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INTERIM EVALUATION AND PROJECT COMPLETION PROPOSAL  
for the  
SCHOOL OF PUBLIC ADMINISTRATION  
SEOUL NATIONAL UNIVERSITY

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June 1961

A. Korea's Needs for Training in Public Administration

There can be very little doubt but that the Korean Government employees have great need for formal training in the area of modern public administration. As is true of many nations in the world today, Korea aspires to transform itself from one of the under-developed countries to a modern nation among those in the forefront of economic and social development. It has a population of approximately 25 million persons, for whom it wishes to provide those services of government that are normally accepted as essential to modern society by the advanced nations of the world. The problems of providing such services, however, are accentuated by the fact that Korea is not only one of the most densely populated areas of the world but is also experiencing a very rapid growth rate. Under these circumstances of a large and growing population concentrated in a small area, the role of a modern government becomes an extremely important factor in the social structure.

Big government has become virtually synonymous with the modern government that is necessary to cope with the complex social problems resulting from such conditions and aspirations. Even the maintenance of law and order, minimal protection against hazards to health, provision for limited educational facilities, the supply of a few basic public

services, and protection against the ever present threat of foreign aggression require large numbers of public employees. However; modern societies everywhere are placing increasing emphasis on the development of service-oriented governments; and Korea is no exception. Koreans want and expect their government to educate their children to advanced levels, provide welfare services for the poor and unfortunate, aid the depressed or under-developed sectors, regulate the economic order in sectors that might operate contrary to the public interest, provide many recreational and cultural facilities, and to engage in major public workd activities. The provision of services such as these requires the existence of big government or, more specifically, a large and complex executive branch of government with many subdivisions and many employees.

It is commonly accepted today that executive responsibilities in big government can best be met through personnel trained in the techniques of modern public administration. Only through modern public administration can such government be efficient and economical in its operations. Modern public administration helps to ensure that public officials and employees are qualified to perform their various tasks, personally honest, impartial in their dealings with the public, eager to do their jobs well, non-political in their outlook, and responsive to the public will. It attempts to develop the most effective forms of organization, adopt the best procedures to accomplish the desired purposes, and to provide the greatest amount of service at the least cost. Failure to abide by the principles of modern public administration can result in the government's inability to provide the services desired.

Up to the present time, Korea has not enjoyed the advantages of modern

public administration. It was severely handicapped by the fact that the introduction of the modern era in Korea coincided with Japanese domination of the peninsula. During this period of Japanese control, the governmental powers and top operational responsibilities were in the hands of Japanese officials, and Koreans had very limited opportunities to learn administrative techniques, modern or otherwise. A start in securing such training was made after freedom was gained in 1946, but the Korean War only a few years/<sup>later</sup>decimated Korea's manpower and permanently removed many persons who possessed at least some of the necessary administrative skills and knowledge.

Furthermore, any attempts toward modernization of Korea's administrative techniques have been under a serious handicap because the educational system in Korea did not train persons in the appropriate subjects and did not utilize the most effective educational methods. Consequently, Korea's public administration training needs today can be identified in several ways. In the first place, it is obvious that, because of inappropriate educational programs in the past, there are many persons now to be trained in this subject area. In a high priority category are those who currently occupy responsible positions in the Korean government. Especially, those who probably will remain in such positions for some years to come should be given the new training to enable them to fulfill their functions most satisfactorily. Simultaneously, preparatory training should be given to students in the colleges and universities who aspire to enter the public service. If such training were provided, the Korean government could recruit adequate numbers of employees who were already knowledgeable regarding the theories and practices of modern public administration when entering their first positions.

In the second place, Korea's public administration training needs can be identified also as related to subject matter. Instead of the current emphasis on content of laws and decrees, the formal course offerings in a public administration program should stress the services being performed by government, administrative techniques for supplying such services, techniques of personnel management based on modern psychological insights into human behavior, problems of administrative improvement, and similar subjects. Through this change of course content, laws and decrees would become merely the necessary instruments for providing the services desired by the people, rather than the original sources through which the administrative operations of government should be studied.

