GEORGE PEABODY COLLEGE FOR TEACHERS

Korean Project-Improvement of Teacher Training

Semiannual Progress Report

to the

Agency for International Development

and

The United States Operations Mission to Korea

For the Period

September 1, 1961, through May 31, 1962
TEACHER EDUCATION IN KOREA

A Semiannual Report

to

The Agency for International Development

and

The United States Operations Mission to Korea

for the Period

September 1, 1961, through February 28, 1962

Submitted by the Contractor
George Peabody College for Teachers

Prepared by
Samuel P. Wiggins, Chief Adviser
and other members of the staff

1962
Peabody Technicians  
(September 1, 1961--February 28, 1962)

No personnel changes occurred during the period of this report. The following technicians were on duty in Korea:

<table>
<thead>
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<th>Name</th>
<th>Position</th>
<th>Place of Assignment</th>
<th>Date of Entry to Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Croslin, Kenneth</td>
<td>Specialist in Library Services</td>
<td>Seoul--Department of Library Science Yonsei University</td>
<td>June 21, 1961</td>
</tr>
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AN OVERVIEW OF PEABODY ACTIVITIES IN KOREA

The purposes of the Agency for International Development are numerous. Central among them is that of protecting and expanding mankind's most prized freedoms. Three such freedoms, emphasized by U.S. AID around the world, are freedom from physical want and suffering, freedom from the blight of ignorance, and freedom from political tyranny, as in the form of international Communism.

Protecting and expanding these freedoms is a big order; an unending assignment. In the U.S. AID's attempts to achieve its purposes in Korea, it has emphasized advisory assistance and material support both in industrial and educational spheres. In supporting a long-range economic plan, it has committed itself to substantial aid in such areas as electric power, mining, communication and transportation, and in various industrial developments. In the sphere of education, its focus and almost its exclusive present attention are upon vocational education as a supporting arm of an economic plan.

Peabody's role, during the past six months covered by this report and the five years prior to it, has supported an educational program which, in the long run, is aimed at protecting and expanding Koreans' freedoms from want, from elemental ignorance, and from political tyranny. A broad base of common education is a prerequisite for any sound economy, since skilled manpower demands it. It is essential in raising man's social enlightenment above the animal level of rudimentary material wants. Ignorance and political freedom are evidently incompatible. Thus, as Peabody has concentrated upon improving elementary education, largely by improving the education of elementary school teachers, it has been lending direct support to the fundamental aims of AID in its country program for
Korea. The Peabody Project has included other important supporting educational activities along with its central one of preparing elementary school teachers. This semiannual report will give a detailed accounting of the several major activities in which Peabody technicians have been engaged.

In some respects, Korean education has undergone several substantive changes in recent months by action of the central government through the Ministry of Education. A long awaited major decision was made to advance the level of education of elementary school teachers from normal schools (i.e., high school) to a junior college level. Selection of ten institutions to develop this teacher education program was made, along with the designations, in February, of most of the junior teachers college deans and faculty. The new institutions are scheduled to begin their programs early in March, and a long awaited opportunity will have been created for consolidating the gains made in recent months. Planning for these curriculums has been done on both the local and national levels for many months in anticipation of the upgrading decision. This was done to ensure that the new junior college level educational programs for elementary school teachers would be substantially higher in quality and not merely longer in duration.

**U.S. Operations Mission to Korea**

On the first day of the period covered by this report, its present director, Mr. James R. Killen, assumed his new office. During his first meeting with the USOM staff (now U.S. AID staff) he emphasized the need to eliminate, as he expressed it, the "maze of minutiae" in USOM activities and the importance of selecting a few important areas of aid to Korea. He stressed the importance of performing these services extremely well. A second point was Mr. Killen's reference to the prospect
of early action and quick decisions on his part. Translating these views into their concrete expression, the personnel in the Education Division have been reduced substantially, the Education Division has been reduced to a Branch within the Public Services Division. The remaining personnel are limited essentially to those in the field of vocational education.

The Peabody Project, throughout this period, has been fully supported by USOM in every material way in fulfilling its mission, despite the internal changes in the organization and function of the education arm of U.S. AID activities in Korea.

Ministry of Education

On September 1, 1961, the beginning of this semiannual report period, Col. Hui Sok Moon was the Minister of Education of the Republic of Korea. Dr. Min Jai Lee was the Vice-Minister. Early in September, the Ministry was attempting to make a number of major changes in higher education, including teacher education. The Vice-Minister of Education announced the Ministry's plans for Teacher Training to the chief of the Education Division of USOM/K, and to the Peabody Contract chief adviser in this portion of his letter, dated September 12.

On Teacher Training Program

This is an advance note on the subject matter. Though not finalized through the higher level yet, it is at a definite stage at this Ministry.

1. The Graduate School of Education

As was announced on September 5, The Graduate Schools of Education will be established in Seoul, Taegu, and Kongju, the total number of students in those three institutions being five to six hundred (500-600), and each student being awarded with the scholarship in the annual amount of HW 80,000.

2. The Junior College of Education

The Junior College of Education for the primary school
teachers training have been planned to be established in Seoul, Taegu, Kongju, Choonchon, Pusan, and Kwangju. In Pusan and Kwangju the junior colleges will continue to exist as ever, being subordinated to the Kyongpuk and Chonnam University respectively; in the other four cities will the normal schools be upgraded to be junior colleges. One thousand five hundred (1,500) students will be admitted into those six institutions, each being awarded with the scholarship in the annual amount of HW 50,000.

3. The idea of diminishing the number of colleges down to only six (6), which is subject to further increase at need, is to stress the quality in general of the institutions as well as that of students, in order to avoid mediocrity by setting up too many at the outset which the limited budget may fail to afford effective maintenance.

Since that time, the Minister and Vice-Minister have been replaced by Sang Hyop Kim (Minister) and Brigadier General Seung Woo Lee (Vice-Minister). The graduate school of education plan was cancelled. Four additional institutions were added to the above named six, for the education of elementary school teachers. The scholarship item, however, was deleted, and most of the ten junior teachers colleges have been unable to recruit their full quota of qualified students.

The new Minister and Vice-Minister have shown a genuine desire to work closely with the Peabody staff, and have already sought advisory assistance in connection with a number of Ministry policies and practices. At the termination of the semiannual period covered by this report, the general relationships of Peabody with the Ministry of Education appeared to be better than at any time since the May, 1961, revolution.

In the Field

Changes in policies and plans of central educational leadership, in both the Ministry of Education and the U.S. Operations Mission, were accompanied by an acceleration of field work among the technicians associated with the Peabody contract. Part of this intensified level of
activity is explained by the gradual restoration of political and educational stability, beginning about three months after the Junta revolution on May 16, 1961. A second reason is that there was no change in American personnel during this period. Each technician was already oriented to his tasks in fulfilling his part of the overall mission of the project. Four of the nine Peabody technicians had arrived in Korea during the three month period just prior to the beginning date of this report.

The major areas of staff activity were those of curriculum improvement for the education of elementary and secondary school teachers, leadership education for public school administrators and provincial level supervisors, research activities, the preparation of instructional materials, the installation of a language laboratory for English teaching, consultation with Ministry officials on policies, practices and laws affecting education, and improving the services of school librarians. These areas of activity, along with others, will be discussed subsequently in this report.

Politics and Education

It would be premature at this point to generalize, with a high level of confidence, about the changes in the political climate and their effect upon educational efforts. Yet it would be unrealistic to ignore the importance of that relationship. The fact was unmistakably clear in September, 1961, from school personnel within the Ministry to principals and teachers in remote areas, that the voices of citizens at large and members of the teaching professions particularly were muffled. There was no place for constructive criticism, and the plans of the Ministry were made and executed in secrecy. During this uneasy period, there was an
evident increase of suspicion of the government by the people. The wholesale shifts of rural teachers to the cities and urban teachers to the villages had an uprooting effect to reduce further the support of Ministry action by members of the profession. This was a period when school people said there was little point in talking about education for freedom, or to propose steps for improving Korea's educational system. If the situation was not black, it was a somber gray.

This was the first phase of the revolutionary movement, and it was a painful phase for many Koreans. Chairman Park likened the period to major surgery which, though painful at the time, may be necessary to save the life of the patient, i.e., Korea. Only the history of the future can speak with certainty on this point. Meanwhile, the second phase of the revolutionary period has been ushered in, and, with it, a relaxation of controls and a somewhat rekindled hope for the future. This relaxation and hope is felt on all levels of education. It is, also, an important factor in Peabody's stepped up activities during this semiannual period and the final six months of the Peabody Project contract which lie ahead.

The Participant Program

One of the most effective practices related to the Project over the years has been that of sending a small number of carefully selected Korean educators (selected by the Ministry of Education) to spend a year of directed study in the United States, in a special field such as elementary education. Upon his return to Korea, each Korean participant was to be assigned a post in education making optimum use of his newly acquired skills in education. This plan of action has worked well since near the beginning of the Peabody Project, and a total of 82 participants have received special professional training since 1956.
The total expense for the participant program has been met, until recently, by U.S. funds. In 1961, a decision was reached, by the U.S. and ROK governments, that the ROK government would provide transportation for all future participants and the U.S. would pay all other expenses in connection with the training program. The reasoning seemed logical. Since transportation was a relatively small cost in comparison with the training support (roughly $1,200.00 for a participant's transportation; $5,000.00 for his training) it was believed the ROK government should demonstrate at least this degree of financial commitment as an expression of good faith in the program.

The fallacy, as subsequent events revealed, was that of equating the ROK government as an entity, with various ministries within that government. For example, no matter how anxious the Ministry of Education might be to continue a participant program, the Ministry was at the financial mercy of the Economic Planning Board, which was then unalterably opposed to the program. Even though American funds were available for a reduced participant program, and endorsed by the U.S. Operations Mission to Korea and the Ministry of Education, this was technically prohibited because of the new regulation. Thus the participant program in the last year of the project was terminated prematurely by an agency which naturally had far less interest in the educational program than in economic development. The Economic Planning Board has thus been empowered in this instance to veto plans of the Ministry of Education even when no additional economic support is needed to implement the plans. The fallacy of equating the ROK government with its Economic Planning Board was, and is, unfortunate in this and other regards, such as the release of counterpart funds to contract groups after Project Agreements are firm. Yet, this decision, made under a previous USOM administration, seemed logical at the time, and is a commitment made in good faith which
should and must be honored.

A Preview of Professional Activities

The work of the nine Peabody technicians, their Korean counterparts, and other employees and associates of the Peabody Project team varies widely in its nature. Some activities of counterparts are almost completely individual in nature. An example is the work of Peabody's specialist in Library Science who has worked considerably on the revision of the national library law.

Other activities call for extremely close teamwork, both among Peabody technicians, and between Peabody staff and a large number of Korean teachers and administrators. An example of such teamwork is the recent national curriculum conference for junior teachers colleges, sponsored jointly by the Ministry of Education and Peabody. This involved 90 representatives from the ten institutions which are to be engaged in the education of elementary school teachers, plus representatives from the Ministry and six of Peabody's nine technicians, with their counterparts assuming active educational roles.

The reports of activities in the following chapters are prepared by various technicians, individually or in small writing groups, reflecting the major individual and collective activities of each technician.

Chapter 2, "Educating Elementary School Teachers," reports on the heavy emphasis which has been given to the improvement of pre-service education of elementary school teachers. Basically, this represents a major effort toward improving the educational offerings in the new junior teachers colleges. Attention is also given, in this chapter, to important developments in the education of in-service teachers.

Chapter 3, "Educating Teachers for Secondary Schools," recounts both the successful and unsuccessful efforts in effecting major improvement
in the education of middle and high school teachers. The unfinished story of the graduate schools of education, one of the blind alleys travelled in recent months, has to be told to convey an accurate report of Peabody activities and of the conditions affecting work and planning during the six month interval described in this report.

Chapter 4, "Improving School Administration," describes both the formalized leadership program at the College of Education of Seoul National University (Institute for the Study of Educational Administration) and the evidences of leadership practices among former graduates of this Institute. In this latter connection, the recent provincial workshops in school administration, largely planned and directed by some of the graduates of the leadership program, are one of the brightest spots among the Peabody activities. These workshops are described in the fourth chapter of this report.

