody support for 5 days from January 23 through January 27, 1961, in which were participated 35 kindergarten teachers in Cholla Namdo Province.

A wide variety of activities such as various kind of activities kindergarten songs, rhythm activities, and constructive activities were experienced in the workshop.

Dr. Cooper, George Peabody College Staff, Miss Chung from Kyunggi Women's Junior College, Mr. Chung and Miss Pak, teacher of Kwangju Attached Kindergarten, and Mr. Sohn, teacher of Kwangju Attached Primary School helped the workshop.

According to the statistics as of May 1, 1960, there are 31 kindergartens, 110 kindergarten teachers, and 1,327 enrollments in Cholla Namdo Province.
There are many people who know the importance of kindergarten education, but they have not made good studies on how to help preschool children in kindergarten.

Thinking from the educational viewpoint, kindergarten education should be considered as a part of public education system, and of course, kindergarten curriculum should also be improved so that it could meet emotional, social, physical, and mental developments of children.


The goal of education in a democratic society is to educate children so functionally as to become an all-round and efficient citizen in a democratic society.

And in order to provide a functional program of education, we need more teaching materials and reading materials for children.

In the program, a great number of teacher-made materials for children.

In the program, a great number of teacher-made materials were produced and reading materials were written by the participants.

Mokpo participants wrote and published "Resource Unit" which was consisted of 10 resource units. The size of "Resource Unit" was about 150 pages, and it gave a great help to teachers for unit teaching.

Kangjin participants had been had a series of circle activity for the compiling of a supplementary reader for social studies teaching.

The title of the supplementary reader written by Kangjin participants is "Development of our Community" consisted of 17 units.
The size of it is about 160 pages, and it will give children a broader concept and understanding to their community.

1,200 copies of "Development of our Community" are now being published by Peabody's financial support (about 400,000 HW) for the distribution to each teacher in Kangjin Goon and one for each Primary School in Cholla Namdo Province.

Publication of "Development of Our Community" will make a good start in stimulating teachers in other cities and Goons to write their own supplementary readers more and more.

8. Conclusion

a. Educational Significance of the Program

"April Revolution" was a kind of Renaissance by which Korean people recognized the dignity of themselves and the democratic revolution, that is different from Korean Liberation in nature, has been a triumph of the independent democracy scrambled by the bloody struggle as it had been in America or European countries.

We educators should realize this historical and social significance and try every possible effort in sweeping away the old ways of thinking and autocratic social virulence from our society sooner for the establishment of democratic education in true sense which provides democratization of idea, democratization of system, and democratization of educational program and method.

Especially, we educators who have been the leader of the educational revolution should always keep "A New Frontier Spirit" in mind, so that we can accomplish our obligated responsibility
successfully in helping children's all-round development and growth, desirable and democratic change of behavior, and likeable interpersonal relation. In doing this job, educators are constantly required by In-service Training for the cultivation of personality and improvement of profession.

Of course, there are two ways to attempt to up-grade teacher's quality; one is to consolidate and enrich the program of teacher training institution and the other is to have In-service Teacher Training program.

Both are the very important national tasks to be done. With the favor and the warm cooperation of Dr. Willard E. Goslin, the coordinator of Peabody Korean Project, Dr. Martin B. Garrison, the Chief Adviser of George Peabody College Staff, and Mr. and Mrs. Roscoe Goslin, George Peabody College Staff stationed at Kwangju Normal School, Cholla Namdo Province have been had workshops at 25 different City/Goon in 1960 Summer and 1961 Winter in which about 1,400 Primary School teachers participated. Through these workshops hundreds of teaching problems were solved and teaching methods were certainly improved.

The program brought a new epoch to the development of Cholla Namdo education, and it is particularly remarkable that the ways of organizing workshops were so democratic and independent.

The program was jointly sponsored by Cholla Namdo Provincial Government, City/Goon Board of Education, and George Peabody College Staff.
Nine main characteristics of the program could be listed as follows:

First: Purposeful educational activity which helped to establish the philosophy of democratic education was developed.