A third approach in the identification of Korea's public administration training needs relates to techniques of teaching and learning. There has been much too great emphasis throughout the educational system on student memorization of subject matter and on the lecture method of instruction. These methods tend to discourage independence of thought and any desire by the student to engage in further inquiry. In the public administration area, Korea needs a body of indigenous literature to be used in its educational institutions as a textbook basis for courses and as a source of supplemental reading. This literature, in addition to appropriate foreign materials, would become the major basis of the new teaching and learning methods. The lecture technique could be replaced, in part, by classroom discussions, student reports, seminars, audio-visual aids, field trips, special projects, role playing, problem solving, and other methods utilized in modern education to stimulate the students' interest and desire to understand more fully the subject being studied.

## B. Some Current Efforts To Meet These Needs

In recent years, various efforts have been and are being made to provide Korea with the needed facilities for training its people in the techniques of modern public administration. In some instances, such public administration training is only an incidental part of a larger program of international technical cooperation. For example, the USOM programs of aid in public health, agriculture, and education rely heavily on good administrative practices in the Korean government for their success. The installation of improved administrative methods consequently constitutes a significant part of these programs, including the training of personnel in these new methods.

The Public Administration Division of USOM is even more closely identified with the problem of training Korean government officials in better administrative methods. As well as aiding the USOM programs in agriculture, public health, education and other areas, it provides advice and assistance directly to the major staff agencies of the Korean government which have responsibilities that are purely administrative in nature. Public administration training is necessarily a basic segment of this type of technical assistance. If such training is given by means of formalized, group programs, it may be offered in cooperation with the National Officials Training Institute (NOTI). With help from USOM, through the University of Minnesota contract, this agency is providing various training programs for government employees, including courses in the public administration area.

Unrelated to USOM technical assistance, many other agencies of the Korean government also are engaged in in-service training activities, some

of which include the area of public administration. Various ministries and independent agencies either offer regular in-service training classes for their employees or they conduct special seminars for them from time to time. A number of provincial and local government institutes also have been established to conduct similar classes and seminars.

Within the past several years, some Korean institutions of higher learning began modifying their educational programs to include training in modern public administration. In virtually all instances, the new subject was incorporated into the other curricula at the undergraduate level. For example, the Law College of Seoul National University (SNU) has offered a curriculum identified as public administration for several years; but it was modified only recently to reduce its major emphasis on administrative law. Its program leading to a master's degree, however, is still law-oriented. Yonsei University has had an undergraduate Department of Public Administration separate from its Department of Political Science for several years, and Korea University has filed its application with the Ministry of Education to establish a graduate school of public administration. Recently it announced the creation of a public administration research center. Approximately one year ago, three institutions, namely Kyunghee, Hanyang and Tongkuk Universities, were given authority to create departments of public administration, and they enrolled their first students in these departments in April 1960.

C. The School of Public Administration of Seoul National University

(1) Objectives in Founding the School

By far the most significant of recent efforts, however, to meet Korea's training needs in modern public administration was the founding

of the graduate School of Public Administration as a unit of SNU. In fact, the introduction of public administration courses in the other colleges and universities, or the modification of the older courses to shift the emphasis to more modern approaches, stem largely from the existence of this School. Although still only slightly more than two years old, the School already has made a decided impact, both on educational programs of other institutions and on administrative methods in the Korean government.

The School was founded to achieve the following objectives: First, it was to provide Korea with an American type of academic training in modern public administration at the graduate level. In the second place, its objective was to train persons for the top administrative posts in the Korean government. Thirdly, it was to reach both the incumbents in important government posts and the pre-service group of college students who were preparing to enter positions in the public service. As an important adjunct to these training objectives, its fourth purpose was to pioneer in public administration research methods. Finally, the new School was to provide a reference and consultation service in the area of public administration for officials of the Korean government. In regard to each of these five objectives, the School was established to provide a service or meet a need in Korea that was extremely important and urgent in the nation's efforts toward social and economic development.