"Preparing Teachers of English," Chapter 5, deals with a special project in preparing and using instructional materials, and with the final preparatory stages in establishing a language training center at the College of Education of Seoul National University. This area of educational activity is assigned a high priority both on the part of the U.S. Embassy and the Ministry of Education; so high that a recent request from the Republic of Korea for U.S. Peace Corps personnel asked for more teachers of English than for all other Peace Corps personnel combined. The fifth chapter deals with pilot efforts conducted by Peabody's specialist in the teaching of English.

"Extending School Library Materials and Services," Chapter 6, deals with one of the major activities engaged in by Peabody staff almost since the inception of the Peabody Project in 1956. These activities have taken interesting and valuable new turns in recent months which are recounted
in this chapter along with a prospectus of future activities.

The seventh chapter reports on "Fiscal Support for Educational Services." The financial support needed for goods and services, despite periods of temporary uncertainty, has been adequately provided during this reporting period in the form of local currency (Hwan). The U.S. dollar fund has been somewhat less than adequate in providing materials deemed highly desirable by Peabody technicians. However, all contractual obligations in the dollar fund have been met promptly by the U.S. government. Chapter 7 describes some of the general problems of commodity acquisition and deliveries, and explains the present status and prospect in connection with the termination of the Peabody Project six months hence.

The final chapter of this report, "Status and Forecast," is an attempt to summarize the present situation from the standpoint of a project near its conclusion, and to make observations concerning the termination of the project in such a way as to maximize its value to Korea.
Construction of the Ministry of Education's Curriculum Laboratory, a Peabody Building Project, was completed in January, 1962.

Faculty members of an attached primary school and consultants share ideas concerning the effective use of instructional materials.
Attention was given during this semiannual period to the pre-service and in-service education of elementary school teachers. The first section of this chapter reviews developments in upgrading of normal schools to junior colleges. The second section discusses the development of in-service education programs.

Pre-service Education

The pre-service education of elementary school teachers has been the responsibility of high school level institutions called normal schools. A major goal since the beginning of the Peabody Project has been the upgrading of these normal schools to junior colleges.

Earlier Developments

In September, 1960, the Ministry of Education announced that plans for upgrading normal schools would be studied. A council composed of eighteen members was appointed and functioned from October, 1960, to January, 1961. Peabody provided financial support and professional consultation to this council.

Major accomplishments of this council included: (1) the development of pertinent issues and questions which were used in planning and discussion sessions, (2) an opinion survey based on the guideline questions which were sent to 328 representative educators, (3) a proposed plan for the evaluation of normal schools for accreditation, and (4) the visitation of each normal school by an evaluation committee. The reports of the evaluation committees were studied and in December, 1960, the council submitted to the Ministry of Education three alternate plans for the upgrading of the normal schools.
The Ministry of Education, pressured by various local groups, decided to accept what generally appeared to be the least desirable plan. This plan included the following provisions: (1) all but one of the normal schools would be upgraded in an unannounced period of time; (2) Kwangju and Pusan Teachers Colleges would be changed from the preservice education of middle school teachers to that of elementary school teachers; and (3) the junior colleges would have attached high schools and attached elementary schools.

Preparation for the new programs at Kwangju and Pusan Teachers Colleges began immediately with two conferences being held during March and April, 1961. Representatives of the Peabody staff, the Ministry of Education, and the two college faculties made decisions concerning general policies. The hours of instruction per week were limited to 24 to 28 hours, and the number of different courses which could be taken by a student was established at 7 to 10 courses. The division of course work was established as follows: (1) General Education, 40 per cent, (2) Professional Education, 45 per cent, and (3) Electives, 15 per cent. The Education Department was designated as the responsible agency for the assignment of professors and the administration of methods and materials courses. The general framework for the curriculum was established.

In August, 1961, the entire faculty from each of the two institutions met to exchange information and to study common problems of curriculum development. Interdepartmental sharing of information about course syllabi took place. Elementary school teachers from the two attached schools met with college subject area discussion groups. The participants recommended the appointment of a curriculum committee in each college, the continued exchange of ideas, and a follow-up curriculum conference.
Faculty members of Pusan and Kwangju Teachers Colleges faced the problems of reorganizing the general school program, adjustments in schedules, selection of kinds of course offerings, and the development of detailed course syllabi. Consideration needed to be given also to the development of instructional materials to accompany the various college courses. Then too, the focus of attention had to shift from the pre-service education of middle school teachers to that of primary school teachers.

Each of the two faculties attempted to solve the above problems in the following ways: (1) faculty meetings involving the entire group attacked general questions, (2) departmental meetings in which professors developed course content, and (3) special interest groups which developed instructional materials. For example, a group of Pusan Teachers College professors met regularly during the year to develop textbooks, charts, and other instructional material. Peabody technicians worked closely with these two faculties in all of the above activities.

**The Ministry of Education's Role in the Junior Colleges**

In the academic year beginning April 1, 1961, no new students had been admitted to the teacher education program in the normal schools so it was imperative that a full program at the new college level begin with the academic year slated to start March 1, 1962. In order to do this, the Ministry of Education was faced with the following problems:

1. **How many colleges should be organized and where should they be located?**

   The two schools at Pusan and Kwangju had already been selected and were functioning. The remaining sixteen normal schools exerted local political pressure to be included in the final selection. This
pressure over the years had frustrated earlier attempts to make firm decisions and increased the tendency to have a larger rather than a smaller number of colleges. It had been actually declared in early 1961 by the Ministry of Education that all eighteen normal schools would be upgraded. The final decision was announced in early December, 1961, that there would be one college selected for every province. A list of these is contained in Table I.

**TABLE I**

**NUMBER OF STUDENTS AND TEACHERS IN TEACHERS COLLEGES**

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Student Quota</th>
<th>Faculty Quota</th>
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<tbody>
<tr>
<td>Junior College of Education, Pusan National University</td>
<td>640</td>
<td>31</td>
</tr>
<tr>
<td>Junior College of Education, Chonnam University (Kwangju)</td>
<td>560</td>
<td>29</td>
</tr>
<tr>
<td>Junior College of Education, Kyongbuk University (Taegu)</td>
<td>560</td>
<td>19</td>
</tr>
<tr>
<td>Junior College of Education, Chonbuk University (Chonju)</td>
<td>400</td>
<td>15</td>
</tr>
<tr>
<td>Inchon Junior College of Education</td>
<td>400</td>
<td>15</td>
</tr>
<tr>
<td>Kongju Junior College of Education</td>
<td>400</td>
<td>15</td>
</tr>
<tr>
<td>Chunchon Junior College of Education</td>
<td>320</td>
<td>13</td>
</tr>
<tr>
<td>Junior College of Education, Seoul National University</td>
<td>320</td>
<td>13</td>
</tr>
<tr>
<td>Chongju Junior College of Education</td>
<td>240</td>
<td>11</td>
</tr>
<tr>
<td>Department of Education, Cheju College</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,920</strong></td>
<td><strong>165</strong></td>
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</table>

Note: The student quotas are for the full two-year program. The faculty quotas are for the two-year program at Pusan and Kwangju and for only a one-year program at the other eight institutions. These eight can expect about a 70 per cent increase in their faculties next year when the two-year program becomes effective.
With two exceptions, the location of these institutions within provinces was decided in favor of the provincial capitals. The capital of Kyunggi Province is located within the Special City of Seoul, so Inchon was chosen since it is the only normal school located within the territory under the jurisdiction of the provincial government.

In South Choong Chong Province, the college was planned for Kongju rather than Taejon, the provincial capital.

2. **Could adequate budget and facilities be found for these institutions?**

A detailed discussion of budget problems in the Ministry of Education has no place in this report, but it should be noted that in the early stages of negotiation it was thought that large sums might be available so that these institutions might have a heavy scholarship program and funds for equipment and buildings. This has not been possible due to the emphasis being placed on other areas of work by the ROK government. As of the first of March, the exact amount of money to be available for these schools is still not known, but estimates have been made and plans are being set up on this tentative basis. The estimates fall far short of earlier promises of large sums.

A five-year-old agreement between Peabody and the Ministry of Education concerned the probable location of upgraded institutions in order that building funds could be concentrated at these spots. The final decision, as noted above, corresponded with this earlier one in all except three locations: Kongju, Chongju, and Cheju. These three colleges all lack proper buildings for carrying out their programs. During the period of this report, money thought to be available through counterpart funds for such projects has not been released. The possibility of solving these problems and partially
completed building projects in other areas seems doubtful.

3. **What should be done with non-upgraded institutions?**

The initial decision, as announced in early December on the upgrading of eight more institutions, also said that the eight remaining schools would be turned over to the school districts where they were located. But in several cases, the drive to get a junior college had built up such momentum locally that it was decided to apply for junior college charters with other objectives such as fisheries or mechanics. The schools that converted directly into academic type high schools in their local districts are experiencing no real problems, but the schools that applied for junior college charters still have no word as to whether or not their requests have been approved. As a result, they have no new students and no new budget.

4. **How many students should be enrolled in these institutions?**

The Ministry of Education faces a difficult problem in arriving at teacher supply and demand figures. A study done by the Central Education Research Institute indicated that about three thousand elementary school teachers are needed every year. There is an oversupply of teachers built up from previous years. Another problem is the changing of the length of required military service for teachers from a special one-year term to the regular three-year term, which will reduce the number of persons available for teaching.

The problem of budget limitations also exists. The figure of 3,920 students in a two-year program, or a graduating group of 1,960 every year, was the final decision. This figure will almost surely be inadequate. Whether it will be supplemented by recruiting untrained teachers or through special short term training remains a problem. This total number of students has been divided among
the schools on the basis of the population of the provinces to
be served. Details of this distribution are shown in Table I.

5. Who should be the faculty and how many should there be?
A generous faculty T/O (Table of Organization) was announced in early
January, but because of budget and other problems, within twenty
days the numbers were reduced to a figure about in line with faculty-
student ratios in other government controlled colleges. The final
result is listed in Table I.

At the same time that the numbers were announced in early
January, the present principals of the upgraded normal schools were
instructed by the Ministry to recommend faculty members to fill
these quotas. Each of the selected persons was to submit a "thesis"
(i.e., a written composition or theme of about 50-100 pages) by
the twentieth of the month, to be used as a check on his qualifica-
tions as a college teacher. Most of the selectees were members of
the staffs of the upgraded schools. This excluded all qualified
persons from the non-upgraded schools. The Ministry of Education
rejected the first lists and told the principals to bring in new
lists of nominees which would include a strong representation from
these other schools. It was also ordered that those schools
related to a university would have to submit their lists through
the office of the president of that university. This delayed further
the selection process, so that by the end of January it had not been
completed by some schools. Those persons whose names were added
to the lists near the end of this period had an even shorter time
in which to prepare their theses. By the first of March, those
nominated were preparing to teach courses but still uncertain as to
whether their nominations would be approved by the Ministry. The
fact was clear that the beginning dates of the new junior colleges
would have to be postponed.

6. Who should administer these colleges and what should their relationship be with neighboring government universities?

At the time of this report, no persons have been officially announced to head up these eight new schools. The Ministry of Education charged the eight principals with certain specific functions in planning, naming faculty, and making budget estimates.

As Table I shows, five of the ten programs are related to universities. These will be administered by the president much as are other colleges within the university. Four of the programs are set up as independent colleges directly related to the MOE. One program is a two-year department within a liberal arts college. It is too early to know just what program limitations will be imposed by such a variety of administrative relationships.

Curriculum Planning

The delayed announcement concerning the upgrading of normal schools allowed little time for curriculum planning. The amount of faculty planning prior to the announcement varied among the schools but, in general, the indecisiveness of the Ministry of Education tended to discourage enthusiastic faculty preparation for curriculum revision.

Soon after the upgraded schools were notified, a program planning committee for the junior colleges was appointed with Peabody staff representation. Major decisions by this committee included the following: (1) the proportion of course work would remain the same as previously described, and (2) sixteen instead of fifteen hours would be allowed for methods and materials courses. The Ministry of Education also requested that social studies courses emphasize anti-Communism and stress Korean history. A Ministry of Education representative was designated to work
with Peabody technicians on plans for a national curriculum conference for the upgraded schools.