In the practice of the progressive education based on the philosophy of democracy, children are to be regarded as the most important factor to be respected and fully understood.

In order to understand and respect for children, teacher should get rid of his old experience and narrow-minded way of thinking. Instead, he should do his best service like one of these understanding mother for the bright future of children.

This was the reason why the participants discussed and studied how they could so get closely involved in the world of children as to elongate the maximum ability of children.

Second: For the effective practice of profession, expressive arts of education was materialized into the cooperative arts.

Paintings of an artist, compositions of a musician, poetry of a poet, and skyscrapers of an architect are the works of the operative arts produced by objectivism.

But we educators are different from them. We deal with children's personality which is alive. In order to shape this most precious art works, teachers need to take the activity of the dialectic composite improvement
for the maximum extension of potentiality of children.
The program has certainly been stimulated those expressive
types of teachers to understand that the teaching is an
eternal art of human being to which they should dedicate
themselves.

Third: Scientific development of educational program was attempted,
and the establishment of practical and reasonable science
of education was sought.

Education is a very important phase of social
function, and educators should try the most use of
fundamental principles of social science and natural
science for the development of a capable all-round
citizen in the society of democracy.

Accordingly, we broadened the goals of education,
corrected the unreasonable facets of the educational
program, studied the possibilities in improving organiza-
tions, attempted the improvement of curriculum, and
discussed the effective ways of helping children both
in learning and living.

These were the activities we had in the workshops
for the establishment of science of education.

A medical doctor who treats the disease only takes
care of the physical side of a man, and before he could
give any treatment to the patient, he takes very careful
and scientific diagnosis in order to find out the definite
cause of the disease.

Needless to say, teaching is more complicated mental
process, and we need more careful and scientific diagnosis for the provision of individual differences according to their rate of growth and maturity.

Fourth: Enthusiastic participation and activities were carried on in a free and democratic atmosphere.

For the satisfactory development and growth of children, a free and democratic management of a school and a classroom as well as a wide variety of educational program is required.

For these reasons, we demonstrated the idea of democratic decision making process and stimulated to build warm and cooperative relations among participants. Along the time, self-directive attitudes of participants and respect for others were also expected.

Fifth: The program dealt with so practical problems of Primary School education that the participants became more and more desirable and eager to improve their teaching method.

Being different from those workshops held in the past, we discussed the practical and immediate problems which most teachers have been had in the classroom. By having demonstrations of class, and studied the better types of teaching. And through wide variety of opportunities and group thinking, many solutions were found and many good ideas were exchanged.

Especially, the program lasted for about 8 months, and the participants have been had enough time to stick closely to the given problems.
Sixth: The program offered a great service which provided with wide variety of activities and listened to the needs of participants.

In the past, workshops were organized or scheduled by several people in the government. They didn't try to find out what problems the participants had. These workshops were not for the participants at all.

However, since we understood that a workshop ought to meet the need of participants, in organizing the program. We investigated their problems scientifically beforehand, so that the participants could discuss and solve their own problems and take more answers with them.

Besides this, the other striking feature of the program was that we held principals' meeting, Vice-principals' meeting, and Supervisors' meeting respectively at Kwangju Attached Primary School.

The purpose of having these three meetings was to enlighten these groups that they were obligated to help and encourage their teachers in trying new ideas and methods for teaching.

It is because that no matter how wonderful ideas the participants obtain in the workshop, and no matter how eagerly they want to try new ideas and methods in teaching, unless the administers of the school understand them and stimulate them, they can not make themselves successful.

That is why people say that democracy should be built up from the bottom.
Seventh: The program was a new type of experiment for In-service teacher education. The Summer workshop was planned as an orientation stage in which new methods and ideas of teaching were discussed, and four months from September through December were planned as a developmental stage (working period).

During this developmental stage, many fruitful activities were worked out such as circle activity, demonstration of class, conference with fellow teachers for the improvement of teaching methods, and follow-up suggestions by resource persons through letters.

