

George Peabody College for Teachers

Korean Project

Improvement of Teacher Training

Semi-Annual Progress Report
to the
International Cooperation Administration
and
The United States Operations Mission to Korea

For the Period
August 29, 1959, through February 28, 1960

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

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Contents

	Page
Introduction	1
Personnel	3
Preparation of Primary School Teachers	5
Normal School Centers	21
Science Education	41
Library Services	48
Construction, Rehabilitation, and Maintenance of School Facilities	52
In-service Education	64
Participant Training Program	72
Summary	77
Points for Emphasis - Next Six Months	84

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INTRODUCTION

During the period of this report the George Peabody College for Teachers began its fourth year under contract with ICA/W for work in Korea. The basic purpose of the project is to assist the Ministry of Education and related institutions in Korea in the improvement of their teacher training program. Previous reports have spelled out in some detail the basic objectives of the project as it has developed in close cooperation with Korean educators.

The period was highlighted by a six-week inspection tour by Dr. Willard E. Goslin, Home Staff Coordinator, who served as Chief Adviser for the project in Korea during the first two years of operation. Dr. Goslin participated in staff conferences, conferences with Korean educators and officials, USOM-K offices related to the project, and visited the institutional centers where the project is concentrating its activities.

The staff continues to appraise work in Korea as being substantive and worthwhile. The process of altering the basic content and techniques of an educational system are slow and tedious. Perhaps the most significant changes are personal growth and development of Korean educators. Materials, facilities and equipment are necessary but without reorientation of personnel there is little lasting productivity.

The following statement is a brief summary of some points which were discussed at a recent general staff conference. It is an indication of the feeling of steady gain that is being made.

The cooperation being given the Peabody Team by the Ministry of Education, the several divisions of the Ministry, the Normal Schools, Colleges and the other agencies with whom the team works was reported with enthusiasm.

The Peabody Team expressed confidence in and enthusiasm for the work being done at the normal schools on the improvement of the curriculum, the program of studies, student teaching, the development of teaching materials, learning aids and the formation of libraries with trained librarians.

The workshops which were held during January were discussed at length. The national workshop held for science teachers in Kwangju, the national workshop on student teaching, the Vice-principals workshop, and others were all reviewed. It is expected that many additional improvements will be made during the next year as a result of this work.

The Peabody Staff appreciates the communication between its members, the MOE and Normal Schools and Colleges. Ways were discussed as to how the spreading of information concerning the many excellent new developments might be further developed during the next year.

All of the Peabody Staff expressed in enthusiastic terms the progress being made in teacher education and agreed that many improvements were being developed which will be put into practice in the near future.

PERSONNEL

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

Mr. Arthur Cook, Specialist in Science Education, arrived in Korea August 29, 1959, for a six-month tour. Mr. Cook worked with science teacher training programs throughout Korea and conducted a national science education workshop in Kwangju. He also prepared the material and manuscript for a science education movie, to be released soon. Mr. Cook will depart March 5, 1960.

Dr. Tracy M. Kegley, Specialist in Elementary Education, departed on December 4, 1959. Dr. Kegley worked with the normal schools of Seoul, Inchon, Chunchon, Changju, and Kangnung. He completed a two-year tour having arrived in Korea February 17, 1958.

Mrs. Ethel Swiger, Specialist in Library Science, completed a three-year tour when she departed from Korea on January 15, 1960. Mrs. Swiger initiated the Library Science project at Yonsei University where she had worked since November, 1956.

Dr. Willard E. Goslin, Home Staff Coordinator of the Peabody Teacher Training Project, arrived in Korea January 15, 1960, for a six-week inspection tour. Dr. Goslin has visited each center and worked with Korean educators throughout the country during these six weeks. He is scheduled to depart February 29, 1960.

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

<u>Name</u>	<u>Specialty</u>	<u>Assignment</u>	<u>Date of Entry to Korea</u>	<u>Tour of Duty</u>
Burgess, Robert	Library Science	Yonsei Univ.	Feb. 19, 1959	2 Years
Cook, Arthur	Science Education	Consultant	Aug. 29, 1959	6 months
Drummond, William	Secondary Education	Col. of Ed., SNU	June 20, 1959	2 years
Garrison, Martin	Chief Adviser	Seoul Office	May 12, 1958	2 years
Goslin, Ella	Elementary Education	Kwangju Normal School	June 12, 1959	2 years
Goslin, Roscoe	Elementary Education	Kwangju Normal School	March 28, 1959	2 years
Goslin, Willard	Home Staff Coordinator	Inspection Trip	Jan. 15, 1960	6 weeks
Hamon, Ray	Educational Administration	Col. of Ed., SNU	Oct. 6, 1958	2 years
Hayward, George	Curriculum	Ministry of Education	Feb. 19, 1959	1 year
Hedges, William	Elementary Education	Taejon area Normal Schools	June 16, 1959	2 years
Kegley, Trady	Elementary Education	Seoul area Normal Schools	Feb. 17, 1958	2 years
Mitchell, Joy	Elementary Education	Taegu Normal School	July 30, 1958	2 years
Mitchell, Thomas	Elementary Education	Taegu Normal	July 30, 1958	2 years
Neubauer, Dorothy	Textbook Preparation	Ministry of Education	Apr. 9, 1959	1 year
Sudlow, Donald	Elementary Education	Pusan Normal	Oct. 22, 1958	2 years
Swiger, Ethel	Library Science	Yonsei Univ.	Nov., 1956	3 years
Vaughan, William	Elementary Education	Pusan Normal School	Sept. 15, 1958	2 years
Warren, Thomas	Administrative Assistant	Seoul Office	June 26, 1959	2 years

PREPARATION OF PRIMARY SCHOOL TEACHERS

In each report emphasis is placed on a particular aspect of the project. This report will include details of work being done and developments which have taken place in the normal school centers. The reader is reminded that the project has technicians living on the campuses of four normal schools with a fifth area being covered by traveling technicians.

It is felt that a design which places technicians in residence with Korean educator counterparts to study and work together is particularly significant and productive. Close contact with Koreans is essential. Efforts to help them solve their problems without developing close relationships is felt to be less effective. A long time is required to gain the confidence of individuals to a point where they will share their real problems with American technicians. This point may be illustrated by a problem in the improvement of scheduling activities for students. It is relatively easy to diagnose a weakness of scheduling in Korean schools and to solve the mechanical problems for improvement. It is far more difficult to convince the Korean teacher that the schedule should be changed. There is a belief that children learn better with subject meetings only once each week, the idea being that the student will become bored with more, or that the schedule should be different every day. For example, it is believed that chemistry should meet at a different hour every day. It is further believed that classes should be scheduled at different hours of the day according to difficulty. These and many other related factors make scheduling very difficult. Only with sustained work and patience is the technician able to help the counterpart understand a problem and the need for developing a solution. Numerous other examples could be given.

Many complex problems characterize the educational system of Korea. Many changes need to be made. It is believed that fundamental changes must be started at the base or in the primary schools which is the only universal segment of the school system. It is further believed that the base of these changes should be in the pre-service and in-service training of primary teachers.

It is on these hypotheses that the Peabody project has aimed its material and technical assistance at the normal schools. It is believed that support to these schools will and is producing two kinds of results. First, the improvement of the program with all its facets will produce better teachers. Second, the improvement of the normal schools with their attached laboratory primary schools will serve as models from which thousands of teachers in service may observe better techniques and materials. There is evidence that this approach is sound. Thousands of primary teachers in Korea who have never had contact with Peabody technicians, in some cases do not know of the project, are using practices and teaching techniques which have been filtered out through the normal schools and their sponsored in-service activities.

There has been a general concensus by Americans and Koreans that the normal schools, twelve grade level institutions, should be extended upward to include the 13th and 14th grades as a minimum for pre-service training of primary school teachers.

The present normal school program was established in order to supply a large number of primary school teachers needed after the Liberation. These positions had to be filled quickly to establish a primary school system for Korea.

There seems to be agreement among Korean educators that a point has

been reached where careful planning for an improved program of teacher education must be made. The basic education of all children must be steadily improved for the good for the individual child and of the nation. The formal education of a large percentage of children will not exceed the primary school in the very near future. This places an unusually heavy burden on the foundation or primary education program in Korea.

The effectiveness of education is dependent in large measure upon the quality of the teachers. It is therefore important that the selection and preparation of these teachers be of the highest quality within the limitation of the physical and human resources of the society.

The following analysis of the present situation and the accompanying proposals have been made with these views in mind.

Problems

The identification of problems in the present Normal School Training Program for Primary School Teachers.

1. The teachers in the normal schools do not feel that the high school age student is mature enough to acquire the knowledge and develop the skills and understandings being taught in the training program.
2. The present academic high school program has been decreased in time allotment and content in order that the education courses and student teaching be included within the framework of an academic high school program.
3. The preparation of a primary school teacher should include academic training which will assist him in teaching the content of the primary school program. This is not possible if the present curriculum is followed.

4. The limited time in the schedule of the normal school program makes it impossible to offer a program which provides adequate training and experiences that are required of a primary school teacher. Primary school teachers teach a variety of subjects and must deal with an age level of children which requires specific insights and training.
5. Because the needs of primary teachers for adequate training are recognized the requirement of a B.S. degree is becoming the acceptable standard in many countries. The proposal can be a step in this direction for Korea.

Recommendations

Recommendations concerning the preparation of Primary School Teachers are as follows:

1. That the preparation of primary school teachers be carried out in a two year Junior College level institution.
2. That a committee prepare a curriculum for the two year college program which will be appropriate for the training of primary school teachers. It is suggested that this curriculum should be kept in suggestive form allowing a maximum of flexibility and initiative for each institution.
3. That the curriculum of the Junior College offer (a) general education courses which serve as a background for educated citizenship and for primary school teachers, (b) courses in professional education which are designed to provide the understandings and skills required in primary school teaching, (c) student teaching and directed observation programs which will integrate the knowledge and skills of primary school

teaching, and (d) educative experiences either through extra-curricular or intra-curricular means which will enhance the total teaching personality of each student.

4. That the preparation of the facilities for training be given careful attention and that certain standards for these facilities be prepared as a reflection of the demands of the curriculum designed.
5. The training or retraining of instructors for the two year junior college program should be developed through a program of in-service institutes or workshops or by a leave of absence for college work. Since the period of time previous to the change may be relatively short for the preparation of the staff, it will be desirable to plan immediately for an in-service training program for the staffs of the selected colleges.
6. Although new textbooks will be required, a careful study of the possible use of existing books should be made. The creation of new textbooks by selected authors and the possibility of some translated textbooks needs to be investigated.
7. The determination of equipment, teaching aids and materials for teaching stations be carefully analyzed on the basis of the curricular offerings.

A sequence of steps to be taken in upgrading the normal schools.

1. Change in the present law which requires only graduation of twelfth grade for certification.
2. Determine the method of selecting the schools to be upgraded.
3. Set up a time schedule for the upgrading of the normal schools to junior colleges.
4. Set up a time schedule for:

- (1) Organization of the Curriculum
- (2) Plan of organization in course distribution, graded or course plan, etc.
- (3) Preparation of facilities
- (4) Preparation of materials, equipment and textbooks
5. Plan for the selection of staff and establish an in-service training program.