#### (2) First Phase--Founding the School, March 1955 to March 1959

The short history of the School to the present time consists of two major phases in the cooperative efforts of USOM, the University of Minnesota and SNU to establish such an institution. The first phase was that

of founding the School, covering the period from March 1955, when the first formal consultations on the subject were held, to March 1959, when the new School was about to open its doors for the first time. To assist Korea in reaching the basic decision as to whether such a school should be established, Dr. Lloyd Short of the University of Minnesota and Chairman of its Department of Political Science, was invited to visit Korea. This visit occurred in March, 1955. The Korean officials who conferred with Dr. Short decided that there was a need for such a school, and in the following year they formed a special committee to inspect a similar institution that had been established a few years earlier in the Philippines. This committee left for Manila on July 27 and returned August 3, 1956. It consisted of representatives from the SNU Law College and from the Ministries of Education, Home Affairs, Reconstruction, and Health and Social Affairs. Upon its return, the committee filed a report on its trip and recommended that action be taken to create a school of public administration in Korea.

After acceptance of the recommendations by representatives of the United States and Korean governments, an existing technical assistance contract between the former and the University of Minnesota was modified to include the area of public administration. The contract amendment was signed on February 11, 1957, and a month later Professor George A. Warp of the University of Minnesota visited Korea to draft specific plans for establishment of the School. While conducting his survey to ascertain the precise nature of Korea's needs, he also joined with SNU officials to interview a group of young men from among whom were to be selected the first faculty members of the School, after appropriate training

in the United States. His report, filed the following June, provided the basic outlines of the School's structure, program and operations. The Korean government presidential decree, however, that formally authorized the establishment of the School of Public Administration, was not issued until January 19, 1959, only approximately two months before the School was scheduled to open.

Despite this delay in formal documentation, the work of founding the School proceeded rapidly. Before Professor Warp's departure from Korea in April 1957, 11 training participants were selected; and they departed for the University of Minnesota to begin their graduate studies in August 1957. One year later a group of eight additional participants was sent also to the University of Minnesota for graduate study. In August 1958, after having received one year of instruction, seven members of the original group returned to Korea to prepare for the courses they were to teach when the School opened in April 1959.

The appointment of professors by the University of Minnesota to serve as advisers in founding the new School also proceeded without undue delay. During this first phase of the project, three advisers and a secretary were sent to assist SNU for terms that varied from six months to two years. The first adviser arrived in Seoul in March 1958, but the two additional advisers arrived approximately five months later. Early in 1959, the secretary arrived and one adviser departed upon completion of his six-month assignment.

An initial problem for the School's planners was that of a building to house it and furniture to equip the classrooms, offices and library.

Eventually, an old two-story building was acquired, located next to the SNU Law College. During the latter part of 1958 and early 1959, it was renovated and equipped for use by the School. New furniture was designed, manufactured and installed prior to the School's opening. Approximately one-quarter of the cost of renovation and furniture was paid from counterpart funds; the remainder was paid from SNU funds.

As the result of a planned book acquisition program, relatively prompt action was experienced in equipping the new specialized Library of the School. Through close collaboration with the library staff of the Public Administration Center of the University of Minnesota, the first books to be acquired arrived in Korea in June 1958; and they continued to flow from the United States into the School's Library in a constant stream from that time forward. A program for the acquisition of Korean and Japanese library material was also initiated during the summer of 1958.

A primary responsibility of the advisers and Korean staff was construction of the School's curriculum and its research program. After extensive consultation through correspondence and study of the activities of similar institutions in other Asian countries, they agreed upon a curriculum consisting of optional and required public administration courses, courses supplemental to those in public administration, and advanced study seminars. They also agreed that the program of research activities should produce materials needed in the teaching of the courses. Simultaneously with the construction of the curriculum, decisions were made regarding the assignments of the new teaching staff members to specific courses.