Two curriculum conferences were held during January, 1962. The first was a follow-up conference involving representatives from Pusan and Kwangju Teachers Colleges. The second conference was composed of representatives from these two colleges and the eight recently designated junior colleges.

The purposes of the Pusan-Kwangju conference were: (1) to review, to evaluate, and to revise course syllabi; (2) to discuss general problems of curriculum development; and (3) to assist in planning for the national curriculum conference. A general discussion was held of program objectives and the curriculum framework. Faculty members representing each curriculum area met in small groups and discussed curriculum problems and course content. Recommended changes were reported to the total conference. The participants in general session made the following decisions: (1) no change should be made in the general curriculum framework, (2) foreign language should be taught as an elective course, and (3) departmental meetings should be held with elementary school representatives to discuss methods and materials courses.

The national curriculum conference was held the following week in Seoul with departmental representation from each of the ten colleges. The purposes of the conference and information concerning the general curriculum framework were outlined by Ministry of Education officials and Peabody staff members. Copies of the first semester course syllabi of Pusan and Kwangju Teachers Colleges were provided. Participants met in curriculum area groups and formulated general outlines of course syllabi including objectives, course content, activities, and references. These syllabi were submitted to the Ministry of Education for publication.
The course syllabi contain the following noteworthy characteristics:

1. All of the objectives emphasize the education of teachers as the primary goal of the junior colleges.

2. The need for integration of subject matter is recognized in each report.

3. Recognition is given to the experience gained by one year's work at Pusan and Kwangju Teachers Colleges.

On the other hand, further study is needed to reduce the duplication in course content. Attention needs to be given also to the development of such important areas as student affairs, guidance, student teaching, course electives, and methods and materials courses.

Since the end of the conference, the Ministry of Education has reviewed the guides prepared by the thirteen subject area committees. As a result of this review, certain comments are being attached to that document before it is sent to the various faculties. As of the first of March, this document was not available to faculties in their planning for contents of the courses they are to teach beginning later in March.

Peabody technicians have been holding frequent conferences with those persons nominated to the faculties of the junior colleges to assist them in preparing for their new responsibilities. Despite the lack of assurance that they will be on the faculty and the lack of the official curriculum documents as prepared by the Ministry of Education, they have made a significant beginning. This beginning falls far short of what should be the state of readiness, however, just a few days before a school is to open its doors to its first students. It is almost as if we are stumbling on our own steps to progress. We (the Ministry of Education and Peabody) have built the steps. Our next task is to climb them. They are littered with obstacles and hazards along the way.
Fortunately, it has become necessary for many reasons to postpone the opening of these schools until some time in the middle of March. As of the first of March, that date was still uncertain.

In-service Education

The provision of extended professional experiences holds promise for the improved pre-service education of elementary school teachers. There remains, however, the important problem of education for teachers already at work in the schools, since most of them have such limited professional training.

Peabody and Korean educators have continued efforts to improve classroom instruction through in-service education of elementary school teachers. Peabody staff members have encouraged Korean educators to assume increased responsibility for these activities. This objective, established at Peabody staff conferences, has been regarded especially important during the remaining months of the Peabody contract. Some of the results have been gratifying.

In several conferences, provincial departments of education shared financial costs with Peabody. Boards of education assumed full financial responsibility for local follow-up social studies conferences. Increased assumption of responsibility was observed, also, in the extent to which provincial officials and local educators initiated and conducted workshops in science education, arts and crafts, arithmetic, folk dancing, and in the use of instructional materials. For example, Kangwon provincial education leaders initiated and conducted a workshop with no financial nor administrative assistance from Peabody. This workshop also illustrated an increased concern for the provision of a variety of activities for participants. In contrast to an earlier Kangwon Provincial Workshop which consisted entirely of lectures, this workshop provided for the...
making of instructional materials, the use of audio-visual aids, demonstrations, experiments, and the use of reference materials in addition to lectures. These examples indicate a commitment on the part of Korean educators to the values derived from in-service education for elementary school teachers. We are pleased with Peabody's part in this development.

The Improvement of Social Studies

Special attention has been given by Peabody technicians to the improvement of the social studies in Korean education. Several developments have occurred since the impetus given last summer by two national conferences in conjunction with the visit of Dr. Jack Allen, professor of social studies at George Peabody College for Teachers. The report, "A Charter for Social Studies in Korea," produced during Dr. Allen's tour, has been translated into Korean. Distribution of the booklet has been made to college faculties, Ministry of Education officials, workshop participants, and curriculum committees.

The temporary officers of the proposed national social studies association, elected at the July national conference, have served as an interim committee. The organization of a national association, however, has been postponed. The decision seemed wiser to establish a broad base of support for a national association through first organizing provincial-level associations. At the time of this report, provincial-level associations for elementary school teachers have been organized in two provinces and conference schedules have been planned for all other provinces. A newsletter containing information about recent conferences and professional materials has been sent to social studies leaders and conference participants in each province.

Provincial conference. The Cholla Namdo provincial conference was
held at Kwangju Teachers College on October 26-27, 1961. The participants consisted of two elementary school teachers from each gun (i.e., "county").

Discussion group topics were planned around instructional problems identified by teachers. These problems were determined through a survey conducted by a graduate of the Institute for the Study of Educational Administration and by an in-service education program conducted in 1960 by the Kwangju Peabody Office technicians. Discussion groups were organized around the following topics: (1) teaching materials (the use of maps and globes, ways of collecting materials, etc.), (2) teaching methods (e.g., problem solving through group discussion), (3) evaluation of the social studies, (4) guiding field trips, (5) desirable experiences to be included in the junior college curriculum, and (6) textbook revision. An outstanding characteristic of the conference was the opportunity provided for active participation. For example, one group planned, took, and evaluated a field trip. The evaluating discussion group planned, administered, tabulated, and presented the results of the conference evaluation. In addition, an opportunity was provided for observation of social studies classes in an attached elementary school.

These recommendations were made in the evaluation reports: (1) workshops in each county (gun), (2) a follow-up provincial conference, (3) pre-conference preparation of participants in conference discussion topics, and (4) a newsletter reporting activities in other provinces.

The Cholla Namdo Social Studies Association for Elementary School Teachers was organized. A follow-up conference was planned for March, 1962, at which time participants will give progress reports on social studies activities and continue the study of instructional problems.
The Kyungsang Namdo provincial conference was held on January 8-10, 1962, at Pusan Teachers College with two elementary teachers from each county. The provincial government assumed the major portion of financial responsibility for this conference.

A pre-conference survey was made of the interests and problems of the participants and groups discussed the following topics: (1) curriculum revision, (2) the development of the community school, (3) the construction and use of instructional materials, and (4) teaching methods. A commendable feature of this conference was the efficient functioning of a steering committee composed of consultants, group discussion leaders, and recorders. A subcommittee from the group prepared an evaluation questionnaire which yielded the recommendations that (1) an opportunity should be provided for pre-conference preparation on discussion topics; (2) similar conferences should be held on local levels; (3) information and materials should be shared between rural and urban areas; (4) time should be given during the conference to use reference materials; and (5) future conferences should be centered more on practice. A provincial social studies association was organized and plans were made for follow-up conferences in each county.

Local conferences. Two local conferences, one day each, were held in the Cholla Namdo province. One or two teachers from each elementary school attended the conferences. The participants observed social studies classes at each grade level, exchanged ideas, shared problems and met in groups to discuss curriculum revision, instructional materials and teaching methods. Reports of the provincial conference were given by the local representatives. Each local participant, in turn, was requested to report to his school on the county-wide conference and to plan follow-up activities.
Textbook revision. An important part of each provincial conference consisted of discussions with Ministry of Education textbook editors concerning the revision of social studies textbooks. In addition, Peabody contract funds were used to bring elementary school teachers from each province to a curriculum revision conference in Seoul. The involvement of elementary school teachers in curriculum revision marks a significant change in Ministry of Education policy, and is another example of in-service education for elementary teachers during this period.

Instructional Materials

The lack of instructional materials remains a serious problem for elementary school teachers. This problem has two facets: the provision of instructional materials and their competent use. The Peabody staff has helped in both of these areas. Several kinds of instructional materials have been furnished or produced by means of Peabody assistance, and two conferences have been held concerning the making and using of instructional materials.

In addition to the purchase of library books and periodicals for the junior teachers colleges and attached primary schools, several materials of an educational nature have been produced. A teaching guide to accompany the film, "Science Class," was published and distributed. A booklet, "Workshops for Better Teaching," was published, used in conferences, and widely distributed.

A standardized arithmetic test for computational ability to be used in the elementary school was produced. An accompanying teachers' guide was written with suggestions for improving arithmetic teaching. A series of portable charts was begun; the first of the series, "Bulletin Boards for Effective Teaching," being used in workshops and
faculty meetings dealing with instructional materials.

Two instructional materials workshops were held; in Pusan and Taegu. The attached elementary school faculty at Pusan worked with Peabody staff members. Before materials were provided, a discussion was held with primary school teachers about purposes, uses, and evaluation of instructional materials. Participants made acetate boards, moving picture boxes, dioramas, flip charts, flannel boards, and bulletin boards, and were instructed on the variety of their educational uses.

The second workshop was held at the Taegu Attached Elementary School. The need for a workshop on making and using instructional materials was determined through visitations to recent graduates of the Taegu Normal School. A survey of problems of these beginning teachers was conducted by a Peabody technician at the time of the visitations. Cooperation for the visitations was given by the normal school vice-principal. The attached primary school had received intensive help for two years from a Peabody technician. Leadership for the instructional materials workshop was furnished by the principal, a graduate of the first ISEA class. The elementary school teachers assumed full responsibility for conducting the workshop. Many worthwhile experiences were given the recent graduates from Taegu Normal School. They observed demonstration classes, participated in discussions, saw demonstrations of various uses of instructional materials, and each person constructed a flannel board and materials, flip chart, map tracer, moving picture box, and chart holder.

Peabody's Role

In addition to financial assistance given to the projects mentioned in this chapter, staff members served in many capacities. Much time was spent in person-to-person conferences. Small group meetings, as well as the larger conferences mentioned above, were important responsibilities
of staff members. The educational programs for pre-service and in-service elementary school teachers have become increasingly "self-propelled" during this semiannual period. With national and provincial educational leadership taking increasing initiative, the prospect for elementary education in Korea is gratifying.
The status of secondary teacher preparation fluctuated considerably during the period from August through February. The issue was brought to focus in August when the MOE announced a reorganization plan for higher education in Korea. Included among several proposed changes in higher education was the elimination of four-year teacher colleges and the establishment of graduate schools of education for preprofessional preparation of teachers. The proposal was met with considerable public discussion as well as some opposition by the Supreme Council which finally approved a revised plan. The approved plan maintains the colleges of education but with only four departments (Biology, Social Studies, Home Economics and Physical Education). All the former departments of the colleges of education are to be combined with the Liberal Arts Colleges where the education department will also be attached for "pedagogical research" only.

In October the Ministry of Education called the first of two meetings of the deans of the three colleges of education and several officials of the Ministry to plan a curriculum for the newly organized graduate schools of education. Peabody technicians working at these institutions were invited to participate. The meeting was handicapped by lack of information and absence of proper legal authority for the committee to operate effectively. Each dean returned to his institution to develop a curriculum proposal applicable for his institution.

At the College of Education, Kyongbuk University, the dean formed

1. At Seoul National University, Kyongbuk University, and Kongju Teachers College.
a committee of several faculty members, the principal of the attached school, a member from the provincial bureau office and a faculty member from a private institution to develop a curriculum proposal to present to the Ministry. The group followed a procedure whereby the group attempted to develop a curriculum by first identifying purposes of teacher education in behavioral terms. Their success was limited in this endeavor and reverted to a suggested overhaul of the present education curriculum. The outcome was a proposed curriculum in professional education considerably more integrated than the present plan which included an expanded student teacher program. The process used in its development was the most important significant outcome from the viewpoint of the Peabody technician involved.

The second meeting of the committee, called by the Ministry, was held in December when each dean reported his proposals. No decision was reached nor any announcements made at the meeting regarding the Ministry's intentions or plans. In February each institution received a notice of student quotas for the new graduate schools of education along with a statement from the MOE that the plan will not be put into effect until the next school year. As of the end of February the matter is being reviewed by the Supreme Council. Action is expected within a couple of months. The situation is expected to be made firm within that length of time.