With the above general background and general statements of the problems the Peabody staff has adopted the following guide lines for work in this particular area:

1. Support extension of time to 13th and 14th years.
2. The main purpose of the Junior Colleges will be to train primary school teachers.
3. The patterns of institutional development should be flexible.
4. Work with Koreans to develop program for 12th grade institutions during transition period.
5. Support schedule for selecting schools to be upgraded in relation to progress in #4.
6. Encourage softening of mandate by the Ministry of Education for institutional design.

In January, 1960, a special work committee of the Peabody staff was set up to study and analyze the existing problems in the normal schools with a view of appraising work which had been done and to point the way for further improvement of the existing schools as a base for upgrading. In this work as always Korean counterparts were consulted and worked with. The study group concerned itself with sub-topics under curriculum, resources, teaching areas, student teaching, and personnel. The list of topics and sub-topics included:

I. Curriculum

1. The reduction of the number of separate courses now being offered should be studied. What is being done? What can be done?
2. The certification of teachers which may block certain change in the program should be identified.
3. The contents of the professional courses should be reviewed. What is helpful, what can be eliminated, and what must be added?
4. The amount of attention being given to teaching the curriculum of the primary school needs careful study. How, when and where can be this best be done?
5. The development of possible new courses or the dropping of some which do not really contribute to the preparation of a primary school teacher must be given consideration.
6. An evaluation of the selection of content in the academic areas.
7. The demonstration of applicable teaching methods in all courses offered in the normal school should be considered.
8. Evaluation methods.
9. Academic grade standard.
10. Unit credit vs. graded system.
11. Teachers college admission from normal schools.
12. The provision of extracurricular activities.
13. Proportion of academic and professional courses.
14. Humanities courses which should be required.
15. Professional courses that should be offered.
16. Contents and scope of courses for the study of primary school subjects.
17. Reorganization of professional courses and improvement of teaching method.

18. Improvement of teaching method in creative arts course and special abilities.
19. Initiation of subject-classroom.
20. Teaching and textbook.
21. Counselling.

II. Resources (materials)

1. Academic subjects--what can be done or should be done about the high school textbooks presently in use?
2. Professional subjects--Is the content desirable for the preparation of primary school teachers? Which subjects should be maintained and/or changed?
3. What types of teaching aids should be prepared for the teachers?
4. What experiences should be provided in learning how to prepare teaching aids?
5. What kinds of local resources should be identified for primary school teachers to use?
6. Writing of normal textbook.
7. Adequate teaching material for each course.
8. Library facility.
9. Inviting of specialist-guest speaker or lecturer for special guidance.
10. Primary school textbooks, teachers' manual and other materials.
11. Adequate audio-visual materials and maximum use of them.
12. Science materials.
13. Teaching of making instructional materials.

III. Desirable uses of teaching areas.

1. Study of the percentage of building use being made under present plan of operation.

2. Use of special classroom and laboratory designations.
3. The planning of multiple uses of space.
4. Building maintenance through student participation.
5. Facilities that should be provided for the development of student's individuality to the maximum.
6. Facilities where effective learning can be conducted so that the experiences students get can be helpful for them to be primary school teachers.
7. Facilities that provide students with adequate understanding and ability toward developing athletic skills.
8. Facilities that are provided to help students understand sufficiently the local community.
9. Library, curriculum laboratory.
10. Science building (laboratory and preparation room)
11. Physical education facility.
12. Sanitary facility.
13. Dormitory facility.

IV. Student teaching

1. Number of student teachers to a room.
2. Student teaching period.
 - a. In relation to courses.
 - b. Length of time.
3. Actual student teaching.
 - a. General practice-total primary school program.
 - b. Practice in a particular field.
 - c. Identification of specific types of experiences.
4. Preparation for student teaching.
 - a. Observation-specific and general.

- b. Instruction for student teaching.
 - (1) Professional teachers.
 - (2) Academic teachers.
 - c. Printed guides for students.
 - d. Printed guides for supervising teachers.
 - 5. Supervision of student teaching.
 - a. By professional education teachers.
 - b. Academic teachers.
 - 6. Supervising teachers.
 - a. Selection.
 - b. In-service training of
 - (1) Local
 - (2) National
 - c. Relationship to normal schools.
 - 7. Administrative problems
 - a. Cost to student teachers.
 - b. Method of payment of personnel.
 - c. Administrative relationship between the training institution and the attached school.
- V. Personnel--Normal school and attached primary school.
- 1. Selection of teachers, i.e., qualifications.
 - 2. The in-service training program for teachers.
 - 3. Teaching loads.
 - 4. Extra-responsibilities.
 - 5. Responsibilities of the academic teachers and teachers of professional education in the normal school for:
 - a. Practice teaching
 - b. Directed observation

- c. Primary school contents and methods.
- 6. Extra pay for extra services.
What constitutes a reasonable policy?
- 7. Research allowance and improvement of treatment for teachers.
- 8. Pre-service education.
- 9. Teacher certification.
- 10. Training of special subject teachers.

The first report of this standing committee on the topics listed above is included here.

The Peabody Staff has worked with and observed teacher training throughout Korea during the past four years. Many good practices have been observed in the existing programs and it is felt that many of the differences in curriculum patterns of the normal schools should be encouraged.

A significant role of the Peabody Staff lies in the identification, encouragement and aid in distribution of ideas developed by Korean educators in the normal schools. Work with the agencies of the national system gives a real opportunity to continue to develop a curriculum appropriate for Korea.

The following points have been considered and discussed as a base for planning work in normal schools.

1. The purpose of the three-year normal school.
2. The present program and some proposed revisions within the law.
3. The changes necessary to fulfill the purposes stated by M.O.E.
4. Recommendations for a better program regardless of existing regulations.

The following assumptions have been made regarding the three year

normal school:

1. It is possible that the M.O.E. will not raise the eighteen existing normal schools to junior colleges but will choose only a few to be upgraded in the near future. Some of the existing normal schools will be retained and will continue to graduate students who will be certified to teach in primary schools.
2. There is a recognized need to revise the normal school program in order to train better primary teachers.
3. The MOE and the normal schools would give sincere consideration to proposals made by the Peabody Staff.
4. Certain regulations governing subject areas, credits, teaching staff (Table of Organization) could and would be changed to meet the needs of the normal schools.
5. The normal schools could and would adopt certain changes such as using a semester basis for some courses.
6. Certain subjects should be offered as electives in order to afford an opportunity for exploration in areas other than required courses or to give added depth to required courses.
7. The normal school need not be regarded as terminal education for its graduates since the further development of in-service training programs is well under way.

The following recommendations have been made for the normal school programs:

1. There should be a substantial amount of subject area courses offered during the three years but these courses would be concentrated into one or two semesters each and be required of all students. This would strengthen subject matter areas.

2. The professional courses should be reorganized and coordinated so there is logical scope and sequence. There would be emphasis on practical application in each year with maximum emphasis occurring in the third year.
3. The specific function of the Music Art, Arts and Crafts, and Physical Education courses should be more clearly organized with respect to their contributions to primary teacher education.
4. In the third year there would be increased emphasis on methods of teaching in the primary schools through courses such as Math for teachers, Science for teachers, etc.
5. Foreign languages would be elective. Only one could be chosen during the three years.
6. The MOE should take more cognizance of the individual normal schools' needs when transferring teachers, and, because of curriculum needs, work closely with the principals in teacher selection and retention.
7. While the specialization of teachers is encouraged, it should be mandatory for teachers to be qualified to teach in related areas.
8. It is believed that the curriculum would be improved by increasing class time to include the enriching nature of what is now a separate activity period.
9. The number of hours of electives taken by the individual student could vary between the minimum and maximum but should depend on individual guidance.
10. There are some potential developments in curriculum which may be possible within the present framework. Some examples of this

would be the concept of electives, telescoping, class laboratories, special rooms, improved guidance, semester planning, longer periods.

- 11. It should be understood the attached program, one of many possible patterns, reflects these recommendations. This program could be easily revised to fit into a Junior College program if and when the normal school is upgraded to a five year school to a junior college.
- 12. In these recommendations cognizance has been taken of certain trends in curriculum changes in the normal school.

English
 Physical
 Civics
 American
 History
 Art
 Music
 Science
 Health
 Physical
 Education
 Foreign
 Languages
 National
 Math.
 Art-Craft
 Music
 P.E.
 Commerce
 Home Eco.

Proposed Program for Three-Year Normal School

Area	Course	I	II	III	Total
S.S.	General Social Studies	4			
	Oriental Culture		4		
	Western Culture			4	12
Math.	General Mathematics	4			
	Plane Geometry (1 semester)		2		
	Trigonometry (1 semester)		2		
	Math for Teachers (4 hrs. week)			2	10
Science	Biology (1 semester)	2			
	Chemistry (1 semester)	2			
	Physics (1 semester)		2		
	Earth Science (1 semester)		2		
	Science for Teachers (1 semester)	(4 hrs. wk.)		2	10
K.L.	Korean Language	4	4	4	12
Voc.	Home Economics	(4)			
	Vocational	4			
P.E.	Physical Exercise	2	2	2	6
Music	General Music	3			
	Instrumental & Vocal Music		2		5
Art	Arts (1 semester)	2			
	Crafts (1 semester)	2			8
	Arts & Crafts for Primary Teachers		2-2		
Educ.	Principles	3			
	Educational Psychology		4		
	Principles of Education based on Participation in Practical wk., Methods & Practice Teaching		3		
				6	16
Lib.	Library	2	2	2	6
	Required	34	33	22	89
Elec.	Foreign Language				
	National Language				
	Math.				
	Arts-Crafts				
	Music				
	Art				
	Commerce				
	Home Economics				

First year students would be able to take one elective.

Second year students would be able to take one or two electives.

Third year students would have the opportunity to take as many as four electives. The electives for the seniors would be four times a week for one semester.

Below are some suggestions for an elective program, each course for 3 credits.

	1st year	2nd year	3rd year
Foreign Language	x	x	x
Korean-Journalism (once)	x	x	x
-Debate (once)	x	x	x
Math. -Analytic			x
Music		x	x
Art			x
Crafts			x
Commerce		x	x
Home Economics		x	x

The staff approves the elective idea, however, its implementation can be accomplished only by Korean educators in individual schools

NORMAL SCHOOL CENTERS

The Peabody Staff while working with the over-all job of "Improvement of Teacher Training" in the normal schools has identified specific areas where concentrated efforts have been made. Among these areas of concentration are:

1. School administration and management
2. Rehabilitation and construction of school facilities
3. Classroom laboratories - teaching stations
4. Curriculum and scheduling problems
5. Student teaching programs
6. Libraries
7. Instruction - methods, audio-visual aids, etc.
8. Teaching equipment, materials, and supplies
9. In-service training - workshops, conferences, etc.
10. Guidance and counselling programs

As mentioned earlier, the identification of problem areas is only the beginning. The solutions are best reached through the joint efforts of Korean and American educators working together on a day-to-day basis. Considerable time, effort, and personal and professional sincerity are required before such an atmosphere of mutual trust and respect can be attained.