A final area of decisions and activities prior to the School's opening was that of determining the composition of the student body, setting the standards for admission, and administering the selection system for admission of students to the first entering class of the School. It was decided to adopt almost identical curricula for recent college graduates, who were to be admitted into the day program, and for persons already in government service, who were to attend in the evening. It was determined that the training course should extend over two academic years, the first year devoted to attendance of classes and the second to the writing of theses. The day and evening curricula differed only in that the day students were to be given a period of internship, to offset the experience in government service already possessed by the evening students. Written and oral entrance examinations were established to aid in ascertaining the candidate's knowledge of various subject fields, in judging his personal characteristics, and in evaluating his command of the English language. Upon completion and acceptance of the plans and preparatory work, the establishment of the School was announced through appropriate publicity, and the first class of students was selected in late March 1959.

(3) Second Phase--Placing the School into Operation, April 1959 to March 1961

The second phase of the project consisted of placing the School into full operation, a phase that occupied the period from April 1959 through March 1961. It was initiated by the opening of the School under the leadership of Dean Taiwhan Shin and the beginning of classes early in April of 1959.

To assist the School during this phase, five additional advisers were appointed by the University of Minnesota, and they arrived in Seoul during the two and one-half month period from late June to early September 1959. Three of the advisers were appointed for one-year duty tours, and two were chosen for two-year tours. They were to assist primarily in (a) development of the courses, most of which were being taught for the first time by the newly trained teaching staff; (b) in launching the research program, the techniques of which were virtually unknown in Korea; and (c) in general administration of the new School, which was introducing an entirely new subject of study, as well as new approaches, to Korea. Whereas the advisers during the first phase had primary responsibility in the areas of the School's administration, library development, and research, four of the new advisers were assigned to work in the designated areas of financial administration, personnel administration, accounting, and organization and methods. The fifth new person was a replacement for the research adviser who had completed his tour during the project's first phase. The assignment of each of the seven advisers to the School during the second phase consisted of working with specific counterparts who were responsible for administering the School's affairs, supervising the Library, coordinating the research activities, or teaching the courses.

During this second phase of the School project, the remaining 12 participants returned from the United States and were given teaching assignments in the School. In accordance with previous plans for the entire group of 19 participants, those whose work showed greatest promise were appointed first to permanent positions on the School's faculty, and the remainder were temporarily given part-time teaching appointments. One of these part-time instructors was, after a year of experience, also given a permanent appointment. However, the final two participants, who had returned to Korea

in late December 1960, began teaching in the School with the opening of the new academic year in April 1961, which was shortly after the end of the project's second phase.

The major problems to be solved during this second project phase of the School's development were several. In the first place, a matter of highest urgency was content planning for each course, both those that were to be introduced in April, with the opening of the School, and those to be introduced in September, with the beginning of the second semester. The advisers and the staff members who constituted their counterparts discussed at length questions such as material to be included, its arrangement for logical sequence, techniques of presentation, availability of library material, and other similar problems. Outlines were prepared jointly for all courses. To observe the teaching methods, the advisers visited the various classes from time to time, and occasionally they gave demonstration lectures. They also assisted the faculty members in developing bibliographical material for use in specific courses, and they participated in the acquisition of additional books to be placed in the Library for supplemental reading assignments. The construction and administration of quizzes and examinations in the courses were also the product of joint endeavor of faculty members and advisers.

One undertaking of major proportions was the launching of the intern program for the day students after their completion of one academic year of course work. This type of program was wholly unknown in Korea, and it required much preparatory planning on the part of the staff, assisted by the advisers. There also had to be the necessary explanations to the government officials whose cooperation was required, and arrangements for

accepting the interns had to be made with appropriate government agencies. After the explanations and arrangements were almost completed, the revolution of April 1960 removed virtually all the key figures from the Korean government and necessitated beginning anew, first with the "caretaker" government and then with the government that was duly elected in the summer of 1960. Despite these difficulties, the intern program was initiated, although considerably delayed, and was brought to conclusion late in the year. The following year's intern program was again destined to be interrupted by revolution.