Faculty Selection for Kyongbuk Junior Teachers College

The process of developing recommendations to the Ministry for the faculty of the newly established Junior Teachers College at Kyongbuk is believed noteworthy. The fact is obvious that any educational program depends, for its quality, largely upon the competence of the faculty
members who give it direction and substance. Thus the method of faculty selection is of central importance. The following paragraphs describe the ways in which this was accomplished at Kyongbuk.

The process of faculty selection began well before the January curriculum meeting held in Seoul. The principal of Taegu Normal School selected and recommended nineteen members from the present faculty to be given appointment in the upgraded college. Representatives from this group, accompanied by the principal, were sent to the curriculum conference in Seoul. The group learned upon arrival at the conference that none of them was approved.

It was announced in a general meeting in Seoul that all institutions in provinces where national universities were located were to consult the presidents of these universities regarding faculty selection. A representative from Kyongbuk University who was present at the curriculum conference telephoned this news to the university.

Upon his return to Taegu, the principal of the Taegu Normal School found that the president of Kyongbuk University had formed a selection committee with himself as chairman and included the university's academic dean, the dean of the College of Education, a member of the department of education plus the principals and vice-principals of Andong and Taegu Normal Schools. Their goal was to reselect nineteen faculty members for Kyongbuk University Junior College of Education. The process was to include the utilization of the results of an English examination, an examination on current issues, a personal history, a thesis in the subject area specialization of each applicant, and an interview. Application was open to those persons presently on the staff of Taegu Normal School, Andong Normal School, and Kyongbuk University. Eleven were selected from the twenty-seven applicants. In order to obtain qualified candidates,
the committee found it necessary to have a second screening, opening it up for candidates throughout Korea. The second screening brought a total of twenty applicants from which five more persons were selected. The entire process was not completed as of this report period, but at least it suggests a possible step away from the dangers of favoritism inherent in a one man appointment system unsupported by data regarding professional qualifications.
The schools of Korea are created in support of the purposes of the nation. As in any country, educational leaders must understand the philosophy of the government and be able to use it as a guide and force in shaping purposes, programs, and daily activities in the schools.

To use the philosophy of the nation for planning educational activities has been difficult in Korea during the past six months because: (1) the philosophy of the military government has not crystallized to the point that actions can be initiated comfortably at all levels of government, and (2) words have not always begat actions from the new government. Generally, the resultant uncertainty has not been fully conducive to the development of steps to improve the instructional programs of the public schools. Of more serious consequence, pupils continue to be educated in the shadow of many uncertainties.

Principals and teachers here regard authority as being assigned to education offices arranged in a vertical hierarchy, the powers of each office being subordinate and responsible to the office next above, all centering finally in the Ministry of Education. Difficulties arise in developing and encouraging the creative abilities of teachers and pupils in such an atmosphere.

The newly appointed Minister of Education appears interested in improving many facets of education. In addition, many of the provincial governors seem genuinely interested in education, although the national government does not give a high priority to education in the recently initiated Five-year Plan. In South Chung Chong Province, for example, between 60 and 80 per cent of the annual budget is reportedly allocated
to educational programs, many of them new.

In the continuing efforts to improve teacher education in Korea, the George Peabody College staff has given increased emphasis to the education of principals and supervisors of instruction. In-service education is an important part of the education of teachers in Korea. Improved in-service programs for teachers thus require not only that principals be sympathetic to the need for such programs but that they be able to provide leadership for such programs as well.

Efforts of the Peabody staff in this respect have been directed along two different paths. Perhaps the more important one is the continuous support of the Institute for the Study of Educational Administration (see the two preceding Semiannual reports). Of more recent origin has been the initiation of a series of provincial-level workshops for educational administrators sponsored by the Peabody staff. These programs will be discussed in more detail.

To date the Ministry of Education has not provided any financial support for either of these programs. Efforts to provide Ministry support for the ISEA program have been unsuccessful and no funds were allocated in the MOE budget of the current year despite the Minister's efforts to get this support from the Economic Planning Board. The Peabody contract will finance the Fourth Class and efforts will be continued to ensure support for subsequent classes of the Institute from the budget of the Ministry of Education.

Peabody technicians and their Korean colleagues early identified a need for a more formal preparation for educational leaders. Amendment No. 3 to the ICA-Peabody College contract in 1958 made provisions for the resources necessary to initiate such a program.

The foundational work for the program was done with personnel of the
Ministry of Education and the faculty of the College of Education, Seoul National University. After delays of many months, necessitated by changes in personnel of these agencies, plans were finally developed to start the program in April, 1960. However, the fall of the government in power at the time (April 19 revolution) and subsequent uncertainties delayed beginning the program until October, 1960.

During the period of this report two classes were graduated: the Second Class on September 15, 1961, and the Third Class on February 16, 1962. The Fourth Class will begin March 5, 1962.

Since its inception the program has been constantly evaluated and extended. One form of evaluation consisted of discussions with graduates of the program. The benefits of the program have been extended by using graduates as lecturers and resource persons for educational administration workshops in various provinces throughout Korea. These two aspects are discussed in the following paragraphs.

**Evaluation of the ISEA Program by the Graduates**

In an effort to improve the program of the ISEA, the faculty and Peabody technicians began a series of visits to schools where graduates of the First and Second classes held positions. These visits were designed to fulfill five main purposes:

1. To determine how graduates felt they had benefited by this program.
2. To provide an opportunity to discuss the problems and issues facing education leaders on each level of the educational system.
3. To obtain objective data relative to the precepts of the ISEA program and current practices of school administrators.
4. To provide information which would be helpful in devising ways whereby the ISEA staff could provide leadership for on-the-job improvement.
for graduates in key educational positions.

5. To receive suggestions from graduates which may form the basis for improving the program.

An additional value of these visits, one which the ISEA staff had not anticipated fully, was the factor of morale. Many graduates stated that the morale of their teachers, as well as their own, was improved as a result of the visit. The general feeling seemed to be that they had not expected the faculty of the ISEA to be concerned with their problems and progress once they graduated from the program.

During the six-week period from late October to early December, 1961, forty-two of the seventy-two graduates were visited, either by a faculty member or Peabody technician, or both. Discussion with these graduates formed the basis for the curriculum study recently completed by the faculty of the program. In essence these discussions may be summarized as follows:

1. How the graduates felt the program had contributed to their individual self-improvement.

   a. The factor most often mentioned by graduates was that they now felt much more confident, both personally and professionally.

   b. The importance and value of respecting the worth and dignity of the individual was recognized as essential for the effective improvement of the school program.

   c. Attendance at the Institute helped develop clear concepts as to what a good administrator should be and what he must do in order to improve the school program.

   d. The program provided an opportunity to learn the value of and techniques for making the group process effective.

   e. The value of human relations in all aspects of the school program
is now recognized.

f. Many graduates felt they did not understand the extent and intensity of the educational needs and problems of the school prior to attending the Institute.

g. The recognition of the importance of continued self-improvement and the development of professional attitudes is evidenced by the fact that throughout the nation the graduates of a given area meet once a month to discuss individual problems and educational issues in general.

2. Evidence of activities which reflect improvement in the school program.

a. The most common innovation by graduates was the organization of the faculty for the purpose of developing a set of policies for the school or to study some aspect of the school program, usually the curriculum.

b. Teachers are writing reports of their own classroom practices which seem worth sharing with fellow teachers.

c. Some of the graduates had conducted comprehensive surveys of the community.

d. Teachers are doing occasional demonstration teaching with colleagues observing for the purpose of subsequent discussion to analyze teaching materials and methods.

e. Community-school relations have improved as a consequence of leadership of the principal. For example, one of the graduates, who was principal of the only secondary school on one of the islands near Inchon, had, with his teachers, visited every home on the island to explain the school program to patrons. Before these visits were completed, community leaders had initiated actions which culminated in the form of a new
concrete school building. Other examples of a similar nature could be cited.

f. The visual displays in classrooms of many schools visited showed varieties of educational activities of pupils.

g. Several graduates have instituted guidance and counseling programs in their schools.

h. Some graduates are using regularly scheduled faculty meetings to discuss things they learned in the Institute, e.g., the unit method of teaching.

3. Suggestions for improving the program of the Institute. (Only those items mentioned by three or more graduates are included.)

a. The program should be of longer duration: An extension of three months was the period most often mentioned although several suggested the program be extended an additional six months.

b. Library facilities should be improved. Although the staff of the Institute includes a full-time translator, the available quantity of materials in the national language is very limited.

c. There should be more than one full-time faculty member.

d. It would be helpful in working with teachers later if participants were required to prepare a sample "resource unit" in the curriculum course.

e. More time should be devoted to a discussion of audio-visual materials and methods.

f. The philosophy classes of the Foundations course were difficult for those with no background in the subject.

g. Participants selected to attend the Institute should be notified at least one month prior to the beginning of the program.
Testimony to the success of the ISEA program is found among the many educational leaders throughout Korea who have expressed a desire to attend. The class complement of forty participants for the Fourth Class could have been filled several times again by those wishing to attend. This is very significant in that no financial incentive is present. Subsistence in the monthly amount of HW 10,000 ($7.70) is added to their continuing salary since they are living away from their homes.

Early apprehensions about the acceptance of an in-service program for persons of such high status in Korean society have proved unfounded. The principle of extended in-service education for educational leaders has been firmly established.

 Provincial Workshops for Educational Administrators

Recognizing the limitations of the ISEA in reaching but a small proportion of the principals, the Peabody College staff initiated a series of provincial workshops for principals. These workshops made it possible to extend the benefits of the ISEA program by using ISEA graduates and faculty as lecturers and resource persons.

These workshops were designed primarily to provide principals in the province an opportunity to meet together to study and seek solutions to some of the major problems they face.

To date workshops have been held, in cooperation with Peabody staff, in the provinces of Kyongsang Namdo (Pusan) and Chungchong Namdo (Taejon). While these workshops had many elements in common, each was sufficiently unique to warrant a separate description here.

Kyongsang Namdo--Principals Workshop. The workshop for both Primary and Secondary School principals of Kyongsang Namdo was held at Pusan
Junior Teachers College, January 15-19. Planning sessions were held from early December to the final session on January 14 with college professors, provincial supervisors, ISEA graduates and Peabody technicians participating. A part of the planning consisted of the preparation and submission of a questionnaire to principals throughout the province. Topics for the workshop agenda were based on the tabulation of the returned questionnaires.

The program for the workshop was based on the four areas of problems most frequently listed by the principals in the questionnaire: (1) the "community school," (2) curriculum, (3) guidance, and (4) school administration and supervision. One day was devoted to each of the four topics, beginning with a lecture on the topic, followed by discussion in small groups of ten to fifteen principals in each, and culminating with group reports and discussion in the total group. For some topics the division into small groups was based on primary-secondary level; on other topics the basis for division was urban-rural. The college library was made available to participants and some printed materials were given to them.

One hundred thirty-seven principals participated: Primary school 74, middle school 40, and high school 23; all guns (counties) were represented. Resource people consisted of: (1) graduates of the ISEA program, (2) Korean members of the ISEA faculty, (3) education professors of Pusan Teachers College, (4) Kyongsang Namdo provincial supervisors, and (5) Peabody technicians.

The objectives stated by the planning group were: (1) to provide opportunity for principals to identify and discuss common problems, (2) to hear presentation of theory related to problems, and (3) to promote democratic process as educational leadership in attacking problems.

The final day of the workshop was devoted to total group discussion,
evaluation, and recommendations. The evaluation was, by anonymously
evaluating the workshop as to planning, program, and process on a form
provided for the purpose. The reactions of participants were good
as is indicated by these sample comments.
1. This type workshop should be held more frequently and for longer
   periods.
2. There should be established an in-service program sponsored by the
college which would provide credit toward a degree or graduation.
3. The provincial and central governments should greatly reduce the
   burden of clerical reports required of the schools.
4. Participants should be given more advance notice of the workshop
   and the program in order to permit them opportunity to prepare
   themselves. (This was taken to mean that there was desire to read,
   beforehand, theory related to the program.)