Typically, the Peabody technician working with normal schools lives on or near the campus of the school in which his office is located. In addition to the "home institution" where the majority of the technician's time and attention are focused, there are one to four other normal schools in the area with which he works. This is a more satisfactory arrangement

than it might at first seem because of the similarity of the schools' programs and facilities. Successes of the home institution can be implemented at the out-lying institutions with far less time and expense.

The following discourse will deal with the ways in which Peabody technicians are working with Korean educators at the local institutions toward mutually acceptable solutions to the problems mentioned above. One center and its activities are reported here as an illustration of the work technique.

1. Improvement of the process of administration and management.

A. Progress to Date

Specific projects are being worked on with principals and teachers to solve problems in the following areas:

- (1) Democratization of school administration
- (2) Scheduling
- (3) Teaching stations
- (4) Home room--purpose, etc.
- (5) Student traffic
- (6) Use of bulletins for specific announcements
- (7) Use of teacher lesson preparation time
- (8) Wise use of teacher time--i.e. should teachers be doing some of the paper work they have.

The principal needs help in developing a concept of democratic administration. Knowledge must be acquired about functions of administration. Understandings and skills must be developed which will enable him to function as a democratic leader in his school system.

B. Guide Lines for Work

One major function of the principal is to reduce important time

demands on teachers to a minimum so they may get at their first job (good teaching).

If objectives are clear the principal is in a better position to make administrative skills such as scheduling work for him rather than to have them manipulate him.

2. Rehabilitate and construct facilities and equipment for effective teacher training programs.

- a. Buildings
- b. Facilities
- c. Equipment

A. Progress to Date

a. Buildings

There has been aid in the following respects.

- (1) Designed the layout of the now completed college building.
- (2) Followed the construction of the science building very closely and made suggestions at appropriate times.

b. Facilities

- (1) Supervised construction of chemistry, biology and physics tables, shelving, etc. in Science Building. Insistence on use of dry wood, screws, etc. instead of green wood and nails has helped.
- (2) Insistence on sample construction of one library shelf, one table and one chair followed by inspection and suggested improvements has resulted in excellent furniture for the new library.
- (3) Conversion of teachers room to library, construction of shelving, magazine rack, newspaper rack, cork board. Presently under way is sample building of tables and chairs.

- (4) Construction of sample tables, chairs, shelving for library.
Rest to follow if these are satisfactory.

c. Equipment

- (1) Dollar orders have been made for basic equipment in the area schools in industrial arts, mathematics, science, audio visual and other subjects. The acquisition of these imported materials is being supplemented by purchases of local materials.

- (2) Teaching materials have been ordered for each of the area schools as needs and interests of each school indicated.

This equipment includes:

Slides

Magazines

Books

Audio-visual materials

Some direct order equipment has been requested for the attached elementary schools--particularly two attached schools where the normal schools are presumably to be upgraded.

- (3) Hwan has been used to obtain some basic equipment in the following areas:

Home Economics--basic tools and utensils

Crafts

Elementary and Secondary Science

Library books

Hwan has been used to obtain construction and consumption materials as follows:

Chemicals for elementary and secondary science

Tapes

Paper for charts

Wood and cloth for bulletin and flannel boards

Library supplies

Water colors

Etc.

B. Present Plans

- (1) Craft facilities projects are under way in several schools as follows:

Home Institution: Crafts room cooperatively designed and under construction out of remains of old classroom buildings. Sample table built by the teacher, approved, and orders for additional are in process of being bid on.

Normal School A: Inside-outside area in planning stage.

Kiln to be built.

Normal School B: Craft project in planning stage.

Kiln to be built.

- (2) In three schools the teachers' rooms are being converted to primary school libraries with facilities incorporating the tatami mat for floor and some tables and chairs, open shelving and display areas.
- (3) Use of bulletin boards is being encouraged in all schools-- additional teachers from other departments will, from time to time, want to construct bulletin boards.

C. Guide Lines for Work

- a. The geography of teaching areas should facilitate the desirable types of teaching activities for the particular subjects.

3. Classroom laboratories--From an early date it was felt that the general practice of having pupils remain in the same room all day had to be abolished before many other problems could be considered; teacher and area stations had to be established if new forms of scheduling and specialized learning situations could be considered. Following this change teaching stations have been provided with materials, specialized facilities, permanent wall displays, etc. It has led to tighter scheduling of rooms which is an area that will need continued effort.
4. Establish a more effective curricular pattern geared to the needs and conditions of normal schools.
- a. Clarification of objective and adjustment of activities to meet these needs and conditions.
 - b. Synthesis and re-arrangement of courses of study.

A. Progress to Date

Peabody technicians have developed a possible next step for the normal school curriculum within the present legal framework. This proposal includes synthesis and re-arrangement of courses of study.

There is a definite trend in the normal schools towards synthesis of courses of study as reflected in attempts by all to reduce the number of courses both in normal and middle schools.

There seems to be much encouragement of this from MOE and if that support continues and schools are allowed to continue the progress year by year without threat from some mistakes that will necessarily be made, the process will continue.

If the textbook bureau of the Ministry of Education is not tied in closely with this process it can not go very far. Even though

some of the normal schools are upgraded and others become comprehensive high schools or academic high schools, the need still exists for drastic synthesis and re-arrangement of courses of study. This means that efforts in this direction now will not be wasted.

B. Present Plans

To continue to discuss phases of this problem with particular teachers, departments and principals--to explore possibilities with them, and to encourage thorough discussion by them with their faculties of possibilities.

Continue to work with the Peabody Central Staff and Ministry of Education to alter laws, rules, and regulations which impede progress.

5. Observation, Participation, and Practice Teaching Program.

During many months of work with teachers and the administration the school now has three types of experiences. Observation at the attached primary school is being held in connection with several classes; the participation program at the junior level lasts for two weeks at the primary school; and the practice teaching program throughout the city schools is well coordinated.

The education teachers are doing a superior job in coordinating all three programs; students meet in small groups to discuss and evaluate their experiences and report on what they have learned.

6. Establish Functional Library Program

- a. Obtain the services (at least half time) of a trained librarian.
- b. Secure space, books, basic furniture, etc.
- c. Develop specific curriculum (course relationships) by teachers and students with the library.

- d. Secure time (preferably periodic) for students to be in library in addition to use of it for course reference work.

A. Progress to Date

(1) Normal School A

- (a) Former teachers room turned into library.
- (b) Librarian-teacher (trained by Peabody) has load reduced from 20 to 10 class periods per week.
- (c) Library supplies totaling 166,500 Hwan obtained for library for cataloguing, daily use, etc.
- (d) Shelving for 5,000 books built and in service (372,500 Hwan).
- (e) Magazine rack constructed and in service.
- (f) Books purchased totaling 542,827 Hwan.
- (g) Card catalog purchased and delivered and in use (75,000 Hwan).
- (h) Bulletin boards installed.
- (i) One years subscription to 5 newspapers made.
Newspapers read daily by many students.
- (j) Library is now in operation and open to students throughout the day.
- (k) Three meetings held with librarian to assist him in getting started.
- (l) Multiprint machine delivered to library.
- (m) Subscriptions to several magazines have been ordered from U.S.

(2) Normal School B

- (a) New library built with Peabody funds and almost ready for use.
- (b) Librarian-teacher (trained by Peabody) has load reduced

to 10 class hours per week.

- (c) Library supplies totaling 21,000 Hwan purchased.
 - (d) Shelving and furniture built and installed.
 - (e) Most of the books are properly catalogued.
 - (f) Card catalogue purchased and delivered. (75,000 Hwan)
 - (g) Books purchased and delivered. (534,128 Hwan)
 - (h) Student librarian assistant program set up and operating.
 - (i) Several meetings held to assist librarian.
- (3) Normal School C
- (a) Former classroom space made available for library.
 - (b) Question of reduced teaching load for librarian under serious consideration by principal and faculty.
 - (c) Books purchased and delivered. (500,000 Hwan)
 - (d) Home-made card catalogues built by school and in use.
 - (e) Regular classroom furniture only, at present in use as library furniture.
 - (f) Library is in limited operation.
 - (g) Magazines have been ordered from U.S.
- (4) Normal School D
- (a) Separate library building in use for library.
 - (b) Library shelving built.
 - (c) Open stack system in use.
 - (d) Good furniture (tables and stools and benches) in use.
 - (e) Students' book and cap storage space built and in use.
 - (f) Books totaling 500,000 Hwan purchased and delivered.
 - (g) Library being used to an unusual extent by faculty in connection with course work.
 - (h) Card catalog (75,000 Hwan) delivered.

- (i) Subscriptions made to several magazines from U. S.

B. Present Plans

(1) Normal School A

- (a) Construct tables and chairs for the library.
- (b) Complete classification of all books on hand before purchase of any additional books.
- (c) Several subsequent meetings to plan next steps of a concrete nature.
- (d) The most important job is incomplete--the development of the library as a vital part of the curriculum. Encouragement and advice will continue to be given by the technician in meetings with teachers, librarians, etc.

(2) Normal School B

- (a) This project may be considered phased out. The librarian is trained; the library is built; furniture is in; etc. It is true the real growth of the library in terms of its service to students and faculty needs to continue to develop.

(3) Normal School C

- (a) During the next school year the principal plans to build, with PTA funds, the following.
65 chairs, 2 round tables, 11 reading tables, and some shelving.
- (b) Inspect present progress and discuss future plans with the librarian.

(4) Normal School D

- (a) This project may be considered phased out in the same sense as (2) above. The library is a good one; it is

in operation.

(5) Normal School E

(a) Some library supplies are being ordered for this library initiate cataloging, etc.

(b) The principal is considering plans for developing this library including construction of furniture, sending of the librarian to the Peabody library workshop, etc.

(c) The development of this library to the level of the other four is from one to two years away.

C. Guide Lines for Work

a. The concept of the library as a crucial aspect of the students' study program including appropriate reference work, development of research skills, encouragement of reading for pleasure, and to keep abreast of current affairs has been a major guide line in the library development.

b. Major guide lines had already been laid down in library development by Peabody specialists in library services. Emphasis is placed on developing the library as an integral part of the school curriculum. Teachers as well as students must be trained in library usage. With respect to furniture and shelving design, location and use of the library the problem was largely one of chopping away at a well marked trail.

7. Improve techniques of teaching from lecture, assign, recite, test toward a more effective pattern including pupil involvement, problem solving, resource materials, library usage, etc.

A. Progress to Date

One of the best ways to improve teaching in the normal schools is to secure a considerable reduction in the number of different

teachers for each student so that improved guidance and hence somewhat more individualized teaching can ensue. In this respect the following reductions have taken place in the area normal schools at the beginning of this school year:

Middle School A: Reduction from 19 different teachers to 6-8 in first grade middle school. Similar consolidation to take place in 2nd and 3rd grades of middle school if this plan succeeds.

Normal School A: The biggest change is the switch to teaching biology in first year normal school instead of stretching it out over three years. Similarly this will be done next year and the year after with chemistry and physics respectively.

The over-all net result is reduction from 18 different teachers to 15 in the first year of normal school. Similar reductions will take place in 2nd and 3rd years. It is to be hoped that much further reductions can be encouraged.