And the Winter workshop was the culminating stage in which participants reported on their practice, sharpened the techniques of teaching, and learned additional new ideas.

Eighth: Democratization of system was materialized. We have been shouting the self-government of education, but everything has been centralized even with In-service training.

But by holding workshops at each City/Goon, we found many advantages in terms of independence of education and financial support.

In order to build a democratic nation, democratization of education should be provided; and in order to democratize the education, establishment of self-government of education, centralization of education should be localized.
Ninth: Training capable primary school teacher is a national and social task.

At this juncture of studying two-year course teacher's college as a primary school teacher training institution, we have been had the very successful and fruitful program for the up-grading of teacher's quality and improvement of teaching method. And this might give some answers to the problem, "How to do with In-service Teacher Education?"

b. Suggestions and Tasks

As it was mentioned in the educational significance of the program, the jointly sponsored Cholla Namdo In-service Teacher Education Program had many good characteristics in terms of continual and follow-up type.

And we really hope that this type of effective In-service Teacher Education Program will be adopted in many places in the future.

For the improvement of In-service Education Program, following suggestions and tasks might well be considered:

(1) Program should be so organized as to enrich the teaching profession.

Those workshops had been held in the past were not for the participants, but for the lecturers. No chances for discussions or exchanging ideas were provided, but the participants had to sit listening to the tedious and undesirable lectures all day long.

The lecturers had tried to preach democracy and progressive education. They listed hundreds of "should do,"
but they mentioned no phrases on "how to do."

Comparing with those, we can surely convince ourselves that the jointly sponsored In-service Education Program has been so wonderful that it met the need of the participants, and it designed a turning point from the old types of In-service Training Program.

(2) Program should be so organized as to stimulate the independence and democratization of education.

Holding workshops at each City/Goon made a good start of localization of education. Self-government and localization of education has been trying, but everything is still centralized.

By holding workshops at each City/Goon, we could arrange smaller members which helped to build cooperative relations each other, solve problems through discussions, exchanges experiences and ideas, motivate more participations, and organize circles.

(3) Program should be so organized as to try to improve curriculum and teaching method.

The program broke out the fixed idea of teachers that the curriculum can only be improved by editors in the Textbook Bureau of M.O.E. Through the program, teachers understood that curriculum had broader meaning than the textbook itself and that they could improve it. The participants analyzed the textbook and wrote resource units and supplementary readers.

Teaching method has been greatly improved through the continual and follow-up types of the program. The
participants learned and discussed the techniques of teaching in the Summer workshop, tried them in the classrooms during four months, and reviewed them and corrected the mistakes in the Winter workshop.

(4) Program should be so organized as to develop the leadership of the participants.

April Revolution was achieved by students. But the power of them was motivated by teachers. In other word, April Revolution was achieved by educators.

However, there left a heap of social problems, and some of them are waiting for educators leadership in solving them through democratic process of education.

In the workshop activities, the participants learned problem-solving method, cooperative working, and the importance of discharging one's duty and responsibility, and these would help participants in solving problems in the community as well as in classroom.

c. Conclusion

The program which aimed "the improvement of teaching method" has been through very successfully with the great result as all of us expected.

From the bottom of the heart, we really appreciate George Peabody College Staff who originated the idea and financed the program, resource persons who did the wonderful job in helping participants, Provincial and City/Goon Supervisors who dedicated themselves for the effective and workable arrangement of the program, and participants who participated in the program with
interest and enthusiasm.

We hope that George Peabody College Staff would also be pleased by the fruitful result of the program.

Leadership Program at College of Education, Seoul National University

Within a short period after the teacher training project began in 1956 the first Peabody Staff members and their Korean colleagues identified a need for a more formal preparation and in-service program for school leaders. It was judged that a program for preparing school principals, vice-principals, supervisors, deans, and superintendents was needed to provide persons who were able to play a more creative and effective role in school leadership. Selection of leaders in the past has been based upon factors exclusive of formal training.