One encouraging and very important aspect of this workshop was the
way in which the college, provincial educational affairs office, and the
central government cooperated. This appears to be the first time for
this college to cooperate so fully in such an in-service activity.

**Chungchong Namdo--Principals Conference.** Planning for the workshop
in Chungchong Namdo proceeded in much the same manner as that in Kyongsang
Namdo with three preliminary meetings. The workshop in this province was
sponsored by two groups: the provincial government and George Peabody
College staff. It was of six days duration, 26-31 January 1962. One
hundred thirty-five principals (eighty-one primary and fifty-four
secondary) participated in this workshop.

The resource persons at this workshop made the group discussions
far more successful. Seven ISEA graduates, usually one provincial
education supervisor, and at least one Peabody staff member, were present
to serve as resource persons. In addition, two ISEA faculty members and three Peabody staff members spent one day each as lecturers and consultants.

It is gratifying to note the performance of the ISEA graduates at this workshop. They not only served as the steering committee and as resource persons, but also delivered five lectures, and presented two panel discussions during the period of the workshop.

In addition to the values outlined for the workshop at Pusan, there seem to have been two other values to emerge from this workshop:

1. Because of their more active participation in the workshop program, the ISEA graduates probably gained much valuable experience, both personally and professionally.

2. There is a likelihood that workshops similar to this one will be held in many of the guns in the province. This was stated as an objective of the provincial education office by the provincial Director of Education. Maximum use will be made of ISEA graduates in planning and working with such workshops.

Any values which may accrue to Korean education as a result of these two workshops will probably not be apparent for some time. Since the greatest change that could be hoped for would be a change in the attitudes, ideas, and beliefs of these principals, it may be difficult to assess any improvements when they do occur. Yet we know that the thought is father of the deed, and there was encouraging evidence of changing thoughts in educational outlook concerning the proper roles of school principals and how principals could improve their leadership effectiveness.

The Future of Educational Administration in Korea

One would be naive to think that all educational leadership problems
in Korea can be solved by in-service programs on the pattern of workshops. At this time the greatest values which can be expected of such programs are the development of attitudes, ideas, and beliefs which will make principals receptive to needed changes when they are indeed possible.

The Ministry of Education can do many things to make it easier for principals to improve school programs. The following list is illustrative:

1. A study of the effectiveness of the present structure of the educational system is badly needed.
2. Rescheduling of the school year could eliminate much of the fragmentation and interruptions associated with the present system.
3. Reconsider the method currently used for selecting pupils to attend middle and high schools. A concomitant study of methods of financing secondary education is needed. A nation striving for economic, political, and social freedom cannot afford to waste the creative talents of any individual, regardless of his ability to pay tuition and P.T.A. fees.
4. Frequent transfers of principals and teachers do not encourage development of long-range program goals, or continuity in the school program. The case of one individual who has held four different administrative positions in as many different systems within the past six months is not atypical.
5. The quantity of records and reports required of teachers and principals needs to be drastically reduced so that efforts of these groups can be effectively used for improving the school program.

There are some ways in which principals can improve school programs.
within the limitations outlined above, such as these:

1. Involve citizens of the community in cooperative planning of the school program. The present relationship between schools and communities must be improved before local units can assume more responsibility for curriculum, personnel, and financing of the schools.

2. The quantity and quality of teaching aids can and should be improved. Means must be found to include funds in the budget for the regular purchase of such aids.

3. Library services are sorely lacking in most schools. The regular purchase of library materials is important in the improvement of school programs.

4. Establish pupil guidance and counseling programs in all schools.

The efforts of the Peabody College staff to improve educational administration will be continued during the remainder of the contract period (six months). By August, 1962, at least 150 principals, vice-principals, and provincial education supervisors will have graduated from the ISEA program and at least 500 others will have attended a provincial workshop for administrators. Such a sizeable group will form an effective nucleus for future improvement of educational administration in Korea.
The main concentration of effort in preparing teachers of English for Korea's middle and high schools has been upon research and teaching in developing a language team and the installation of a modern, 18 position language laboratory, all at the College of Education, Seoul National University. This report deals, in the main, with these activities. In addition, Peabody's language technician has done considerable work in connection with English teaching workshops at the provincial level, and with personnel of the Ministry of Education relating to matters of the national English curriculum.

As part of the total Peabody/Korea team effort, the emphasis placed upon the democratization of society appears important in helping English teachers as it is in the other areas in which Peabody has worked. The Peabody language technician has concluded that the etiology of the problems of helping English teachers in Korea has deep historical and resultant cultural patterns as bases. Many of the efforts, therefore, of the technician have not been merely linguistic, but as often as not of a more general cultural nature. The workshops have sought to encourage the teachers to use English to share ideas with each other, to have initiative, to make changes, etc. This report describes some of those efforts made in the past six-month period.

At least three phases are necessary for the satisfactory accomplishment of an adequate program of teaching English as a second language. These are (1) research, (2) materials production, and (3) teacher training. All three of these have been given emphasis during the past six months with special focus made on teacher training. During the month just following the arrival of the Peabody language technician it was the consensus of
of the team that the potential for the greatest leadership and the place of maximum influence for English teaching was the College of Education, Seoul National University. There, in a four-year program, students in English were being trained with almost 100 per cent hope of receiving, upon graduation, gainful employment in middle schools or high schools as English teachers. Other institutions also prepared English teachers, such as Ewha Women's University, Yonsei University, Chungnam University, Pusan National University, etc., but with slight chance of their graduates finding jobs.

As a prestige institution, Seoul National University attracts the most competent and enthusiastic students of the country. The entrance examination is the hurdle which the students must jump, but also is one means of setting goals and standards for English teaching for high schools throughout the nation. Only hours after it is administered the English entrance examination is published by commercial printers for sale through all the provinces. The teachers follow it meticulously as they are chiefly in the business of "preparing students for the examination," not "teaching English" per se.

Because of these high priority reasons Seoul National University and its College of Education have received considerable help from USOM/Peabody. Language laboratory equipment was ordered by Peabody prior to the arrival of the technician. This equipment was to be installed at the College of Education. Peabody's language specialist was invited into the planning sessions at Seoul National University to help in the preparation of the English entrance examination. As a result many improvements were made in the examination itself. The examination for the first time provided the scoring stencil for easier grading of more than 15,000 examination answer sheets. The English was correct, and
the options written in an effort to rid the examination of ambiguities. It was more clearly slanted toward a linguistically scientific approach to problems.

Although the May, 1961, coup affected many aspects of Korean education, in none of these was it more apparent than in English teaching. The College of Education was disestablished except for four or five departments. A graduate school of education program to take the place of the College of Education was announced but without the inclusion of a department of English. Although much need existed for a revised curriculum and content of the Department of English at the College of Education, even this potential framework was abandoned. As the English Department of the College of Education is being phased out gradually over the next three years there are still a number of students to be trained in the college program. At the present time, however, no systematic means exist in Korea for pre-service training of English teachers. This has necessitated reevaluation of the emphasis of the Peabody team in the area of language education.

As another result of the changes since May, national examinations have been written and administered for all levels of school life including English for entrance to high school and college and for graduation from college. These were prepared by various professors of English secluded in hotel rooms for examination security purposes during which the items of the examination were written. No check of correctness in English was made, with the resultant expected errors. No specialist in linguistics was present, no English specialist. No check was made of validity or reliability nor comparison with other instruments of evaluation. Nonetheless, after administration the scores were used to determine failure and success for the students, that they might pass
into a higher level. This was a considerable disappointment to those who were patiently struggling to introduce reforms in this important area.

The shift away from pre-service education leaves only one apparent alternative--in-service education. How big a problem is this? How many teachers are now teaching English in Korea? No statistics are available to answer this question, but it can be estimated from the facts we do have. In Seoul, of 4,470 middle school and high school teachers there are 452 English teachers, or about 10 per cent of the total. If applied to the country at large we would expect 1,837 English teachers on the basis of 10 per cent. Our statistics gathered in Cholla Namdo, however, indicate 229 English teachers of a total of 1,725 teachers, or 13 per cent. This figure will indicate that there are probably in the neighborhood of 2,500 English teachers in Korea.

It is, thus, in these three areas that work has been carried out for the past six months, (1) pre-service at the College of Education, (2) in-service education, and (3) work at the Ministry of Education.

Although the predominant interest of the majority of the faculty of the English Department at the College of Education has been English literature, and most of the teaching of English has been done through translation, the need for an improved English language program was recognized by the College of Education.

To meet the needs of trained personnel and to begin research and materials preparation, a language center has been established at the College of Education with offices being housed in the new Science Building. Together with six Korean research assistants Peabody's language technician has been working with these projects at the College. The curriculum was reviewed and the Peabody staff were given the direct responsibility
for some of the language classes at the College. These classes have included courses in Phonetics and English conversation for freshmen and sophomores.

Assuming responsibility for these classes provided considerable latitude in the preparation of materials and the presentation of these materials to students. The activities of the Peabody staff during the first semester of 1961 consisted of research, preparation of lesson materials, both teachers' manuals and students' manuals, presentation of materials in small drill sections, and the review of the results of the drill sections and the materials used therein.

The staff spent the majority of their time in the preparation of the materials to be used with the drill sections. Each member of the group regularly spent four hours a week as a "drill master" in actual classroom work.

Peabody's language specialist taught two classes each week in connection with this program and personally checked all the materials before they were mimeographed for drill sections. He directed the research, checked each phase of the work, and had sessions with the staff to discuss language learning problems.

The purposes for the team approach at the Peabody Language Center have been:

1. To train and give opportunities for the research assistants, not only to do research and teach the prepared materials to students, but also to learn how to live and work as a member of a team.
2. To provide the needed basic research in teaching English to Korean speakers of English whose problems differ from those having other language backgrounds.
3. To provide the College of Education technical support in its attempts
to establish a language program.

4. To give students ample opportunity to practice using oral English in such a way that methods will be learned, as a by-product, useful for the students to follow when they become teachers of English in middle school or high school.

5. To develop a corpus for further writing of texts and manuals.

6. To foster the basic principle that Koreans can and should teach English to other Koreans.

7. To shift the emphasis from learning English as an aesthetic exercise in cultural attainment to the using of English as a medium of communication.

The materials produced during the first semester and part of the second include four basic types of materials: (1) administrational program and research forms; (2) materials for pronunciation, both for teachers and students; (3) materials for pattern practice; and (4) evaluation materials consisting primarily in the form of quizzes administered during the drill sections. These materials, after being used in classes, are reviewed by individual drill masters and evaluated on a form provided for such reports. These lesson plans are far from being finished products. They need revision and reordering before they can be called adequate. They provide, however, a basic corpus from which new materials may be prepared.

Materials Prepared by the Peabody Language Center Staff

Contents:

1. Pattern Practice Lessons:
   a. Teachers Manual; 15 Lessons ................................ 113
   b. For Students .................................................. 17
2. Pronunciation Lessons:
   a. Teachers Manual; 27 Lessons .............. 145
   b. Students Manual; 27 Lessons .............. 120

3. Tests and Quizes:
   a. Pattern Quizes ............................. 20
   b. Pronunciation Quizes ....................... 40
   c. English Structure Tests ..................... 24
   d. Aural Comprehension Tests ................. 16

4. Miscellaneous Materials for Teaching
   and Administration ........................... 40

Total pages prepared .............. 535 pages

With a college schedule necessitating the teaching of classes daily, it was difficult to keep research ahead of preparation. As a purely practical matter it was necessary to resort to using materials prepared previously for non-Korean foreign students. Heavy revision was undertaken, but much of the text of English for Arab Students, by R. E. Maston, was used. The pronunciation materials were, however, almost all newly created as a result of analysis and research.

English Pattern Practice, a publication of the Fries-Lado series of the English Language Institute of the University of Michigan, was available and each student had a copy.

All printed materials had a drawback in that they were not suitable to Korean speakers of English. Following, therefore, the early stages of revision came more specific attempts on the part of the staff to produce uniquely Korean materials. Special charts were drawn and lessons written to follow them. A greater sense of accomplishment followed their use.

During the month of October, a new direction was taken in the classes assigned to the Peabody Language Center team. It was decided that the time had arrived to encourage the students in the English classes to begin
to prepare their own materials and audio-visual aids, and to use these for practicing English and learning a method of teaching.