As a result of the new science building, a considerable quantity of chemicals and the "prospect" of a generous amount of science equipment, there will be a significant increase in pupil laboratory work in all three subjects.

The craft work is proceeding nicely. There is more pupil involvement in this area at Normal School A than in any other in spite of the limited equipment, space, and materials. With the development of a new work room, building of tables by Peabody funds, and acquisition of basic tools by Peabody funds, there should be a considerable increase in student activity in this area.

In the social studies department there have been curriculum discussions all year in connection with the social studies model room.

In another center it was evident that the Normal School Staff would have to be drawn closer to the laboratory school; it seemed that the normal school teachers knew little about what their students needed for teaching primary school pupils. A long range task was to make the new primary school an integral part of the normal school program. This is an evolutionary process. The normal schools have come a long way in this direction, in fact, a great deal further than was hoped.

In the normal school, work has been done with teachers as individuals and in groups. Peabody technicians used demonstrations, helped with materials, helped plan lessons, and helped coordinate activities. The educational methods teacher would be--and it has proved to be--a key man with whom to work; he is attempting to teach in a manner that is a model for potential teachers. He sits down with his students, they report, they discuss, they plan and they evaluate; it is the major example in Korea of a teacher letting his students carry a great deal of the responsibility of the class program. A source of power has been obtained for the principles and history of education teacher to play a big role in curriculum planning and the practice teaching program. By demonstrating his effectiveness of methods to the administration he has been able to achieve a responsible role in the educational program.

8. Teaching Materials.

A. Progress to Date

Normal School A:

- (1) Dollar orders have been received for: The music department
The Home Economics

Department

The Science Department

- (2) Direct orders made through Peabody College:
Books, magazine subscriptions, and slides.
- (3) Hwan Account:
Crafts teacher -- tools for shop work
Library -- card catalog, shelving, tables, now under
construction, books, magazine rack, newspaper
subscriptions, bulletin boards
Social studies classroom -- 30 tables and 60 chairs
Tools for home economics department
- (4) Straw mats hung in music carrels for sound proofing.

Attached Primary School:

- (1) Direct orders made through Peabody College: Science slides
for primary school, 13 sets. Basic outlay of science equipment
ordered. Basic audio visual materials and equipment including
projector, slide projector, etc.
- (2) Hwan Account:
Science storage area and portable laboratory installed.
A number of library books purchased and delivered.
Sample library table and chair built.
Some simple tools and chemicals for science bought on market.

Normal School B:

- (1) Dollar order received for home economics department
- (2) Direct orders made through Peabody College: Books, magazine
subscriptions, slides, etc.

(3) Hwan Account:

Library -- card catalog, library supplies, books, stenciling
device.

Home economics equipment

English and social studies departments; bulletin board

materials, charts, etc.

English department, tapes

B. Present Plans

Normal School A:

- (1) Complete craft shop now being remodeled. Install furniture, tools, etc.
- (2) Complete library including tables and chairs and vastly improved library function.
- (3) Continue work with social studies group, complete development of model classroom.
- (4) New multiple purpose building to be built soon.
- (5) Work with science teachers in their new science building to encourage improved teaching procedures.
- (6) Small direct orders for equipment as needed.

Attached Primary School:

- (1) Complete library and general activities project.
- (2) Complete elementary school science project.

Normal School B:

- (1) Continue work with English and social studies departments on development of other teaching facilities in addition to bulletin boards, flannel boards, etc.
- (2) Small direct orders for equipment as needed.

Attached Primary School:

- (1) Continue with library and special activities project.
- (2) Continue with improvement of science facilities, tools, better storage area, etc.

Normal School C:

- (1) Work with indoor-outdoor crafts project just starting.
- (2) Direct order reference books and some equipment for crafts.

Attached Primary School:

- (1) Continue small crafts project for tools, etc.
- (2) Continue library project.

Normal School D:

- (1) Continue with science project, small tools and equipment.
- (2) Continue with crafts project.
- (3) Continue with library project.

C. Guide Lines for Work

Areas of emphasis have been in library services, home economics, science, crafts and social studies; places where students could be more readily involved in various types of activities.

Facilities for their own sake are valueless. If it appeared better learning situations for boys and girls might result from help with facilities and equipment then Peabody has helped--otherwise not.

In another center the following developments have taken place in this area:

Develop textbooks and other teaching materials.

- a. Textbook for each course
- b. Teachers manuals and resource materials

c. Audio-visual materials

A. Progress to Date

a. Little progress has been made in the revision of textbooks at the normal school centers. Some gain has been made through the textbook bureau, Ministry of Education.

b. The following related projects have been launched or completed:

- (1) Aid in construction of simple and inexpensive science equipment in workshop contest.
- (2) Long range study of social studies curriculum under way with social studies faculty. Has some possibilities for long range social studies textbook revision.
- c. (1) Purchase of flannel, plywood, etc., for construction of flannel boards.
- (2) Purchase of chart paper, water colors, etc. for construction of teaching charts.
- (3) Work on script and scenes for science film for normal school teachers.
- (4) Obtained set of Ameriphone English language records.
- (5) Purchase of tapes for normal schools.
- (6) Dollar orders of a movie projector, tape recorder, record player, etc. for each of normal schools, and to a lesser extent for the attached primary schools.
- (7) Aid in placing bulletin boards in several of the classrooms of most of the five normal schools...cork boards in the library and in several classrooms.
- (8) New blackboards built (green instead of black).
- (9) A number of folk song records ordered for normal schools.
- (10) Slides in areas such as science where language is no

barrier have been ordered for normal schools and attached primary schools.

- (11) Perhaps most important in the area of visual materials has been the favorable comment on visual materials whenever in evidence in a classroom. This pays dividends in terms of increased effort and interest in such materials by teachers.
- (12) Specific textbooks in areas of science, mathematics, and education, and home economics and magazines in similar areas have been ordered for specific teachers where it seemed desirable. Thus a book Display for Learning with much "how to do" in visual teaching has been ordered for each normal school and each attached primary school.

B. Present Plans

- (1) Two one week workshops for the respective attached primary schools are being planned for the summer to develop resource materials and teaching methods in primary school science.
- (2) Several faculty groups in several normal schools are previewing Korean made slides with the prospect of purchasing some of them for areas like science, social studies, and music.
- (3) Before another year has passed there should be a bulletin board in every classroom.
- (4) Extensive use of maps, charts, globes is planned for the social studies groups.

C. Guide Lines for Work

- (1) Basic has been the premise that children learn through a variety of media including sight, sound, feel, and construct.
- (2) The second criterion has been to find the teacher whether

in science, social studies or what who is interested in improving his teaching in the area of the visual and working with him.

- (3) Third has been the assumption that the need for motion picture projectors, slide projectors, tape recorders, and record players is beyond question in areas such as science, music, language study, etc.

9. In-service Training

The normal school expressed a readiness and a willingness to sponsor workshops for primary teachers and normal school teachers. Plans were made with them concerning the type of workshop to begin in the area, with plans for follow-up sessions. The first one, held in January, 1959, identified areas of general concern and was a mixture of discussion and participation. Before it was over, there emerged a pattern for the following workshops to be held in the summer. In August, 1959, the major work was in Unit Development which led to a January, 1960, session on Teaching Language, Arts, Physical Education and Rhythm Activities, and Related Arts and Crafts. A similar series is slated to begin in August, 1960.

A. Guide Lines for Work

- (1) Improve quality of attached schools so that teachers can actually see good quality facilities, program and teaching. This is very important in Korea because, regardless of what we might feel about it, "imitation" has been, and will continue to be, the primary method of change.
- (2) Partly because of the above situation and for several other reasons, the textbook, at all levels, plays an almost

unbelievable and disproportionate role in determining the activities of any given teacher and creates a pattern of sameness from classroom to classroom throughout Korea.

Assuming that In-service Education will strive to nurture a greater degree of individualism among teachers, there is still a need to develop textbooks which are based on the real needs of children in Korea.

- (3) The present concept of supervision at the provincial level is more in the nature of inspection. It is felt that, within the present structure supervision could be extended to include the idea of actual classroom aid to teachers, for example, teaching hints, dissemination of materials, working consistently with small groups of teachers, even by school, and helping teachers develop to the point that they are able to achieve a sense of responsibility now jealously guarded by principals and vice principals.

10. Guidance and Counseling

Many conferences were held with the guidance counselor, concerning the newly instigated counseling program. He was encouraged to simplify student record forms, begin a minimum testing program consisting of achievement, attitude and intelligence tests, and to make plans to add interest and abilities testing when feasible. Some time was spent in the area of personal counseling techniques. The counselor has a very good program under way although he is severely limited by time and training. He has had full support of the administration and students but has had very little support from the faculty.

SCIENCE EDUCATION

The project had the services of a specialist in science education, during the entire six-month period of this report. The specialist worked closely with the science teachers of the teacher-training institutions throughout Korea.

Following are some of the changes which were reported to be necessary to improve the science courses and the teaching of science in Korea.

I. Textbooks

The science textbooks presently in use in the schools of South Korea need careful and detailed study by competent people in the various fields of science. This study should start with the science books used in the primary grades and should continue through the middle schools, the normal schools, academic high schools, colleges and universities. Many of the books used at all of these levels are poorly organized and contain many errors. In many instances a host of isolated facts are stated in the books without adequate information for an understanding of underlying, basic concepts. Science, of necessity, must contain many facts, but facts alone do not make a science. Science is a way of doing--a method of study--and if this method is not taught with understanding, science is not being taught.

Much of the material in the primary science books is too advanced for the age levels using the books. Too often the primary students are required to memorize factual material which has little or no meaning to the students. This kind of teaching and learning tends to kill the interest young children have for science. Objectives for teaching primary science should be determined and the teaching of primary science should be directed

toward obtaining these objectives.

In a bulletin "Teaching Elementary Science"¹ prepared for the Bureau of Education of the Federal Security Agency, the aims of science in the elementary school are stated as follows.

1. To provide experiences as a means of forming science principles and generalizations.
2. To help pupils apply these principles and generalizations to interpret things that happen around them.
3. To give practice in the use of scientific attitudes and skills in problem-solving.
4. To broaden their interest in every day phenomena of their environment.

These objectives apply to primary school science in any country. Primary science books should be written with such objectives in mind.

Middle School Science

In most middle schools in South Korea, general science is listed as being part of the curriculum. Close study will reveal that general science as such is not being taught in most schools. Usually a year of chemistry, a year of physics and a year of biology is taught by three different teachers. General science should be an integrated course encompassing the major branches of science.

If an integrated course in general science is to be taught in the middle schools, the science programs in the colleges of education must be revised. The present courses of study for science students tend to

1. Teaching Elementary Science, Bulletin 1948, No. 1 Office of Education, Federal Security Agency, U. S. Government Printing Office, Washington, 1948.

train specialists in only one area of science. It is wise for a student to concentrate in one field such as chemistry, physics or biology, but he should also have ample training in the other science areas. This broadened training would serve to strengthen his major area and would also give the proper background for teaching a good general science course in the middle schools.