It had been agreed that the Peabody Project should endeavor with the Ministry of Education to establish a leadership program at the College of Education, Seoul National University. Provisions were made in Amendment No. 3 to the contract in 1958 to provide the resources to initiate the program. Unexpected changes in technician personnel and many problems involving changes in the Ministry of Education delayed the beginning of the programs for many months. In the meantime, however, much foundational work was done with the faculty of the college and with people in the Ministry of Education. Plans had been developed to start the program in April, 1960. The fall of the government in power at the time and subsequent problems of institutional instability delayed beginning the program until October, 1960.

The regulations for the Institute for the Study of Educational Administration were developed with the college faculty, and Ministry of
Education and approved by the Cabinet as follows:

Chapter I
General Provisions

Article 1. This institute, in accordance with the law establishing it, aims to improve the professional knowledge and leadership skills of educational workers by offering them an opportunity for advanced study.

Article 2. This institution shall be called the Institute for the Study of Educational Administration and be managed by the College of Education, Seoul National University, under the direct supervision of the Ministry of Education.

Article 3. The enrollment of the Institute shall be limited to forty.

Article 4. Classes may be offered either during the day or at night.

Chapter II
Admission

Article 5. The admission period begins thirty days prior to the opening of instruction.

Article 6. Applicants shall be drawn from the following categories of eligibility and pass an examination established by a selection committee (given this authority by the Minister of Education):
1. Principals or vice-principals (all levels are eligible)
2. Administrative staff of educational organizations (all levels)
3. Individuals who hold administrative certification equivalent to the above.
4. Others whose qualifications are approved by the Minister of Education.

Article 7. The following documents shall be obtained for each applicant to the Institute:

1. The graduation certificate of the highest school attended or the highest qualification certificate.
3. An evaluation of the applicant's educational service including a recommendation from the applicant's immediate supervisor.
4. The applicant's personal history.
5. A late photograph of the applicant. (This should be name-card size, taken within three months of application, and should show only the upper part of the body--without hat.)
6. A medical certificate indicating the current status of the applicant's health.

Chapter III

Term of School Year, Term of Residence Subject-matter, Semester Credit and Graduation

Article 8. The length of the school term shall be sixteen weeks.

Article 9. The term of residence shall not exceed thirty-two weeks.

Article 10. The subject-matter to be studied shall follow the curriculum outlined in Table I (attached). A time schedule shall be made by the Director and the faculty of the Institute; this schedule shall be reported to the Minister of Education.
two weeks prior to the opening of the school term.

Article 11. The regular academic load for students shall be eighteen semester credits.

Article 12. A graduation certificate shall be conferred upon the student who acquires the necessary credits and who receives the recommendation of the Faculty Organization of the Institute (see Chapter VI). The Director of the Institute shall forward to the Minister of Education an evaluation of each student's academic record and classroom performance at the time of graduation.

Chapter IV
Achievement

Article 13. Grades, scores, and grade points of achievement shall be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scores</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>3</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>0</td>
</tr>
<tr>
<td>F (Failure)</td>
<td>Below 60</td>
<td></td>
</tr>
</tbody>
</table>

Article 14. All credits ("D" and above) shall be included in calculating the student's grade point average. To be eligible for graduation, the student shall achieve at least a 1.5 grade point average.

Article 15. Credit shall not be given for less than fourteen weeks of class attendance.
Chapter V
Leaves of Absence, Re-admission, Withdrawal, Removal

Article 16. Students who are absent from class for more than two weeks because of illness (or other excuseable reasons) should request a leave of absence from the Director. Those who are granted a leave of absence may return to the Institute the following term. Those who do not return the following term shall be dropped from the list of eligible students.

Article 17. Students who wish to withdraw from the Institute shall request permission to do so from the minister of Education.

Chapter VI
Faculty Organization

Article 18. This Institute shall establish a Faculty Organization. It shall consist of the professors, associate professors and assistant professors of the Institute.