Each of the students prepared two charts, one a pattern practice chart with Korean objects, and two, a pronunciation chart of an English sound contrast. These charts were well done and each student demonstrated the use of his or her chart in front of the whole class. This provided opportunity to practice the materials presented, to develop confidence in standing before the class, and provided sufficient substance for small group discussions concerning the making of charts, their use, and the principles of language learning being illustrated.

The students became drill masters in their own sections. That is to say, the students themselves assumed the function which had been previously fulfilled by the Peabody Language Center staff. The staff chose the keenest students of the class to be the "core group." They met with the drill masters and the language technician and prepared materials which they practiced and presented to their small groups. In this way it was hoped that all of the remaining English structural patterns and pronunciation problems would be studied and practiced by all of the students.

The class work of the Peabody Language Center team terminated at the College of Education this December. The materials produced by the students were demonstrated and examinations were administered to the classes being taught by the core group.

It was felt that the most beneficial activity engaged in during the two semesters was the "workshop" in which the students themselves planned and participated in teaching their own lessons. It was, by far, more successful than many of the research projects that actually had needed better trained linguistic specialists.
One of the comments made by the team in their final evaluation report indicated that the language laboratory would have greatly helped in the work of the two semesters. This was obviously true, as native speakers recorded on tape would have encouraged the students and been helpful to the teachers who varied in their own ability to handle English.

The work of the drill masters had consisted of very heavy doses of repetition and the drill of the fundamental structures of English to lead to an automatic use of functional patterns. A language "lab" can do this without typical fatigue nor variance of production with constant repetitions. It was, therefore, unfortunate that the equipment did not arrive until the end of October and the installation could not be completed before the students left for their winter vacation.

**Language Laboratory**

The language laboratory consists of one large room 30' by 21' 10-5/8", a recording studio and a workroom. The eighteen booths and master desk and platform were constructed by a local cabinetmaker, and is a fine piece of workmanship.

The equipment ordered by USOM/Peabody is the Linguatrainer which has the following features:

1. A remote control cabinet contains all of the tape handling mechanism.
2. The teacher's console is connected to each booth.
3. Each student has a set of earphones, a microphone, a switch, and a volume dial.
4. Wiring connects all units in such a way that:
   a. Each student can hear the original tape recording.
   b. Each student can record his voice following the model on the tape.
   c. Each student can immediately hear both the model and his own recording.
d. The teacher may talk to the whole class through their earphones, or to a student, privately or with all hearing or have a two-way conversation with any one student to point out his problem in his recording.

e. The teacher can record the master tapes by voice, or from an external phonograph, or from the Akai master tape recorder installed in the teacher's desk.

f. All students may work together on one lesson or each student may work at his own speed on his own problems.

The statement of the cost of the laboratory that follows makes it obvious that such an expenditure would be impossible, or quite difficult, for the average university in Korea. Nor would it be possible for many middle schools or high schools to afford it. If, however, there is any merit to be had in providing students with ample opportunities to hear native speakers, practice recording and comparing their own voice with that of native speakers, then a means of financing such becomes the number one problem.

Cost of Laboratory Installation

at the College of Education

1. Linguatrainer ....... $10,000.00
2. Spare Parts for Item No. 1 .... 1,600.00
3. Tape Recorder Akai and Misc. Equipment .... 220.44

Total $11,820.44

4. Laboratory booths, installation and Miscellaneous .... .HW 1,314,000 (equiv. $1,010.77)

To develop an indigenous industry for the production of tape recorders and language laboratory equipment has become one of the chief goals of the Peabody language technician during this period. The Woo Il Electric Company, that installed the language laboratory, is building a model tape recorder which will be used to outfit language labs throughout the
country. It is expected that in place of the $13,000 for eighteen booths it will be possible to produce a fifty booth lab locally for about $8,000.

The laboratory at the College of Education is now ready for use and will be used for the next three years until the present group of English teacher-trainees have left. The future disposition of the laboratory will depend upon many factors and will have to be decided upon eventually by the Ministry of Education. Another language laboratory, the Language Training Center on the main campus of Seoul National University, has served a variety of purposes, such as teaching English to future Korean students in the United States. A coordination of long-range use of these laboratories is now under study by the President of Seoul National University, the Ministry of Education, the chief of US AID's Education Branch, and Peabody's chief adviser.
The Language Laboratory, a Peabody project at the College of Education, Seoul National University, was completed during the period of this report. Controls are operated from the master panel (above) while the students at the individual stations (below) can record and hear their own voices during practice drills.
The Korean Library Association

The past six months have been unusually difficult for the Korean Library Association. During the summer period, government subsidy funds were removed from all associations including the Korean Library Association. The financial pinch did not begin to take its toll until the fall and winter months at which time the plight became a crisis. Mr. Kim Se Ik, the acting executive director, served without pay and secured a part-time teaching position at Ewha University to offset his personal loss. Without his devotion and dedication to the task, the Korean Library Association might have succumbed.

From all appearances, the Korean Library Association will obtain a governmental subsidy of some HW 8,000,000 for operational purposes for the current year although the matter is not entirely cleared at this date. Annual dues, however, will help sustain the association for a limited period.

Children's Library Conferences

One of the areas of emphasis during the past few months has been the children's library. During November and December, tentative plans were made to hold a series of six to eight children's library conferences in strategic locations throughout the Republic of Korea. These conferences had two main purposes:

1. **To encourage the establishment of school libraries for children.**

   Emphasis in the library effort during the past few years largely has been in library education and work with upper grade or college libraries. It is felt that in the past few months there has come an
awakening, a new awareness of the need for supplementary materials for children.

This was highlighted by a directive sent out by the Ministry of Education in the latter part of the year to all primary schools to give special consideration toward the beginning of libraries in these schools.

Another major reason for the attempt to encourage library establishment is the probable passage of the library law in late June or early July. This law will stipulate that every primary school shall establish a school library. This does not mean that establishment will take place immediately, but it does mean that establishment will have a beginning. At this point, it will be helpful if schools have those teachers and librarians within their ranks who know something about where to begin and what to do first in order to accomplish this task.

2. To supply the basic information necessary for the creation of an elementary school library. Efforts to provide this basic information have been to simplify and reduce the complexities and the technical approach generally necessary in connection with the upper grades and college libraries. These problems have been recognized and carefully approached by well-qualified instructors.

The first children's library conference, at Taegu, consisted of twenty-seven teachers from various local area primary schools. The second conference, conducted at Kwangju, was composed of fifty-six primary teachers representing the entire province. The latter was a more effective arrangement except for the large number of participants. The third conference, to be held at Chonju in March, will present a real challenge. Here an attempt will be made to conduct a joint,
sixty-participant conference covering the organization and establishment of the primary, the middle, and the high school libraries. The length of the conference will be five days.

The following is an outline form of the schedule of the children's library conference in Taegu. Although no two conferences are precisely alike, they are similar enough for this example to be illustrative.

Children's Library Conference Plan for Taegu

Place: Taegu Normal School Library

Date: January 17-19, 1962

Purpose: To encourage the establishment of and to supply basic information necessary for the creation of an elementary school library.

Participants: 25-30 teachers interested in such a program to be selected from the immediate and surrounding Taegu area.

Sponsorship: The conference will be jointly sponsored by the local provincial government and the Peabody Project subject to the approval of the Ministry of Education.


Peabody Project: To provide supplies and financial support for instructors.

Credit: 24 credit hours to be awarded each participant by the Provincial Government subject to the approval of the Ministry of Education.

Schedule:

<table>
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<th>Courses</th>
<th>Hours</th>
<th>Instructors</th>
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</thead>
<tbody>
<tr>
<td>Organization and Administration</td>
<td>6</td>
<td>Myong Jae Hwi</td>
</tr>
<tr>
<td>Cataloging and Classification</td>
<td>8</td>
<td>Kim Sang Yol</td>
</tr>
<tr>
<td>Introduction and Children's Library</td>
<td>2</td>
<td>K. Croslin</td>
</tr>
</tbody>
</table>
The Library Law

The major area of activity for the Peabody specialist in library science during this period has been work in connection with the Korean Library Law, a problem since its inception. Work on this law began about five years ago with a committee assembled from the various members of the Korean Library Association. Another group, the Yonsei University Library Club, also assisted in the preparation of the first draft of the proposed law. Committee members charged with this responsibility changed or dropped out over an extended period so that, in effect, more than one committee made an attempt to draft this law. The entire library program was in its initial stage of modern development when drafting began and so that necessary professional library experience and library educational support was lacking.

The original draft was an adapted version of the Japanese library law. Some of the Korean librarians who worked on the committee unknowingly were limited in library experience and knowledge that the final draft evolved as a mixture reflecting more immediate than future needs. In most sections of the draft it was difficult to obtain agreement. Other major problems were those of clarity, consistency, wordiness, and contradictions.

When the final draft was submitted to the Ministry of Education, it was reviewed and found inadequate. In all fairness it must be said at this point that the draft was reviewed by those in authority who knew
little or nothing about library problems of the library profession. Where officials lacked professional library knowledge, however, they more than compensated for this lack by their clarity and organization. The proposed law remained in the Ministry for many months.

In an effort to keep abreast of the progress of the law, the Executive Secretary of the Korean Library Association made almost weekly visits to the Ministry of Education in order to show interest and determine the progress of the law through official channels. Unfortunately, he was not informed that any changes or amendments were being considered by the Ministry until in the late fall of 1961, the law was passed on to the Supreme Council for final consideration.

The real problem began, then, when the action of the Ministry, in effect, circumvented librarians and the Korean Library Association without giving these and other interested parties an opportunity to restudy the revisions and amendments made by the Ministry. Such action automatically and justifiably aroused the concerns of Korean librarians that some provisions of the revised and amended law might not be to their best interest. A copy of the revised draft proved these concerns to be partially true. However, if the new draft did contain several provisions objectionable to Korean librarians, it also displayed a more concise, systematic, better organized format.

Having had an opportunity to read the new draft, the Peabody technician suggested that the draft be recalled for further study and consideration. Officials within the Ministry, however, felt that this action would not serve any useful purpose and so the law as revised was left with a subcommittee of the Supreme Council where it remains at the end of this report period, still under consideration. Since November, 1961, there has been an opportunity to discuss the proposed amendments.
with professional librarians and other interested parties. Such discussions have been helpful and have provided some opportunities which otherwise would have been lost.

Since the Peabody Project is primarily concerned with the teacher education program in Korea, this report is limited to those parts of the amended law which directly affect the school or its program.

Article five of the amended draft stipulates that "the qualification of a librarian (including the assistant librarian and teacher-librarian) shall be given by the Director of the National Central Library . . . ."

Actually, as of today, there is no such institution in existence as the National Central Library. There is, however, a library known as the National Library, and Article twenty-nine, item (2) of the amended law, proposes that "The National Library which exists at the time of the promulgation shall become the National Central Library according to the law."

When speaking of the possibilities, therefore, one is led to the present National Library which is essentially a large public library. Its collection is small and for the most part classical in content. Its services are limited and its facilities are largely occupied by students preparing for examinations. Perhaps the least advantageous factor in relation to the library law is that the directorship of the library is a political rather than a professional appointment. One can see that such an arrangement introduces a dual education qualification system which appears unsound. No individual, agency, or institution should have the authority to qualify those persons serving or preparing to serve in the educational field except the legalized, educational regulatory division of the government, which in this case is the Ministry of Education. Again, the National Central Library would not be an accredited, legalized educational institution.
The National Central Library is one among many libraries in Korea. Transfer of the certification function from a governmental body legally authorized to issue such certificates to the Director of the National Central Library is, by comparison, the same thing as granting permission to a single principal of one large secondary school the right to issue licenses to all teachers at all levels of all other schools in Korea. Obviously, such authority and responsibility belong solely to the governmental agency concerned with educational regulations.

Article nine states that "Entrance fee for any type library and any charge for service rendered shall be regulated by the Ministry of Education." This article opens the door to possible large scale curtailment of library services in addition to the fact that it violates the basic principles of school and public libraries. One of the main objectives of a library in a free, democratic society is that students and public patrons should have free access to, and free service of their school and public libraries. The main purpose of such libraries are to educate, to spread ideas, to build character, to inform, and to provide worthwhile use of leisure time through pleasurable reading. These objectives cannot be reached for the masses if such information must be individually purchased.