The Forty-Sixth Yearbook of the National Society for the Study of Education² lists the following objectives for science teaching in general. These apply equally well in Korea.

"TYPES OF OBJECTIVES FOR SCIENCE TEACHING"

A. Functional information of facts about such matter as:

- (1) Our universe - earth, sun, moon, stars, weather
- (2) Living things - plants and animals
- (3) The human body - structure, function, and care

B. Functional concepts such as:

- (1) Space is vast.
- (2) The earth is very old.
- (3) All life has evolved from simpler forms.
- (4) All matter is probably electrical in structure.

C. Functional understanding of principles, such as:

- (1) All living things reproduce their kind.
- (2) Energy can be changed from one form into another.

D. Instrumental skills, such as ability to:

- (1) Read science content with understanding and satisfaction.

2. Science Education in American Schools, Forty-Sixth Yearbook of the National Society for the Study of Education, University of Chicago Press, Chicago, 1947.

(2) Perform simple manipulatory activities with science equipment.

E. Problem-solving skills, such as ability to:

- (1) Sense a problem
- (2) Make the best tentative explanation or hypothesis.
- (3) Test the hypothesis by experimental or other means.

F. Attitudes, such as:

- (1) Open-mindedness, willingness to consider new facts.
- (2) Intellectual honesty -- scientific integrity.

G. Appreciations, such as:

- (1) Appreciation of the contributions of scientists.
- (2) Appreciation of basic cause and effect relationships.

H. Interests, such as:

- (1) Interest in some phase of science as a recreational activity or hobby.
- (2) Interest in science as a field for a vocation.

Normal School and Academic High School Science

The same general objectives apply to science courses of the Normal Schools and Academic High Schools as well as they do to general science. If the foregoing objectives are met, other objectives such as a background for college work will be provided.

The need for textbooks at all levels with these objectives is a very pressing need in Korea.

However, improved courses cannot wait for better textbooks. If teachers are properly trained in the colleges of education, good courses can and will be developed by the teachers regardless of the textbooks being used. Good textbooks usually are written as a result of good courses. It is rare for a good textbook to come first.

II. Resource Books

Under present conditions, the only books available to students in science courses and other courses are usually the textbooks. Textbooks should merely serve as a guide or an outline around which a course is developed. They should be used as a stimulus for further study of related resource materials. The absence of resource books seems to be one of the greatest detriments to science education in Korea. Every effort should be made in the near future to obtain resource books for science courses as well as other courses.

III. Teaching Methods and Scheduling of Courses

Most of the science courses being taught in the Middle Schools and Normal Schools of South Korea are scheduled to meet for one hour or less each week over a period of three years. Usually the teachers lecture through the entire period with practically no student participation. The lectures are too often confined to the exact contents of the textbooks. When lectures are used as a teaching method, they should enrich courses instead of merely repeating what is in the textbook. Student participation usually consists of taking notes from the lectures which he already has in his textbook.

The scheduling of science courses in most schools of South Korea prevents the proper utilization of laboratory work and experiments by the students. Meeting a science course only one class period each week does not give ample time for student participation in the laboratory. If Korea is to develop good science courses, so that good science teachers and good scientists can be trained, something must be done about course schedules. Each of the science courses should be taught during the period of one year or perhaps one semester. Each course should be scheduled to meet several times each week with ample time for laboratory periods for student participation. Normal School training is usually terminal as far as formal

education is concerned, therefore, it is even more important that Normal School students receive proper science instructions.

There is also a great need in the Normal School curriculum for a semester course in the use of materials and methods of teaching science in the primary schools. Just having a good knowledge of subject matter is not enough for most teachers. It is of utmost importance that teachers know how to select and use proper materials for the level at which they are teaching. This probably can be accomplished best by having the normal school students take a separate course for these purposes.

Rescheduling science courses under a plan similar to the above, presents several problems. If science courses are rescheduled without regard for the other courses, more problems will be created than solved. Other courses also are usually scheduled to meet one period each week. In many schools the students take fifteen or more courses each week. Many of these fragmentary courses can be telescoped into a few courses without eliminating anything the students are now studying. It should be possible to reduce the number of courses a student takes in any one year period to six or seven courses. This would make scheduling of classes very simple. Each course could meet several times each week and would be completed in one year or less. The different courses would be much more coherent and there would be a greater retention of knowledge from one period to the next.

IV. In-service Training

Korea has a very active in-service training program for its teachers. A large number of workshops are conducted throughout each vacation period. This should be continued and improved. There are many teachers in Korea who need more training. Many teachers are qualified to teach by virtue of having passed the teachers examination. This has been necessary as a means of

insuring enough teachers for all of the schools. These teachers are in need of further training and workshops can be of much value to them. An incentive for more serious work by these participants and the desire to become better teachers might be provided by giving credit toward a degree to the participants of the workshops and other forms of in-service training.

v. Opportunities for College Work

There seems to be very little opportunity for Normal School graduates to obtain further formal training. Under present conditions, very few graduates from Normal Schools can enter Colleges for further training. This results very often in poorly trained primary teachers. Every effort should be made to encourage primary teachers to continue their education and provisions should be made so that they can enter colleges for further work. This can be done by offering night courses at the colleges and universities so that teachers can continue their education while they are teaching. Provisions can also be made so that teachers can have a year off after a number of years of teaching so they can study at some College.

An excellent teacher can do a remarkable job of teaching regardless of equipment and other physical facilities. Poor teachers are usually not effective even with unlimited facilities. In the final analysis the quality of education is determined by the individual teacher. It is imperative that South Korea seek every possible way of insuring more and better trained teachers.

LIBRARY SERVICES

A summary of highlights of library service activities follows.

Previous reports have detailed work in this area.

Providing text materials in library science has been a problem from the beginning of the Project. Many of the librarians in service who came for training could not read English, even when supplied with individual English textbooks.

Considerable groundwork had to be done before the first translation or original text could be published. Courses had to be taught once so that the most pressing needs could be identified. English terms had to be clarified and Korean equivalents determined. The most appropriate authors or translators had to be identified. The writing itself always took longer than anticipated. After completed manuscripts were received, these had to be reviewed and revised.

During this six month period three of the most important publications have been published and distributed.

A translation of the "Preliminary Rules and Manual for Cataloging Chinese, Japanese, and Korean Materials," a publication of the Library of Congress was printed in the early fall. This translation was done by one of the Yonsei Library School graduates. Because it is concerned with American procedures for handling Korean materials, it is being used as a class text only. Wide distribution might result in blind acceptance without necessary modification for use in Korean libraries.

The Korean translation of the 15th edition of the Dewey Decimal Classification tables was the product of more than a year's effort by

a volunteer committee of young librarians, all graduates of the Yonsei Library School. This committee met for two hours each week (6-8 p.m. Thursdays), discussing each term in the tables until an agreement was reached on the proper Korean equivalent. Since most of the terms used are technical, many single items involved consultation of several dictionaries, English, Japanese and Korea, or of other reference books, and in some cases interviews with experts, before agreement could be reached.

The technicians involved collected glossaries, dictionaries and encyclopedias for the use of the group, and met with the group each week, so as to be available to answer questions about the meaning of English terms.

For the actual publication it was necessary to secure the assistance of the Textbook Bureau in working with one of their printers. Although bids were taken elsewhere, the price secured through their cooperation was far below anything offered elsewhere. Because of the tricky problems involved in correct indentions it was necessary to work more closely with the printer than would usually be the case. One thousand copies were printed. Plates were saved so that additional copies could be printed later if necessary.

Copies were distributed to all present students and graduates of the various Yonsei courses. In addition copies were sent to all college, public and special libraries, and to a selection of school libraries. Many of these were distributed through personal visits to libraries, where they provided an entree for a discussion of cataloging and classification problems. Some were mailed. But most of the copies were distributed

through the facilities of the Korean Library Association.

Work has already begun on the relative index to the translation. This too will take about a year.

The translation of Akers Simple Library Cataloging was published in time to be used in the January teacher-librarian's course. This translation was done by an individual, and reviewed by a committee of two other librarians. Because of the departure of the Korean specialist to the U.S. for study, final preparation of copy, and the index had to be done in the Peabody Office. Again copies were distributed to all graduates, and to most of the libraries in Korea. The Korean Library Association cooperated in this distribution.

With the publication of these three items, most of the items needed for an effective teaching program in cataloging and classification are now available. All the publications to date, and those still to come in this basic area are as follows:

Previously Done

Subject Cataloging.

Author Tables.

During the Period

Preliminary Rules and Manual.

Dewey Decimal Classification.

Simple Library Cataloging.

For the Future

List of Subject Headings (est. July 1960)

The Classified Catalog (est. July 1960)

Sample Card Forms (est. Dec. 1960)

A.L.A. Cataloging Rules (est. Dec. 1960)

To date major emphasis has been placed on publications in cataloging and classification. This is the area of most interest to Korean librarians. It is the field of work into which most of the Yonsei graduates are going. While other areas, such as reference work and teaching library use, seem more important, progress in these areas is dependent on the existence of well organized collections.

The other outstanding "publishing" activity in the library phase of the project was the production and release of the film "Opening the Doors of the School Library." Through this film an effort was made to indicate the functioning of the library in a teacher-training institution. The film tried to avoid details of library techniques, and to show the use of the library and its resources, both book and non-book, in classroom teaching, and in informal learning through free reading.

The film was taken by OPI technicians with a Peabody technician serving as technical adviser, in the Taegu Normal School Library. This library has received considerable aid, and has developed into a model high school library, so that incidental coverage is given to the features which make it "model": Open shelves, home circulation, employment of a library clerk, proper classification and cataloging of the collection. These elements are not directly mentioned, but rather emerge as integral elements as the functioning of the library in the life of one student is pictured.

The film will be useful in library science courses and workshops, in Education classes, in professional meetings, and with parents.

CONSTRUCTION, REHABILITATION, AND MAINTENANCE
OF SCHOOL FACILITIES

During the second week of February 1960, the Peabody Specialist in School Facilities conducted a national workshop for architects, contractors, school administrators, and others interested in the construction, rehabilitation, and maintenance of school facilities. The following subjects were discussed.

Functional Planning of School Buildings and Furniture

The purpose of school facilities is to aid the educational program. Just as a saw and a hammer are carpenter's tools, school facilities are educational tools. No matter how good a carpenter may be, he cannot function as a carpenter unless he has tools, and he cannot do good work without good tools. Just so with teachers. The purpose of a school is to educate pupils, and the teachers are the workmen employed to accomplish this purpose. If we expect teachers to do good work, we must provide them with good buildings, grounds, equipment, and supplies.

A school building and its equipment and furniture should be comfortable. The building should protect the pupils and teachers from rain and snow and from excessive winter cold and summer heat. A school building, especially the classrooms, should be well lighted so that pupils and teachers can see to do their work. Desks and seats should be of proper sizes for the pupils, and designed and built for comfort. Pupils can not do their best mental work when they are suffering from physical discomfort.

Besides being comfortable, school buildings and equipment should be durable. It is a waste of money to build buildings and furniture so poorly

that they will last for only a few years and require frequent and costly repairs. Architects and builders with Korean experience should be expected to achieve comfort and durability at the lowest practical cost and with the maximum use of Korean materials. This they should be expected to do when they know the requirements of the facilities they are employed to design and erect.