Article 19. The Faculty Organization shall consider and decide upon the following:
1. Those students who shall graduate.
2. The curriculum of the Institute.
3. Other school affairs of a general nature.

Addendum

Article 20. These regulations shall become effective on October 31, 1960.
Curriculum of the Institute

**Educational Foundations** - A study of the relationships between the findings of the behavioral sciences and democratic education, including: the role of the school in a changing society, an analysis of the school as a social institution, current Korean social problems, human growth and development, theories of learning, thinking and problem solving, an analysis of basic human needs, the democratic ideology, and the development of teaching as a profession.

**Educational Administration** - An examination of the role of the school administrator in providing leadership for improved education, including: the organization of the school, school finance, faculty and administrative personnel, instructional leadership, student personnel, public relations, school facilities, and development of democratic administrative practices.

**Curriculum** - A study of the present curriculum of the public schools and the relationship between curriculum design and present needs of Korean society, including: the purposes of education in a free society, analysis of content of present program, principles of curriculum construction, the dynamics of faculty curriculum study, current methods and materials, needed changes in curriculum practices, and the role of the principal in curriculum improvement.

**Individual Study and Research** - An opportunity for the student to learn how to attack an educational problem by actually working on a real problem under the guidance of the Institute's faculty;
the elements of scientific method and objective inquiry, ways of organizing facts, reporting findings, etc., will be included.

The regulations governing the selection committee of the Institute were established as follows:

Article 1. This committee shall be called the Selection Committee of the Institute for the Study of Educational Administration.

Article 2. The purpose of this committee is to select students for the Institute for the Study of Educational Administration.

Article 3. The Selection Committee shall consist of seven members appointed by the MOE, to include: the director of the institute, some of the instructors, and interested people within the Ministry of Education.

Article 4. In order to achieve the purpose of the committee as stated in Article 2, the following scope of selection and criteria shall be established:

1. Scope of Selection
   a. Principals or vice-principals (all levels), administrative staff of educational organizations, and others whose qualifications are recognized by the Minister of Education as having similar or equal status.
   b. Students shall be selected from primary schools, middle and high schools, and supervisors, in a ratio of 2, 7, and 1.

Article 5. The method of selection is as follows:
a. The superintendent of the Seoul board of education or the governor of each province will recommend students to the selection committee.

b. The selection committee shall be able to select students directly who are determined by the committee to be eligible.

Article 6. The following documents shall be obtained by the Seoul Board of Education or the office of education of each province for each applicant, and shall accompany the written application:

a. The graduation certificate of the highest school attended, or the highest qualification or certificate.

b. A record of in-service participation.

c. An evaluation of the applicant's educational service including a recommendation from the applicant's immediate supervisor.

d. The applicant's personal history.

e. A late photograph of the applicant. (This should be name-card size, taken within three months of application, and show only the upper part of the body -- without hat.)

f. A medical certificate indicating the current status of the applicant's health.

2. Criteria

a. Those students who have leadership qualities.

b. Those students who need in-service education and are able to benefit from it.

c. Those students who have proven academic ability and
have willingness and enthusiasm for studying educational administration.

d. Those students who have taken leadership in teacher education. (Administrators of normal schools shall be considered in relation to the process of normal school upgrading.)

e. Kinds of schools (academic, vocational, etc.) applicants work in shall be considered.

f. The geographic distribution of the applicants shall be considered.

The general objectives for the leadership program were to develop:

1. Understandings and skills in democratic processes and in the ability to practice democratic leadership.

2. Sensitivity to, understanding of, and skills in the analysis of the functioning and problems of modern society.

3. Understanding of and ability to apply the concepts and principles derived from the study of human growth and development.

4. Understandings and skills in the interpretation of the role of the school in a changing society.

5. Understandings and skills in planning and carrying out the educational program of the school.

6. Democratic attitudes and skills in personal human relations.

7. Understandings and skills in administrative processes.

8. Understandings and skills in supervising the school program.


10. Sound and forward-looking professional attitudes.
11. Skills and positive attitudes toward self-improvement.

The instructional program for the institute was based upon the following principles. The activities for the four major curricular areas, psychological and sociological foundations, curriculum, administrative processes, and individual research were developed from this design of problem and needs. The work was done over a period of several months jointly by Peabody Staff and the College of Education faculty.