Another objectional amendment to the law (article eleven) states that "the Director of the National Central Library will supervise, and direct all public, private and school libraries (throughout the nation) and may ask them to submit a report when so desired and on any necessary items."

The power, as expressed in this amendment, is tremendous and should be exercised only by and through a legalized professional group or regulatory body rather than that of any one individual or library.
Article eleven, were it to be accepted, could prove to be a backward step in connection with the educational development program. One may question how a political, nonprofessional appointee can wisely and effectively direct and supervise such a wide range of libraries in education from the children's library to the highly specialized graduate and research library. This accomplishment is most difficult for the individual library, not to mention several hundred libraries.

Some of the changes made in the original draft by officials of the Ministry of Education were very worthwhile. Because of this the Peabody technician endeavored to complete a rather lengthy study of both the original draft and the amended draft. In doing so, he tried to glean the best from both drafts and combine them into a draft retaining the general pattern insofar as it appeared beneficial to the library development program in Korea. This study should be of value to those charged with the job of finally forging Korea's first library law; one which will affect the growth and development of all Korean libraries for many years to come. This report will be reviewed by the subcommittee of the Supreme Council at an early date.

Yonsei University

Classroom teaching continues to be one of the activities of Peabody's Specialist in Library Services at the Yonsei Library School. He has recently completed a full semester of part-time teaching in addition to a four-week session of the eight-week summer and winter workshops. In both of these sessions he visited libraries and conducted field trips with both graduate students and in-service library personnel.

The Offset Press

The business of printing library materials has not been without
problems. It was plagued by machine breakdowns, typing errors, and until recently, low voltage and an irregular electric supply. A man was hired to work on a newly acquired offset printing press and although he has spent more than six months at the job of operating the American-made machine, he still requires additional experience to become completely familiar with offset press operations. The fact that it proved necessary to employ and train a person with no previous printing knowledge or experience has proven a handicap.

Yonsei University, Ewha University, the Korean Library Association, libraries, and librarians in general will be in a better position to make more extensive use of these press facilities in the future. It is hoped that as the library profession continues its growth, the publications and translations program will continue to match this growth.

As of February 28, exactly eight pages remained before completing a final total of 364 pages of Mr. J. McRee Elrod's *Index to English Language Periodical Literature Published in Korea 1890-1940*, another in the Yonsei Series of Library Science Publications and the first full book to be completed on the recently installed offset press. In the very near future, this work will be placed in the hands of a commercial binder to bind and cover in preparation for distribution.

The translation of the DDC Index is approximately 80 per cent complete at this juncture. It is hoped that this work can be so positioned that printing on the offset can begin within a relatively short time. A work of this magnitude, however, is very time consuming and it may not be possible to start before the early summer months.

**Materials for Schools from**
**U.S. Dollar Purchases**

Much time was expended toward the latter part of the calendar year
1961 in preparation for the final dollar purchases of materials and books for various institutions from U.S. sources. The largest single purchase was for books in the area of Library Science to be presented to the Yonsei University School of Library Science which now has the most outstanding collection of books in the field of Library Science in Korea. This collection, however, needed additions in certain areas, and a concerted effort was made to "fill in" some of the weaker areas and to add new materials recently published in other areas. Thus, in line with long-range planning, the Yonsei University School of Library Science is becoming Korea's citadel of library science education.

Book selections were also made for other institutions or associations. Several reference books were selected for the junior colleges of education throughout Korea.

Selection of books was more than a matter of going through book lists. Every attempt was made to choose only those books which would be most useful to the Korean educational program.

In addition to books, an order was placed for a rather sizable amount of film to be used with the Microfilm printer at Yonsei University. This is, of course, a valuable and expensive piece of equipment which can be of great service to the libraries of Korea. Its main value lies in the facts that:

1. Korean libraries, in the absence of any inter-library loan system for the exchange of rare and valuable materials, can now share such materials.

2. Positive prints of Korean materials can be made and distributed to libraries and scholars around the world.

3. Valuable Korean National treasures can be preserved.

Since Yonsei has the only microfilm camera or printer located in
Korea, Yonsei must shoulder a great responsibility for the preservation of rare items. Primarily, however, Peabody's interest is in contribution to the development of modern education by scholars, and it is with this in mind that it is important to provide this institution with the film necessary to help stimulate this development.

The Korean Book Exchange Program

Much effort has been given to initiate a program for the effective exchange of books for maximum use. An organizational-operational and regulatory plan was devised, a tentative budget was drawn up and final acceptance of the plan as a division of the Korean Library Association was ratified at a meeting of the Executive Board of that Association. The remaining problem hinges on facilities for quartering the center and its activities. Tentative approval was given by the College of Education, but the problem of an associational organization housed and operated on national school property has temporarily halted the actual establishment of the center.

The following plans have been devised for the Korean Book Exchange Center by the Peabody technician, the temporary book exchange committee, and a working committee of the Korean Library Association.

3. Articles of regulation.
4. Articles of operation.

Conclusion

The long-range program of extending library training, materials and services has continued to make progress during this semiannual period.
Despite new obstacles, the overall achievements planned in this area will be substantially completed within the next few months. Like the process of education itself, the plans for improvement in library services never really end. With the unfinished business anticipated at the end of this contract will be left two ingredients for continuing progress; a nucleus of qualified personnel and a good forward momentum of professional activities.
FISCAL SUPPORT FOR EDUCATIONAL SERVICES

Financial support for the Peabody contract during the period of this report has been of two major types: U.S. AID dollar contributions and Republic of Korea Hwan contributions. The uses of these two funds are quite distinct.

AID dollar Contributions are used for:

1. Contract Services—payment of salaries and costs of logistical support for the American personnel provided under the contract. $200,000.00 was budgeted for the last contract year to pay these expenses for as many as ten Peabody technicians. Nine technicians have been on duty in Korea during the report period.

2. Commodities—Scientific and professional equipment and supplies for the various departments of institutions, libraries, and educational agencies being assisted by the Peabody staff, including but not limited to:
   a. Colleges of education and attached schools of Seoul National University and Kyongpuk University
   b. Ten junior colleges of education
   c. Libraries of various educational institutions
   d. The National Curriculum Laboratory and other branches of the Ministry of Education
   e. The Central Education Research Institute
   f. The Korean Federation of Education Associations

Also included in this category are building materials and supplies used for the renovation and construction of specialized classrooms in selected teacher training institutions, and for housing of government bureaus or educational agencies.
Commodities are ordered through the use of PIO/C's (Project Implementation Order/Commodity). No PIO/C's were issued for the Peabody Project during this period. However, a total of $353,000, designated for commodities, had been transferred to Peabody College in Nashville, Tennessee, prior to 1959. Of this amount, approximately $158,000 remained available for use on September 1, 1961. In total about $2,000,000 has been expended through the Peabody contract for educational and building materials.

A major responsibility of the Peabody staff has been the keeping of inventory records and certifying receipt of these commodities. Some irregularities and problems which surround the PIO/C procurement program will be mentioned later.

3. Participants--Korean educators selected for training in the United States.

Although enough money remained in the budget on September 1, 1961, to defray the costs of ten participants for the last contract year, a USOM regulation requiring that transportation be provided by the ROK government prevented the use of this money for participant training purposes. This is considered a significant loss. The reason for this loss was explained in the first chapter of this report. (pp. 7-9.)
George Peabody College-Korean Project
Financial Statement
Dollars Account

For the Period
March 1, 1961, through August 31, 1961

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, 1961:

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Financial Status of Contract as of February 28, 1962:

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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 September 1, 1961, to February 28, 1962

$208,764.95

Expenditures for the Period September 1, 1961, to February 28, 1962

$189,736.44
Contract expenditures by Budget Item for the period September 1, 1961, through February 28, 1962.

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<tr>
<td>2</td>
<td>Allowances</td>
<td>14,697.67</td>
</tr>
<tr>
<td>3</td>
<td>Travel and Transportation</td>
<td>23,764.10</td>
</tr>
<tr>
<td>4</td>
<td>Other Direct Costs</td>
<td>569.77</td>
</tr>
<tr>
<td>5</td>
<td>Overhead</td>
<td>15,096.92</td>
</tr>
<tr>
<td>6</td>
<td>Equipment</td>
<td>73,273.79</td>
</tr>
<tr>
<td>7</td>
<td>Participants</td>
<td>409.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$189,736.44</strong></td>
</tr>
</tbody>
</table>
Republic of Korea Hwan contributions are used for:

1. Local currency account--to defray the following expenses involved in conducting operations under the Peabody project.

"a. Salaries of professional staff of qualified Korean personnel in the categories of advisors, research workers, interpreters, and translators;

b. Salaries of qualified Korean personnel employed as office staff;

c. Where required, rental cost of residences for contract personnel or the costs involved in the rehabilitation and/or the westernization of residences or costs of construction of residences and for household expenses to include utilities and also expenses for guards;

d. Transportation and other traveling expenses for contract and Korean staff on trips within Korea for the purpose of accomplishing project objectives;

e. Transportation, handling and other charges within Korea of professional equipment . . . purchased for use of contract staff;

f. Expenses involved in the conduct of research and/or other educational studies approved by the Minister of Education, such expenses to include the remuneration of necessary Korean staff, their travel, logistic support, and essential supplies for the conduct of such research or studies.

g. Traveling and living expenses for participants in workshops and/or other teacher in-service training sessions held by Peabody staff at schools or other educational centers designated by the Ministry of Education.

h. Books, equipment, and supplies for workshops, demonstration projects and departments of teacher training institutions assisted under the contract;

i. Office space with basic office equipment, including light and heating, in the Ministry of Education and in each of the institutions and/or agencies where contract personnel are operating, telephone service is to be provided where such is deemed essential for the prompt and efficient prosecution of contract activities.

J. Miscellaneous and incidental expenses in connection with the services above." (1961 Program Agreement.)
The following financial statement shows all local currency released to Peabody and its use.

George Peabody College-Korean Project
Financial Statement--Local Currency Account
For Period August 28, 1956, through February 28, 1962

<table>
<thead>
<tr>
<th>FY</th>
<th>Counterpart Total Budget Total Released</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Pro Ag To Date To Date</td>
</tr>
<tr>
<td>'56</td>
<td>22,000,000 21,420,200 21,420,200</td>
</tr>
<tr>
<td>'57</td>
<td>52,350,000 52,350,000 52,350,000</td>
</tr>
<tr>
<td>'58</td>
<td>125,000,000 125,000,000 125,000,000</td>
</tr>
<tr>
<td>'59</td>
<td>137,500,000 137,500,000 137,500,000</td>
</tr>
<tr>
<td>'60</td>
<td>100,000,000 100,000,000 100,000,000</td>
</tr>
<tr>
<td>'61</td>
<td>75,000,000 75,000,000 511,850,000</td>
</tr>
</tbody>
</table>

**Remarks**

- CEB Release,
- HW Released to Peabody to date: Hw 459,754,720
- CY '62 Budget

**Hwan Releases to Peabody to Date:**

- April 15, 1957  HW 9,750,000
- October 5, 1957 HW 2,051,720
- October 29, 1957 HW 2,000,000
- November 31, 1957 HW 6,103,000
- April 10, 1958  HW 52,350,000
- December 30, 1958 HW 30,000,000
- May 9, 1959    HW 17,500,000
- June 29, 1959  HW 40,000,000
- August 20, 1959 HW 37,500,000
- August 29, 1960 HW 75,683,000
- January 17, 1961 HW 61,817,000
- January 17, 1961 HW 25,000,000
- September 27, 1961 HW 50,000,000
- January 29, 1962 HW 50,000,000

**Total Hwan released to Peabody to date:** HW 459,754,720

**Add:** Peabody Funds Expanded by MOE prior to April 15, 1957

- HW 1,515,480

**Total Hwan released to date:** HW 461,270,200

* 25,000,000 Hwan released to Peabody to be used for Secondary Education Survey sponsored by the Ministry of Education, ROK, and the Education Branch, USOM/K; conducted by the Central Education Research Institute.
## Itemized Expenditures; September, 1961-February, 1962

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Office, freight, and general expenses</td>
<td>11,812,369 HW</td>
<td>2,437,265 HW</td>
<td>14,249,634 HW</td>
</tr>
<tr>
<td>2. Salaries--Korean staff</td>
<td>110,839,869</td>
<td>18,630,200</td>
<td>129,470,069</td>
</tr>
<tr>
<td>3. Travel and transportation expenses</td>
<td>25,644,181</td>
<td>5,078,809</td>
<td>30,722,990</td>
</tr>
<tr>
<td>4. Workshops and in-service conferences</td>
<td>30,619,110</td>
<td>4,990,920</td>
<td>35,610,030</td>
</tr>
<tr>
<td>5. Special Educational Projects including ISEA</td>
<td>25,539,493</td>
<td>9,973,445</td>
<td>35,512,938</td>
</tr>
<tr>
<td>6. Building, rent, and maintenance costs for housing American technicians</td>
<td>31,908,566</td>
<td>3,834,153</td>
<td>35,742,719</td>
</tr>
<tr>
<td>7. Equipment for Teacher Training and related Institutions</td>
<td>89,491,971</td>
<td>6,618,811</td>
<td>96,110,782</td>
</tr>
<tr>
<td>8. Secondary Education Survey</td>
<td>8,391,280</td>
<td>23,378,615</td>
<td>31,769,895</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>324,266,839</strong></td>
<td><strong>74,942,218</strong></td>
<td><strong>409,189,057</strong></td>
</tr>
</tbody>
</table>

### Summary:

- **Total Hwan released to Peabody to Date**: 459,754,720 HW
- **Total Hwan expended by Peabody to Date**: 409,189,057 HW
- **Balance on hand, February 28, 1962**: 50,565,663 HW

### Projected Local Currency Financing:

Project Agreement, Fiscal Year 1961--75,000,000 Hwan has been allocated for release during calendar year 1962 (1,300 Hwan = $1.00 U.S.)