A good school building is more than just a good building. A school building is an educational tool designed and built to facilitate an educational program. No matter how good architects and engineers are, they cannot be expected to be familiar with educational procedures, school organization, and organization, and curriculum. Nor can they be expected to know about plans for future revision and expansion of the curriculum and educational program. The buildings erected now will affect educational programs for 50 or more years.

It is the responsibility of the administrative head of an educational institution, with the cooperation of his teaching and supervisory staff, to determine the number and sizes of classrooms, laboratories, shops, library, health unit, and administrative and service rooms needed in a proposed new school building, and the locations and relationships of all of the various areas of the building. These determinations should be made in terms of the number of pupils to be accommodated and the contemplated curriculum and organization of the school. When all of these factors have been cooperatively determined, and approved by the proper authorities, they should be written out in considerable detail. This document is known as the "educational specification" for the new building.

The educational specifications constitute the basic communication between the educational staff and the architect. From this document, and

data relative to the site and money available, the architect prepares preliminary drawings, which should then be reviewed in great detail by the educational staff. When the preliminary drawings have been revised and approved by the proper authorities, the architects are ready to go ahead with the preparation of final working drawings and specifications.

Importance of "Master Planning"

"Master planning" means (1) the determination of the need, location, type, and size of schools; (2) the selection of land for school sites; (3) the positions of future buildings on these sites so as to allow ample play area; and (4) before any portion of a building is erected, the preparation of preliminary sketches for the ultimate building. If this master planning is well done, and adjusted to changing conditions, each building project and each unit will fit into place as money is made available.

It is good planning to build units of a building as needed and as funds become available, but each unit started should be completed and put to use as soon as possible. It is very bad practice to start a building, or a unit of a building, and leave it standing unfinished and unusable, hoping to get funds later to complete the project. It is much better to have a small usable building than to have funds tied up in a large unfinished structure which cannot be used.

In planning a building for future expansion, it should be planned so wings can be added to either or both ends. It is not economical to provide expansion by adding a story on top of a finished building.

In budgeting funds for a new school building, it is very important that you do not put all of the available money into the structure. A portion of the funds should be set aside for furniture and equipment.

Classroom Furniture

Korean classroom furniture design can be improved with no increase in cost; and desks and seats can be built much more durable for only small additional cost.

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

When 60 students occupy a classroom of 20 pyong, conventional tables and seats take up all of the floor area, leaving no space for activity. Peabody has designed a table that can be stacked in the rear of the room. Then the seats can be arranged in semicircles for informal group discussion and demonstrations.

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

Peabody has also designed a double bench which can be stacked, thus making most of the floor area of the classroom available for many types of

student activity not requiring seats and desks. A double table and a double bench can be built for much less than two single desks and two chairs of comparable materials and workmanship.

Stools are more flexible than benches; but, like benches, stools provide no back support. Chairs have some advantages over either benches or stools for classroom seating, but good durable chairs will cost more than benches or stools. We have designed a posture chair of light tubular steel frame, saddled wood seat, and a curved back support. These are durable and comfortable working chairs.

Samples of classroom tables and benches can be inspected at the Pusan Normal College. Samples of tables and chairs can be inspected in the Peabody Offices at the MOE and at the College of Education, SNU. Sample tables are also being tried out in the attached schools of Seoul Normal and the College of Education. Peabody is now experimenting with a light-weight, all-wood, posture, classroom chair which can be made from locally available materials.

Peabody has some samples of these tables and chairs (third-grade size) on demonstration. They can be shown in five positions:

- (1) Normal position, all facing one way.
- (2) In pairs, 2 pupils facing 2 pupils.
- (3) Four-table group, 2 pupils facing each of four directions, for a project group of 8 pupils.
- (4) Tables stacked, and chairs arranged for general class discussion.
- (5) Both tables and chairs stacked so most of the floor space will be available for informal activity, such as folk dancing.

In the typical classroom there would be 25 or 30 tables with twice that number of chairs.

Desks should be arranged so students will receive light from the sides. Students should not face windows when studying. It is important that every child be provided with a seat and desk of the proper height. His feet should touch the floor, the desk top should be about one inch above elbow height when upper arm is vertical, and there should be ample leg space between the seat and the underside of the desk so the student can pull his seat well under the desk for proper position when working.

Maintenance

While visiting several Korean schools it was observed that some buildings are in good condition and well cared for; but some are in poor state of repair, such as leaky roofs, rotten woodwork, and doors that won't close. Poor maintenance is also true in some American schools. The general excuse, on both sides of the Pacific, is: "We can't afford to maintain our buildings." The economic fact is: We can't afford NOT to maintain our buildings. Nothing could be more wasteful than the neglect of property. If school buildings are well constructed and properly maintained, they should last for at least 50 years; but, here in Korea, school buildings are considered to be old after only 10 or 15 years use.

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

Besides keeping buildings weather-tight and all exposed surfaces

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

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

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

Improvement of School Grounds

Clean off the rubbish, loose rocks, and unsightly objects.

Grade the surface walks and drives.

Grade and terrace school grounds, use retaining walls where necessary to prevent washing.

Lay out volley ball and basket ball fields.

Lay out garden and agricultural plots.

Plant shade trees in corners of the grounds and shrubbery about the building and at the intersection of walks. Trees and shrubbery should not interfere with playgrounds nor reduce the light in classrooms.

All areas not otherwise used should be set in grass.

Water Supply

It is essential that there be an ample supply of pure water on the school grounds for drinking and washing.

Have water analyzed annually.

If local well is used, install proper curb and cover to keep out surface water. If no water is available on school grounds; a well should be dug or bored.

It is essential that toilets be fly-tight, and that there be no possible drainage to the school or neighbor's water supply.

Exterior Repairs

Repair all roofs, replace the roof if it is not worth repairs.

Protect building with gutters and downspouts, and keep them repaired.

Repair woodwork and replace broken or decayed boards where needed.

Repair doors and hardware, bolt doors together where they are pulling apart.

Repair windows by replacing decayed portions of sash and frames; and replace all broken window glass, fasten with both springs and putty.

Interior Repairs

Repair all broken plaster and fill cracks.

Securely fasten all ceilings and trim.

Repair or replace window shades.

Window shades should be of light translucent material.

A window should have two shades fixed at the middle, one rolling up and the other down; or be adjustable so as to single roll shade, it should be fixed about a foot below the window top.

Remove fire hazards by repairing the flues, replace defective stove pipe, and rivet joints.

Repair stoves, and keep a pan of water on stove. Install jacketed stove, or place a homemade jacket around the stove, to improve distribution of warm air. Place metal sheet or concrete beneath stove.

Repair or replace worn flooring boards.

Each classroom should have about 20 linear feet of good chalk board.

Most worn boards can be restored by applying liquid slating. If the boards are beyond repair, they should be replaced with new ones.

Each classroom should have about 20 linear feet of bulletin board.

Built-in bookshelves should be provided in every classroom.

Desks should be repaired by combining good portions of broken desks, tightening up all screws, and refinishing.

Ventilation can be improved by window deflectors and breeze openings.

Removal of teacher's platforms would encourage better teaching methods.

Utilization

When good school facilities have been provided, it is essential that they be well used. On one occasion, while visiting a Korean high school, 10 vacant classrooms were counted in a building that was said to be overcrowded. True, most of the regular classrooms were overcrowded with 60 or

more students per room; but some of the regular and most of the special classrooms, such as science and home economics laboratories and crafts shops, were not in use. Too often laboratories, shops, and libraries are found locked during the school day.

The ideal utilization of school facilities should be to use every regular and every special classroom every period of the week. This is not difficult in primary schools where the students spend most of the day in the same classroom. However, if we provide special classrooms and laboratories in the secondary schools for more specialized instruction, class scheduling becomes an important problem.

School principals and their staffs should be expected to schedule their programs so as to get at least 75 per cent utilization out of the regular and special classrooms and laboratories. Thus, if there are 33 class periods in a school week, every such room should be used at least 25 times every week. We must consider special classrooms, laboratories, and shops as capacity areas the same as regular classrooms. No country is rich enough to afford to build and maintain space that does not return a high percentage of utilization.

Construction Status of Authorized
Teacher-training Building Projects

College of Education, SNU:

Science and Library Building - Exterior completed except for window glass & stucco, plastering interior.

Kongju Normal College:

Science Building - Completed; except for toilets, water, plumbing, heating, electrical equipment, & painting lower portion of interior walls.

Inchon Normal School:

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

Remodel one-story structure for home economics and physics - completed.

Seoul Normal School:

Building for library, science, home economics, and crafts - Ready to pour concrete for top story frame & roof.

Chunchon Normal School:

Building for library, science, home economics, crafts, and music - Exterior completed & working on inside finish.

Attached primary School - Drawings completed.

Chungju Normal School:

Building for library, science, and home economics; and addition to auditorium for crafts and music - Both projects closed-in and ready for doors, windows, and plaster.

Taejon Normal School:

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

Science Building - Completed except for acoustical tile, chemistry plumbing, electrical equipment, and hardware.

Attached Primary School - Completed (except for ceiling tile, plumbing, electric, & hardware) and in use.

Toilets - Ready to start work.

Chonju Normal School:

Home economics and library building - Completed (except for ceiling tile in sewing room) and in use.

Dormitory repair - 80 per cent completed.

Attached Primary School - Exterior completed for 1958 portion and drawings approved for 1960 project.

Kwangju Normal College:

Science Building - Exterior completed.

Library Annex to Science Bldg. - Exterior completed.

Attached Primary School, one and two-story units - Exterior completed.

Multipurpose Facility - Exterior completed.

Mokpo Normal School:

Attached Primary School - Nearly completed, and in use.

Building for library, home economics, and art - Concrete frame completed and setting windows frames.

Repair and remodel existing building - Work completed.

Pusan Normal College:

College building (Peabody Hall) - Nearly completed, and partially in use.

Attached Primary School - Nearing completion.

Science wing to main building - Ready to pour concrete roof slab.

Taegu Normal School:

Addition to main building - Completed and in use.

Music, Arts, and Crafts Building - Completed, except for acoustical tile, and occupied.

Attached Primary School - Drawings completed.

Textbook Bureau:

Location and plans being studied.

CERI

Completed, except for heating plant. Building in use.

IN-SERVICE EDUCATION

One of the major functions of the Peabody College Staff in Korea has been the improvement of in-service education for teachers, administrators, and specialized personnel. Because the focus of any good program of in-service education should be on the improvement of the everyday activities of educational workers, Peabody College has assigned its personnel to the institutions and agencies involved with teacher education with the understanding that these technicians would provide daily and continuous personal contact. In this way, an informal in-service training program has been given to those who, in turn, are charged with providing in-service education to Korean teachers.

In addition to the informal in-service work, many formal projects have been initiated and carried out: Workshops and conferences for normal school and teachers college administrators have been held periodically. At each vacation period many workshops have been given for normal school teachers, both in special subject-matter areas and in over-all school problem topics (such as curriculum revision, scheduling, research, etc.). Peabody College has given technical assistance and financial support to the Central Educational Research Institute for their programs of in-service education.