Part I: Problems in Korean Society and Education

A. Conflicts in Values

1. Causes of conflicts:
   a. The collision of ancient and modern cultures
   b. The effects of industrialism, specialization, and urbanization.
   c. The disruption of a society due to war.

2. Levels of society influenced by these conflicts:
   a. Individual
      (1) Concept of self
      (2) Adjustment
   b. Groups and institutions
      (1) Family disorganization
      (2) Religious affiliations
      (3) School needs
      (4) Informal associations
      (5) Special interest associations or organizations
   c. Political and geographical organization
      (1) Local village or city
      (2) Province
3. The nature of the conflicts. The thesis here is: the Korean society is in transition. The categories below are intended to show this change.

**From:**

a. Emphasis on similarity and mass agreement.

b. Reliance upon tradition and superstition.

c. Reliance upon the authority of the state, or of the family.

d. Reliance upon a few to make decisions.

e. Blind loyalty and devotion.

f. Ethnocentrism and selfishness.

g. A philosophy valuing only stability and permanence.

h. Waste of natural and human resources.

i. Isolationism, provincialism and blind nationalism.

**To:**

Recognition of the worth of the individual, and an appreciation of difference.

The use of intelligence to improve human living.

Acceptance of responsibility for achieving democratic social action.

Intelligent and responsible sharing of power in order to attain justice.

Achievement of adequate horizons of loyalty based upon purposes and results.

Cooperation in the interest of peace and welfare.

Achieving a balance between stability and change.

Conservation of human energies and of natural resources.

An understanding of world interdependence.
B. Economic Independence
   1. Status of vocational education
   2. The need for skilled workers
   3. Unemployment
   4. The distribution of wealth
   5. Consumer education
   6. Labor unions and labor-management relations
   7. Conservation of resources
C. Health and Safety
   1. Understanding of mental and physical health
   2. Health habits of the people
   3. The organization of health agencies
   4. Safety
   5. Crime and delinquency
D. Communication and Transportation
   1. Freedom and responsibility in communication
   2. Development of efficient means of mass communication
   3. Propaganda
   4. Transportation
E. Recreation and Aesthetic Activities
   1. Significance of recreation
   2. Development of wholesome activities
   3. Development of facilities for recreation
   4. Development of the skills necessary for wise use of leisure time
F. Problems of Education
   1. Inadequate curriculum to meet the needs of the people
   2. Lack of equality of educational opportunity for all children
3. Undemocratic administration
4. Class consciousness among schools
5. Inadequate philosophy of education
6. Weak teachers
7. Inadequate financial support
8. Overcrowded classrooms
9. Poor facilities and materials

Part II: The Needs of Educational Leaders

A. Needs in democratic concepts and processes
1. Traditionalism
2. Authoritarianism
3. Concern with the mass of children only
4. Institutionalism

B. Needs for basic orientation and/or renovation in the educational foundations
1. Little or no knowledge of the educational foundations
2. Use of backward (out-of-date) knowledge and ideas
3. Lack of scientific thinking regarding man and society
4. Narrow conceptualization of the problems in education

C. Needs for newer insights and skills in administrative processes
1. Ignorance of administrative processes
2. Poor human relations
3. Lack of scientific thinking

D. Need for advancement of general education
1. Limited or narrow background
2. Not keeping up with advancements in learning
3. Complacent about improvement
E. Need of an experimental attitude and problem solving skills

1. Insensitive to real problems
2. Maintains useless routines
3. Not willing to listen; obstinate
4. Fear of newer type programs
5. Unskilled at working with new situations

Part III: Roles Played by the School in the Society:

A. Maintain the level of the culture

1. Select from the cultural heritage those ideas, values, knowledges, skills, tools, etc., which are necessary for the maintenance of a high level of civilization.
2. Develop an appreciation of the society's cultural achievements.
3. Reinforce the cultural ideals transmitted by other institutions.