2. Building Funds--190,000,000 Hwan, scheduled to be released during calendar year 1960 "... to defray the costs of rehabilitation and/or construction of special facilities at teacher training institutions and/or educational agencies to be mutually agreed upon by USOM, the ROK Ministry of Education, and the Peabody staff" was never released for this purpose.

No Hwan is budgeted through the Peabody contract for building funds during calendar year 1962.
Problems

Several problems have harassed the financial operations of the Peabody program for the past few years. Some were unavailable. Some could have been avoided or reduced. The following examples are listed to point up some significant problems which might have been avoided and, perhaps, can be avoided in the future through proper planning.

1. Funding the program on a year to year basis.

A great deal of time, energy, and effort were expended on the seemingly endless negotiations for funds, both dollar and hwan, to support the contract. This time could have been used more advantageously working with professional teacher education in Korea. Funding should be a routine procedure. Long-range programming and funding would help eliminate this repetitive work.

2. Hwan releases

The U. S. government fiscal year is from July 1 through June 30. The Republic of Korea fiscal year coincides with the calendar year. At the beginning of each U.S. fiscal year, Hwan and dollar support for the Peabody contract is mutually decided by these two governments and specified in the Program Agreement. Hwan releases should begin the following January 1, the beginning of the ROK fiscal year. Hwan releases have always been behind "schedule." No systematized procedure for periodic Hwan release has ever been established. In order to protect against this situation it was necessary to hold back Hwan from the previous year to continue operations.

The Peabody program has been seriously hampered by this delay in release of hwan. Budgeting has been from eight months to one year behind. For example, the HW 100,000,000 allocated by the 1960
Program Agreement and scheduled for release during calendar year 1961 was released on the following dates: September 27, 1961--HW 50,000,000; January 29, 1962--HW 50,000,000. During the first nine months of 1961, hwan scheduled for release (and presumably for use) during the previous year was used. The HW 137,500,000 budgeted for 1960 was released on the following dates: August 29, 1960--HW 75,683,000; January 17, 1961--HW 61,817,000. Recent agreements on counterpart funding in Korea appear hopeful, though incomplete. That is, logistic project support is assured, but non-logistic project support is not.

3. PIO/C's

Many problems shroud the PIO/C procurement program. The most annoying one is the time delay from the date orders are placed until deliveries are made. As an example, the $250,000 1959 PIO/C order was placed before December 31, 1959. Approximately 60 per cent of these items have arrived two years and two months later. In almost every case, the technician who placed an order had completed his two-year tour and departed before delivery was made. The Peabody building program was delayed when building materials failed to arrive on time. Building contractors substituted poor quality, locally-made cement and hardware for high-quality PIO/C procured cement and hardware which had not arrived, in order to complete building projects on schedule.

Lack of information concerning cancellations and revisions has caused the end-users (Teacher Training Institutions) and Peabody technicians to expect and await delivery of items for as long as four years after the items had been cancelled by the USQM and the Office of Supply, ROK.
There seems to be no way in which claims can be made for damaged or missing items. Partial deliveries and misdeliveries are frequent. There is a poorly coordinated effort from the time an order is placed until delivery is made. Responsible parties keep dropping out of the picture as soon as their records and files are complete. For instance, USGM’s responsibility seems to end when the final payments and amendments are made. At this point the PIC/C is "closed." Delivery many times is never made.

Financial support for Project Termination

Despite the difficulties involved in the financing of this project, two basic conditions at this point should be reported. There was no long sustained shortage of funds, either in the U.S. dollar or the Hwan accounts, which crippled or substantially weakened the program. Although "austerity budgets" were held on a standby basis and occasionally followed on a temporary basis, the program was generally financed adequately.

Secondly, the present financial situation is sufficiently secure that we are able to proceed with an orderly termination of activities without undue anxiety about necessary financial obligations during the final few months.
The central purpose of the Peabody Project remains what it was in the beginning—to promote improvement in the education of teachers. Within this broad area, choices have necessarily been made regarding the focus of efforts. That focus has been upon the first link in the education chain, the pre-service preparation of elementary school teachers. This has been Peabody's primary specialty.

Related to this task, and related broadly to the many other educational needs in Korea, the Peabody team has worked with the Ministry of Education and other school officials in numerous other areas. Most prominent among them are these:

1. The in-service education of teachers on both elementary and secondary school levels.

2. The training of school librarians, and the improvement of library materials and services.

3. The construction of model school buildings, and equipping them for effective use.

4. The leadership development of school administrators.

5. The improvement of educational research as a means of acting with greater information about Korea's educational problems.

6. Improving the skills of secondary school teachers in special areas, such as English and the Social Studies.

7. Improving the general curriculum on elementary, secondary and college levels.

The significance attached to any project is likely to be high or low, depending upon one's closeness to it, or his identification with it. As one wag expressed it, "What you're not up on, you're apt to be down on."
A farm soil specialist, for example, is committed to the significance of educating farmers about soil testing for the best fertilizing and cultivation of land for the maximum field of crops. He is right. Its significance is in the measure of results obtained. Similarly, the educator insists that good schooling is necessary to any important phase of man's improving his situation, economically, politically, socially, and even physically. He is right, too. The significance of the Peabody Project must be assessed, also with reference to the results obtained.

In coordination with other educational activities of the US AID/Korea and the Ministry of Education, the results of efforts to date are highly gratifying, particularly in view of the political exigencies of the times. The educational "crops" are growing, but they will need careful cultivation for a long season. Education is a slow growing plant. The economic and social harvest is not yet.

The work plan of this Project has been outlined in a regular series of semiannual reports. With only six months remaining it is appropriate to comment upon some major accomplishments, to relate plans for completion of the Project and to make suggestions for the proper continuation of efforts which should not end with the termination of this contract in teacher education.

Preparing elementary school teachers. The level of preparation of elementary school teachers has been upgraded from a high school preparation to a junior college level. During the past few years, numerous improvements have been accomplished in the quality of educating elementary school teachers. Now the quantity is being increased as well. This is a landmark of progress in Korea's teacher education.

Schoolhouse construction. The construction and remodeling of school facilities includes thirty-two buildings, at a total cost of $1,875,161
and HW 1,628,398,000; mainly in connection with model schools educating elementary school teachers, but also including a National Curriculum Laboratory and a center for a National Educational Research Institute.

Library training, the preparation of English teachers, the Institute for the Study of Educational Administration, and continuing deliberations with the Ministry of Education on national education policies represent other areas of activity and accomplishments during the period of the Peabody Project in Korea. Provision of materials for use in teaching have been another important form of assistance of USOM through the Peabody Project.

A Look to the Future. The ROK government is not likely to make angels out of all Korean citizens through martial law and education combined. The past few months have demonstrated, however, that it is possible to reduce injustices and some social problems in a short period of time. Education is a slower route, and the present government appears to be removing some of the road blocks to it. It is possible that a realistic universal program of common education, for children and for illiterate adults, can provide a foundation for a free and prosperous Korea in the years ahead. Without this hope all other hopes are without abiding substance.

Peabody's modest efforts in the larger scheme of events need to continue through other channels to realize their greatest benefit to Korean education. Some activities have already served their purpose, and have worked themselves into the natural stream of progress without need for much further conscious attention. Others require continuing surveillance and support from the Ministry of Education and from the US/AID in particular. The pivotal question on which the full success of the Peabody Project turns at this point is this: What needs to be done
in the future, by Peabody, the MOE, and the US/AID, so that what has already been done will prove of maximum value?"

There are a number of things, of which the following are illustrative:

Peabody needs to continue professional efforts in the few short months remaining, especially in those areas where the time is ripe for educational tasks to be performed--as in the revision of the curriculum for the new junior colleges of education, and program improvement of the Fourth Class of the Leadership Institute. Peabody should also work, of course, toward the most orderly transition possible in the phasing out of its various activities. This obligation includes the many administrative matters relating to finance, transfer of custody of various forms of property, and the need to conclude proper settlement of the items of accountability. It includes a redistribution of PIO/C materials necessitated by change in functions of a number of schools. It includes as well, a smooth transfer of leadership functions to other agencies and persons where it has been honored to hold these positions of responsible trust. Peabody has the additional obligation to provide, in usable written form, the benefit of the experiences of this project to the extent that this may promote or make possible further improvement in Korean education.

The Ministry of Education could profitably give its attention to some of the following tasks:

1. The development of a plan for the accrediting of the new junior teachers colleges selected by the Ministry, improving bases for selection of personnel, both students and faculty, and for continuous programs improvement.

2. Planning for reducing the political nature of educational officials within the Ministry, particularly below the level of Vice-Minister.
Peabody has, fortunately, been able to provide some degree of stability and continuity of the Ministry's efforts in teacher education over recent years with the Ministry's unavoidably wholesale and frequent personnel changes.

3. Assurance of continuing support of such organizations as the Korea Federation of Education Associations, the Central Education Research Institute and the Institute for Study of Educational Administration. A new appraisal of the practical utility of research projects is appropriate. (For example, the MOE estimates 3,500,000 illiterate in Korea. The NRM Headquarters report the figure at 1,330,000. This illustrates the kinds of data gathering needed.) A new emphasis needs to be placed upon research and education for use. In the field of teacher education a thorough supply-demand study on the national level is of considerable immediate importance.

The US/AID Education Branch has a continuing responsibility for teacher education. It would not be practical to suggest specialists continuing in each of the several areas represented by Peabody. For the ROK government to receive the greatest value from the investments already made, however, the US/AID needs to provide some continuing advisory assistance and aid to the Ministry of Education. Principally, the need is for a high level specialist in teacher education, competent to advise the Ministry concerning matters of national policies and leadership, and competent to help, as well, with practical operational problems within the several teacher education institutions. It would be further desirable, also, to have a specialist in elementary education to work with curriculum and teaching materials as well as with junior teacher's colleges.
This availability of two technicians would be helpful only to the extent that a genuine desire exists for their services on the part of the Ministry of Education. The matter merits exploration within the near future with representation from the Ministry, US AID/K and Peabody. US/AID is developing a compact program for assistance in technical and vocational education. The addition of two persons to the Education Branch suggested above would assist materially in providing needed advice and services to the Ministry. If these are not provided, other less desirable alternatives will be studied in the coming months.

These are illustrative of the duties lying ahead--for Peabody, for the Ministry of Education, and for the US/AID. To forecast the future, we must determine the extent to which we shall attempt to control it--in the interest of better education in Korea.