One significant development in in-service education during this period has been the entrance of the College of Education, Seoul National University, into this field of in-service education in a formal way. Up to this time, in-service programs were carried out by the College only under the sponsorship of the Ministry of Education; members of the faculty were called upon

to participate in workshops and conferences throughout the Republic; but the College took no leadership in or sponsorship of in-service programs. With some stimulation from the Peabody Staff, a group of officials from the Ministry of Education, the Central Educational Research Institute, and the College of Education met together to discuss the status of in-service education. From these discussions the following goals for Korean education were agreed upon:

- (1) The education of primary teachers should be up-graded.
 - (a) Present normal schools should become junior colleges.
 - (b) Some means of providing in-service college and university opportunities for outstanding primary teachers should be provided by the College of Education.
- (2) A college program for the preparation of school administrators and other educational leaders should be established.
- (3) College of education should become officially and legally involved in in-service education, and college-sponsored in-service course work should provide college credits leading to one or more degrees.
- (4) The relationships between college of education in-service courses and workshops sponsored by the CERI and local districts should be clarified.
- (5) Certificate laws and regulations should be changed to provide for the above.
- (6) Some form of accreditation procedure should be instituted to ensure that night-school and off-campus college and university courses for teachers are of high quality. Accreditation would also facilitate the transfer of students from one college to another.

The discussion of these goals made clear that there existed real differences of opinion among the various individuals and agencies involved with in-service education in Korea, and that some agreement in principle and definition was essential if a coordinated in service effort was to be developed. This, then, became the beginning task of a work committee, to draft a statement of principles and definitions which might be the basis of thinking and planning. After several meetings a statement was agreed upon:

Principles and definitions of in-service education

1. These three elements (in-service education, certification and higher education) are interrelated:
 - a. In-service education concerns those programs, courses, workshops, faculty seminars, etc., which are designed to improve the competence of teachers (either in method or subject matter, or both) while they are teaching.
 - b. Certification concerns the rules, regulations and processes the Ministry of Education uses in insuring that only competent teachers work with children. It is understood that these activities should promote ever-improving competence as teachers remain in service. Likewise, the standards for teachers should be raised as teacher education improves.
 - c. Higher education concerns post-high school education offered by a fully accredited college or university for which college credit is given and over which the college or university has administrative control. Higher education may include workshops, seminars, night-school courses, etc., in addition to regular daytime academic courses.

2. Teacher education is a broad term which encompasses such activities and responsibilities as: teacher recruitment, teacher selection, professional orientation, academic and professional education, pre-service and in-service education, and other matters related to the development of teaching competence.

Higher education institutions which are accredited for teacher education should, therefore, be concerned with all phases of teacher education so that the whole pattern of teacher education can be improved.

3. The over-all program of teacher education should be so designed that beginning teachers are adequately trained for initial competence (recognizing that a first-year teacher is not fully prepared in both method and content), and so organized so that the teacher can become fully qualified (a master teacher) academically and formally without great personal financial resources.

4. The responsibility for insuring that beginning teachers are well prepared for teaching rests primarily with the teacher education institutions. Students without the necessary qualifications for teaching (including academic competence as well as personality prerequisites) should not be recommended for teaching certificates by the preparing institution.

5. Certification laws should be descriptive rather than prescriptive.

The general purposes and policies about certification should be stated in the laws. Some organization which is responsive to the needs of the people (a national board on teacher education) should be given the task of interpreting the laws in relation to current national needs. The MOE should administer the laws and regulations as interpreted by this newly formed organization.

6. Regulations developed from the certification laws should be written to allow for flexibility in program development and experimentation by the various teacher education institutions. The MOE should disseminate the findings developed from these institutions to all personnel engaged in preparing teachers.
7. The MOE should encourage teacher education institutions to accept responsibility for the maintenance of high standards for beginning teachers. The MOE, however, must insure that these institutions are qualified to prepare teachers through periodic visitation and accreditation procedures. Accreditation should be done by the MOE through a professional group, jointly appointed by the MOE and the KFEA (or other appropriate professional organization), which is widely representative of all levels and interests in education.
8. Minimum standards for the accreditation of teacher education institutions should be outlined in MOE regulations. In addition to these minimum standards, the professional accrediting body should develop the following: (1) detailed criteria to be used in accreditation; (2) a technique for institutional self-evaluation, including the necessary forms and reports; and (3) a plan for the actual accreditation procedure. Accreditation approval should be given only to those institutions which meet the minimum standards of the MOE and which have been recommended by the professional accrediting body.
9. Teachers colleges and colleges of education should be encouraged to develop academic and professional programs of study for teachers so that teachers can improve themselves and their teaching competence while they are in service. These programs should include courses of study for teachers and administrators at all certificate levels:

- provisional, second-class, and first-class teachers; vice-principals and principals; superintendents; supervisors; counselors; and others.
10. Teacher education institutions should be encouraged to improve their pre-service programs by: (1) greater participation in in-service programs, (2) increased visitation of the public schools by the teaching faculties, (3) initiation of follow-up studies of graduates, and (4) promotion of improved communication between the various levels of education (primary, secondary, and higher). Colleges of education should direct their research to the solution of actual problems encountered by school personnel in the field.
 11. In-service education programs should be planned cooperatively by the following organizations: (1) the local school administration (who is most familiar with the needs of the schools and the teachers); (2) the MOE (who is concerned about the quality of teacher education and has a national perspective); and (3) the appropriate teachers education institution. (Normal school, normal junior college or teachers college which have the faculty and facilities for teacher education).
 12. Although provision should be made in the law for teachers to move from one certificate level to another while in service, such movement should not be automatic. The teacher education institution should review the experience and qualifications of each candidate for a higher certificate, and recommend the awarding of the higher certificate only to those who meet both the MOE and the institution's standards.
 13. As the stature of higher institutions improves and as the ability of local school systems to carry forward in-service programs also improves, the MOE'S function in in-service education should become largely

supervisory. In the meantime, the MOE should foster the acceptance of in-service responsibilities by colleges, universities and local school system personnel.

14. Higher standards of academic work and higher standards of teaching performance will cause higher quality people to select teaching as a career.

Program Planning

After agreement was reached in principle, the working committee accepted the task of working out the details of a new program pattern for in-service education which could be used by the Dean of the College of Education, Seoul National University, in submitting a proposal to the Ministry of Education. The following programs were to be planned:

1. A graduate program at the College of Education.
2. An in-service undergraduate program leading to a college degree at the College of Education.
3. Programs of study leading to higher certification.
4. Other programs of preparation for school personnel.

The work committee decided to meet at night at the Taylor Building until the task was completed. For several weeks, the group continued to work; for each program they outlined the following:

1. Objectives of the program
2. Admission policies and prerequisites
3. Curriculum of the program
4. Scheduling and administration of the program
5. Certification considerations
6. Finance and legal matters
7. Relationships with other programs

As a result of the work of this committee a document was written which was submitted to the Dean of the College of Education, as planned, and he subsequently submitted a proposal for the initiation of an in-service leadership program in school administration. This program was to have begun at the College of Education on April 25th, but because of the revolution, has been delayed until September 1960. This program when instituted will be the forerunner of a graduate program in school administration.

Other results of these discussions were: (1) a pattern for the revision of certification regulations was devised; (2) an understanding of the necessity for accreditation of teacher education institutions was realized; (3) a method for allowing normal school graduates to be admitted to the College of Education was created; and (4) a means for relating college credits to Ministry of Education workshop points was developed. A framework for the delegation of in-service education responsibilities to the teacher education institutions (instead of keeping it at the Ministry level) is perhaps the major contribution of this effort. Many ideas and suggestions for the improvement of teacher education were concomitant rewards of this work. Some of the ideas presented have already been incorporated into the planning at the College of Education and within the Ministry of Education.

PARTICIPANT TRAINING PROGRAM

Twenty participants departed for George Peabody College for Teachers on September 10, 1959. These educators are preparing themselves better for their jobs through advanced and graduate training in their specialized fields as indicated in the following list:

<u>Name</u>	<u>Specialty</u>	<u>Institution</u>
1. Huh, Byung Yul	Art Education in the Elementary School	Attached Primary School, Ewha Woman's University
2. Choi, Hung Min	Science Education	Attached High School, COE, SNU
3. Chang, Kee Hwan	In-service Education	Andong Normal School
4. Kim, Pan Yung	Practice Teaching and Educational Sociology	Attached High School Kyungbuk University
5. Kim, Tae Yeong	Guidance	Pusan Teachers College
6. Jhung, Chan Kyu	Guidance	Chinju Normal School
7. Hwang, Eung Yun	Educational research	CERI
8. Lee, Hi Bok	Curriculum	Textbook Bureau, MOE
9. Kim, Shik Joong	Curriculum and guidance	Kwangju Teachers College
10. Won, Chong Rin	Library Science	Kongju Normal School
11. Park, Tong Rion	Library Science	Chunchon Normal School
12. Lee, Chang Geuk	Guidance	Taegu Normal School
13. Park, Hyung Gi	Library Science	Sunchon Normal School
14. Lee, Suk Yong	School administration	Kangnung Normal School
15. Kim, Ki Yung	Guidance	Inchon Normal School
16. Lee, Sang Keun	Music	Pusan Normal School
17. Hong, Kyung Hee	Geography	College of Education, Kyungbuk University

	<u>Name</u>	<u>Specialty</u>	<u>Institution</u>
18.	Lee, Han Yong	Library Science	Yonsei University
19.	Kim, Hoon Soo	Teaching Method for M.S. & H.S.	College of Education, Ewha Woman's University
20.	Kim, Hong Sook	Counseling	Chonju Normal School

These participants will return to Korea after one full calendar year at George Peabody College for Teachers, Nashville, Tennessee.