B. Transmit the cultural heritage

1. Teach to the young those ideas, knowledges and skills which are difficult to teach (or are less efficiently taught) in other institutions or social groups.
2. Develop common experience with symbols (abstractions) so that they can be used in thinking and communicating.
3. Promote behavior in children which is sanctioned by the adult social group.
4. Develop an understanding of the current status of society so that the individual can function satisfactorily in it.

C. Improve the culture

1. Provide experience with democratic social behavior so that social activities can be in harmony with the value system.
2. Identify the individual capacities of children and guide them into socially useful enterprises.

3. Provide a means for upward vertical social mobility.

4. Develop in children the ability to identify problems and to solve them using good scientific methods.

5. Work with other institutions and agencies having common purposes.

Part IV: Roles Played by the School Principal or Vice-principal*

A. Curriculum and Instruction

1. Adjusting curriculum objectives to local school situation

2. Adjusting curriculum content to meet local needs

3. Relating curriculum to available time, physical facilities, and personnel

4. Providing materials, resources, and equipment for the instructional program

5. Providing for the supervision of instruction

6. Providing for the in-service of instructional personnel

B. Pupil Personnel Management

1. Maintaining the system of child accounting and attendance

2. The admission and orientation of students

3. Providing counseling services

4. Providing health services

5. Providing a testing and evaluation program

6. Providing placement and follow-up services for pupils

7. Establishing means of dealing with pupil irregularities
8. Developing and coordinating pupil activity programs

C. Staff Personnel Management
1. Providing for the formulation of staff personnel policies
2. Recruiting, selecting, and assigning staff personnel
3. Promoting the general welfare of the staff
4. Developing a system of staff personnel records
5. Stimulating and providing opportunities for professional growth of staff personnel

D. School Plant
1. Determining the physical plant needs of the community and the resources which can be marshalled to meet these needs
2. Developing, initiating, and implementing plans for the orderly growth and improvement of school plant facilities
3. Developing an efficient program of operation and maintenance of the physical plant

E. Organization and Structure
1. Establishing working relationships with local, provincial, and national agencies to provide services needed by the school
2. Developing a staff organization as a means of implementing the educational objectives of the school program
3. Organizing lay and professional groups for participation in educational planning and other educational activities

F. School Finance and Business Management
1. Organizing the business staff
2. Preparing the school budget
3. Administering capital outlay
4. Administering school purchasing
5. Accounting for school monies
6. Accounting for school property
7. Providing a system of internal accounting

G. Community-School Leadership

1. Helping provide an opportunity for a community to recognize its composition and understand its present social policy
   a. Composition
      (1) Formal and informal groups
      (2) Population characteristics
      (3) Socio-economic trends
      (4) Economic base
      (5) Power structure
   b. Social policy
      (1) Directions
      (2) Beliefs
      (3) Aims and objectives
      (4) Operating procedures

2. Assisting a community to identify its potential for improvement through the use of natural and human resources
   a. Climate
   b. Topography
   c. Number of people
   d. Channels of communication
   e. Social agencies
   f. Institutions
   g. Values and beliefs
3. Determining the educational services the school renders and how such services are conditioned by community forces
   a. Through the curriculum
   b. Through the faculty
   c. Through extra-curricular activities of students
4. Helping to develop and implement plans for the improvement of community life
   a. Improving equality of educational opportunity
   b. Reducing crime and delinquency
   c. Facilities for recreation
5. Determining and rendering service which the school can best provide in cooperating with other community agencies.
6. Evaluating the services the school is rendering to community improvement

H. Research and program evaluation
   1. Identifying and analyzing problems
   2. Designing appropriate methods for getting the facts
   3. Testing or applying tentative conclusions
   4. Establishing programs based upon clear objectives
   5. Evaluating programs using pre-established objectives

The program was arranged into an eighteen semester hour schedule with six hours allotted to educational foundations, six hours to educational administration, three hours to curriculum, and three hours to individual and group research. The program was designed to a pattern consistent with the regular college program, the purpose being to facilitate hoped for complete integration of the activity into the regular college and university
Basic work is being done to initiate a graduate program at the college leading to the Master's degree. The leadership program should be the basis and a part of this program.