A second group of six participants returned from a four-month observation tour in the United States. This group departed for Korea July 7, 1959 and returned to Korea November 1, 1959. During the tour schools, school systems, and school facilities were inspected in urban and rural communities in selected areas throughout the United States. This group consisted of the following school administrators:

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

Prior to the period of this report the following participants had returned to Korea:

1956 - 1957 Participants

	<u>Name</u>	<u>Specialty</u>	<u>Institution</u>
1.	Jun, Yong Shin	Educational research	CERI
2.	Lee, Myung Kun	Library Science	Yonsei University
3.	Lee, Soon Il	Early Childhood Edu.	Attached Kindergarten, Ewha Woman's University
4.	Sung, Nak Jun	Secondary Education	Attached High School, Seoul National University

1957 - 1958 Participants

1.	Chang, Il Se	Library Science	Korea University
2.	Choi, Ki Chul	Biology	College of Education, SNU
3.	Cho, Ki Whan	Mathematics	Textbook Bureau, MOE
4.	Chung, Won Shik	Educational research	CERI
5.	Hong, Woong Sun	Educational research	Textbook Bureau, MOE
6.	Kim, Ran Soo	Educational research	CERI
7.	Kwon, Chun Taek	Educational sociology	Board of Education, Seoul City
8.	Lee, Tae Young	Chemistry Teaching method on Science	College of Education, SNU
9.	Pak, Chong Sup	Educational Administration	Education Division, OEC
10.	Shin, Hyun Kil	School Administration	Kyungbuk University, College of Education, Attached High School
11.	Yoo, Young Hyun	Library Science	Dongkook University Seoul City
12.	Yoon, Tae Rim	Educational Psychology	College of Education, SNU

1958 - 1959 Participants

<u>Name</u>	<u>Specialty</u>	<u>Institution</u>
1. Choo, Sung Kyu	Secondary Education (English)	Inchon Normal School
2. Chung, Jung Sup	Guidance and Personnel Work	Kwangju Teachers College
3. Chung, Yun Tai	Secondary Education (Science)	College of Education, SNU
4. Eun, Yong Kee	School Administration, Curriculum & Teaching Methods	Attached Middle School, Kwangju Teachers College
5. Gwon, Young Hee	Library Science (Children's Library)	National Library
6. Kang, Woo Chul	Social Studies Secondary Education	Attached Middle & High School Ewha Woman's University
7. Kim, Kyo Choon	Secondary Education (English)	College of Education, SNU
8. Kim, Moon Sook	Secondary Education (Science)	Seoul Normal School
9. Kim, Sung Keum	Secondary Education (Social Science)	College of Education, SNU
10. Kim, Sung Tae	Educational Sociology	Kyungsang Namdo Provincial Government
11. Kim, Wan Jean	Elementary Education (Science)	Attached Primary School, Ewha Woman's University
12. Kim, Young Don	Supervision and in- service Education	Ministry of Education
13. Lee, Don Chang	Elementary School Curriculum	Kwangju Normal School
14. Lee, Chong Moon	Library Science (Public Library)	National Library
15. Ohn, Byung Hun	English Textbook	Ministry of Education, Textbook Bureau

	<u>Name</u>	<u>Specialty</u>	<u>Institution</u>
16.	Paik, Yung Ki	In-service Education	CERI
17.	Park, Eun Ja	Library Science (College Library)	Yonsei University
18.	Shin, Keun Woo	Secondary Education (Mathematics)	Kwangju Normal School
19.	Sohn, Byung Le	Elementary Education (Arts and Crafts)	Attached Primary School, Kwangju Normal School
20.	You, Myung Ho	Early Childhood Edu.	Attached Kindergarten, Ewha Woman's University

Preliminary plans are being made for the selection of 1960-1961 participants. Final selection will be made jointly by the Republic of Korea, represented by the Ministry of Education, and the United States Operations Mission to Korea, represented by George Peabody College.

SUMMARY

The George Peabody College contract for assistance to the Ministry of Education in the improvement of teacher training is in the fourth year of operation. Commitments have been made for extending the contract for a fifth year, ending August 28, 1961. The Peabody Staff recommends that preliminary plans be made by USOM, Education Division and by the Ministry of Education to extend the contract through a sixth year, ending August 28, 1962. It is further recommended that this date be considered terminal for completion of the basic scope of work as it now exists in the contract and the series of program agreements. Any projection beyond August 28, 1962, would be based on additional scope of work or extension of aspects of basic scope as developed and planned by the MOE, Education Division, and contractor. As of the terminal date the Peabody Staff recommends continued supervisory work be done by the MOE and Education Division of USOM.

The objectives of the project as reflected in the program agreements and contract will not be repeated in this report. The Peabody Staff with MOE officials and Education Division officials had informally agreed during the first year of the contract that approximately six years would be needed to complete the project. This estimate was based upon the planned and later developed expanded scope of work in 1958. The six-year plan was envisioned to include three two-year periods. The first two years would be needed for study, planning, and beginning implementation. The second period would represent maximum production in the project. The third two-year period would be needed to phase down the project in terms of costs for personnel and materials. However, during this period, by virtue of growth and

development of Korean educators, professional production would continue to increase during this period at a very high level.

The Peabody Staff feels that the schedule outlined above has been well adhered to by both Americans and Koreans.

For a variety of reasons mutually identified by Americans and Koreans it was decided that the major focus of the project would be upon primary education and teachers for the primary schools. To this end plans were made over a period of two years to assist in the development of at least one normal school in each province. This development included the rehabilitation and construction of facilities, democratization of administrative processes, revision of curriculum, improvement of teaching techniques, and many other aspects of institutional needs as identified by Peabody Staff and appropriate Korean educators.

Extension of work plans on the foundation described above included concentration of effort and resources at two colleges of education where emphasis was placed on pre-service training of secondary teachers and programs, an early childhood education program at one private university, a library service program at another university, an educational research program at CERI, and curriculum, textbook, and facilities work at the various sections of the Ministry of Education. Other related agencies have been assisted in a less direct manner.

Any effort to objectively measure development of an educational program proves most difficult. However, out of necessity for planning the following estimates are submitted. The estimates represent a point at which the institutions and agencies will be able to function and perform their respective roles in Korean education with relatively less direct

assistance from Peabody Staff. It is understood that beyond the points indicated there will be need for assistance perhaps of a different nature. This assistance could possibly come from the Ministry of Education and the Education Division, USOM.

Normal Schools

Kwangju.....	June 1961
Mokpo.....	June 1961
Taegu.....	August 1962
Pusan.....	August 1962
Taejon.....	August 1962
Chonju.....	August 1962
Seoul.....	August 1962
Inchon.....	August 1962
Chungju.....	August 1962
Chunchon.....	August 1962

In order to complete the work as scheduled in these normal schools six technicians will be required for the fifth contract year and four for the sixth contract year.

College of Education, SNU - August 1962

The continuation of development of this institution will require assistance to the end of the sixth contract year. Three technicians are needed for this program. They include one in secondary education, one in educational administration and leadership, and one in the teaching of English Language.

Library School, Yonsei University - August 1962

The library school has been well established and is developing in an excellent manner. One technician in library service is needed through the end of the sixth contract year to continue assistance in the school and to an increasing degree serve as consultant to rapidly developing libraries in other institutions.

Textbook Bureau - August 1962

It is anticipated that one technician is needed for assistance to the Textbook Bureau in the general area of improving textbooks and teaching materials. This technical assistance will be needed through the sixth contract year.

Curriculum - August 1962

The area of curriculum development needs emphasis and assistance for the duration of the contract. However, there is a possibility that this position could be included with the Textbook position for the sixth year depending on ability of technician and needs as worked out with the MOE.

GERI -

It is believed that development of processes and Korean personnel in this agency enable effective work to continue without full-time technical assistance. Consultative work can be continued by technicians assigned to other areas.

Early Childhood Education, Ewha University

This area of work is central to program emphasis. However, in view of directives to reduce technicians, it may be necessary to carry on this work through combined efforts of technician with principal assignments elsewhere.

Chief Adviser and Administrative Assistant - August 1962

It will be necessary to continue these two positions for as long as the college remains in Korea.

No effort has been made in the foregoing to detail work objectives in each center. The Education Division, USOM and Ministry of Education have been kept informed on a current basis through reports and work conferences.

Areas of work for emphasis during the next two years

1. Adaptation of the normal school programs for more effective teacher training. Considerable gain has been made in curriculum revision. The Peabody Staff invites continued work and support by the MOE in adapting laws, rules and regulations which will enable more experimental curricula in these institutions.

It has been agreed by Peabody Staff and the MOE that a certain number of these institutions should be upgraded to include 13th and 14th year schedules as program, personnel, and facilities become ready. There is a need for a positive move by the MOE to effect enabling legislative and administrative directives to accomplish this goal as early as is feasible.

2. In-service Training Program

There has been tremendous gain in the effectiveness of the in-service training program. However, a need has been identified by Koreans and Americans for a more substantive program related to teacher training institutions. MOE officials are working closely with Peabody Staff and Koreans from the teacher training institutions on a projected program. Here again MOE support will be needed in the arrangements of directives and perhaps laws to support this program.

Tentative plans are being made also for an in-service program in at least one province for a broader more far-reaching series of activities accessible to a large proportion of teachers in that province. This could be a pilot experiment conceivably to be followed in other provinces as appropriate.

3. Educational Leadership Training Program

Renewed emphasis is being placed upon the beginning of a program for training educational leaders at one or more senior college of education. This need has been long recognized by Koreans and Americans. Plans are well-developed for a start in this program at the College of Education, SNU, in April of 1960. MOE support is needed for administrative problems involved.

4. Organizational re-arrangement of teacher-training institutions and their attached schools

A study of this relationship is well under way by Peabody Staff and Koreans. It is anticipated that improvements in this area will greatly enhance the effectiveness of the total teacher-training institution.

Additions to Scope of Work

In the course of recent developments several discussions have been held with USOM, Education Division and MOE officials related to additions to basic scope of work for Peabody project. These have included the Citizenship Education Project and Vocational Teacher Training.

Citizenship Education Project

The proposal by Teachers College, Columbia University has been considered and discussed by USOM, MOE, and Peabody Staff. If invited by

USOM and MOE the Peabody project would undertake extra emphasis in this area with the following considerations:

1. Additional staff position be provided.
2. Additional funding be provided.
3. This aspect of teacher-education work be administered under the policy and administrative procedures of the Peabody Staff which have been well established.

Vocational Teacher Training

The MOE and the Education Division of USOM have invited Peabody College to undertake the development of a program at one or more Colleges of Education for the purpose of training teachers for vocational and technical high schools. Peabody College has indicated a willingness to accept this responsibility with appropriate support. Pending an alteration of this request from either USOM or MOE, Peabody College will proceed with the implementation of this program as soon as contractual problems can be resolved.

Conclusions

The George Peabody College Staff is encouraged by developments in the teacher-training program of Korea. Perhaps the most encouraging and rewarding evidence of progress is seen in the professional growth and enthusiasm of Korean educators. Recent conferences and activities have indicated movements underway which exceed expectations of Peabody Staff two years ago. The participant training program has been especially productive. It has great potential.

POINTS FOR EMPHASIS - NEXT SIX MONTHS

The Peabody Staff will continue to work vigorously with the Korean educators and Ministry officials to improve the quality of pre-service and in-service training for teachers at the teacher-training centers.

Particular emphasis will be placed upon the following:

1. Adjustment of the content of curriculum in normal schools and normal junior colleges. This is based on the fact that there is common agreement with Korean educators that present curricular patterns are not completely the best for teacher training. Much progress has already been made in combining courses and adjusting schedules to provide more sustained study in science and other subjects.
2. The area of professional work in the curriculum needs to be improved. This includes observation of teaching, practice-teaching by students, and some re-arrangement of content of courses in psychology and education. More emphasis will be placed on child growth and development and methods of teaching.
3. The in-service training program will receive special attention by Peabody technicians and Korean educators. It is believed that the base of participation needs to be broadened considerably to include a large number of primary teachers now on the job. Efforts will continue also to assist in improving the quality of in-service work now being done in the form of workshops sponsored by many different agencies and institutions.

4. The Peabody team will assist Koreans in improving the distribution of teaching materials already available and those becoming available. Excellent materials and studies are being produced at normal school centers, the CERI, Ministry of Education, and senior colleges. It was agreed that the process of getting their materials into the hand of teachers across the country along with some assistance by American technicians and Koreans in their use needs to be improved.