The instructional staff consisted of three part-time and one full-time Korean professors of education working jointly with two Peabody Staff technicians. Other Peabody Staff and USOM-Education Division Staff participated as resource persons. The members of the faculty worked together in an unusually close and democratic manner. Once each week a conference was held in which the faculty analyzed activities of the week and adjusted plans for the following week. These faculty conferences were attended by representatives from the students in the class. Many classes were taught jointly by two or more of the faculty. Members of the faculty observed one another during instructional periods as a common practice. It is felt that this process contributed substantially to the effectiveness of instruction and to the professional growth of the faculty.

The first class has completed the course. It is the judgment of both Koreans and Americans that the program was highly successful. Early apprehensions about the acceptance of an in-service program for persons of such high status in Korean society have been largely alleviated. There are many indications that the program gained acceptance by institutions and educators. There is high expectation that the principle of in-service work for school leaders has been firmly established. The second class will begin in April, 1961.
Summary

The three areas of work singled out for detailed description in this report tend to illustrate the kinds of activities underway in the project. The next semi-annual report will emphasize work in the development of the English Department at the College of Education, Seoul National University, a provincial-wide in-service program in Kangwon-Do Province, a comprehensive review of the library service program, the progress of in-service institute and graduate program at College of Education, Kyungbuk University, and movements toward effecting a more stable certification and accreditation program for teachers and teacher-education institutions in Korea.

The problem of funding the program from year to year continues to be unduly time consuming. During the period of this report negotiations for funds to support the sixth year of the contract have required too much time and energy which should have been directed toward professional goals in teacher education. It is strongly urged that funding procedures which involve the mission and the host country be altered and improved. There is a dire need for policy and procedures which permit long-range funding to eliminate the near perpetual repetitive work that characterizes each years programming.

The enthusiasm of the staff continues at a very high level. There is a sustaining commitment to the basic purposes of the project. The educational system of Korea needs to be re-oriented toward more effective procedures and philosophy to meet the needs of present times. It is firmly felt that the teacher-education phase is an essential element and that significant gains are being made.
# Financial Summary of the Korean Project

**Improvement of Teacher Training**  
George Peabody College for Teachers  
ICAc-1225 (Korea)

## Financial Status of Contract as of September 1, 1960:

<table>
<thead>
<tr>
<th>Dollars Committed in Korea to Contract</th>
<th>Dollars Transferred to Credit of Phases of Teacher Training Project</th>
<th>Amount Conveyed to Peabody Contract</th>
<th>Expended to Date</th>
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<tbody>
<tr>
<td>$1,958,000.00</td>
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<td>$1,315,139.61</td>
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## Financial Status of Contract as of February 28, 1961:

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<td>$1,397,652.31</td>
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Receipts and expenditures for this Contract (ICAc-1225 Korea) during this period were as follows:

- **Funds Received for Services Rendered Under this Contract Sept. 1, 1960, to Feb. 28, 1961** $245,369.25
- **Expenditures for the Period Sept. 1, 1960 to Feb. 28, 1961** $242,825.26
Contract expenditures by Budget Item for the period September 1, 1960, through February 28, 1961.

<table>
<thead>
<tr>
<th>Budget Item Number</th>
<th>Budget Item Description</th>
<th>Expenditures</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Salaries</td>
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<td>Allowances</td>
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<td>Travel and Transportation</td>
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<td>4</td>
<td>Other Direct Costs</td>
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<tr>
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<td>Overhead</td>
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<td>7</td>
<td>Participants</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$242,825.26</strong></td>
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