Equally important as the intern plan in the School's program was the requirement that every candidate for the master's degree write a thesis. The description of uniform and minimum standards, the approval of topics submitted by the students, the supervision of planning and writing the theses, the review and oral examinations on the theses, and the final determination in each instance to grant or withhold the degree required much time and effort, both because the procedure was an entirely new experience for the faculty members and because of the sheer volume of work involved. The number of theses submitted before the deadline date in February 1961 was 83, of which 80 were eventually accepted after examination by the faculty.

The second phase of the project came to an end in late March 1961 with the School's participation in the SNU graduation exercises, in which 80 of the School's graduates received their degrees of Master of Public Administration.

#### D. Status of the School at Beginning of Third Phase

A third phase of the project began in April 1961. As of this month, the School had graduated its first class, all participants had returned from training abroad and had started teaching in the School, and Dean Yong Hee Lee had been selected as the School's first full-time dean. Another class had been selected and admitted, and the School had begun its third year of operations confident that its most serious problems had been overcome.

A major reason for this optimism stemmed from the fact that the prestige of the School as of the beginning of the third phase had risen very high. The number of candidates for admission to the day program had consistently remained at approximately seven times the number of vacancies, a relatively high ratio among Korea's colleges and universities. Furthermore, the faculty members administering the entrance examinations were of the impression that, in comparing the three registrations in 1959, 1960 and 1961, the quality of the candidates had constantly improved. It was also observed that students with high academic standings and records of student leadership were included each year among the candidates.

Since nominations of candidates for the evening program were based on allocations among government agencies and invitations that each submit a designated number of names, the list of candidates never greatly exceeded the number of vacancies to be filled. As the standards of the School became better understood among government officials, however, the quality of their nominees greatly improved in each successive registration period. Political pressures in making the selections also tended to diminish.

Student morale had reached a very low ebb during the first year of the

School's operations, probably as a result of excessive promises when they were recruited, a growing realization of the uncertainties regarding job opportunities, and deficiencies in the School resulting in part from the inexperience of its teaching staff. The period immediately following the April 1960 revolution was one of extravagant student demands and chaotic conditions in the School similar to that which prevailed throughout Korea. From that point forward, however, there had been gradual improvement in morale as students became more realistic, as job opportunities began to develop through the intern program, and as the faculty members increased their competence through further study and experience in their teaching responsibilities. By the beginning of the third phase, student morale had reached its highest level.

As a natural result of having gained teaching experience, the staff members had become the most important single factor ensuring the success of the School. Except for two full-time faculty members who had returned to the United States for further training, as of the beginning of the third project phase, every former participant had received a teaching assignment and was currently gaining additional teaching experience in the School. To an ever increasing degree, the faculty members were being consulted by government officials on important, high-level administrative problems, an activity that also was extremely valuable as a training exercise. Most of the staff members were quite prolific in writing on professional matters for publication in the daily press and in various journals.

The size of the University of Minnesota advisory staff at the beginning of the third phase had experienced a substantial reduction from that in the preceding phase. From seven advisers, the number had been reduced to

three; and the nature of their assignments also had undergone some modification. The principal adviser consulted primarily with the newly elected Dean and with the Assistant Dean on matters of School operations, the research adviser worked both with the Research Center on its program and with individual professors on their research activities, and the personnel administration adviser continued to assist primarily in that area. The personnel adviser was to complete his assignment by the end of June 1961, the research adviser was to end his duty tour early in September of the same year, and the principal adviser was scheduled to remain until the end of the University of Minnesota contract on June 30, 1962. Two additional advisers were programmed to arrive in Korea during the summer of 1961 and serve also in the School until the end of the contract.

- In regard to the instructional program of the School, there had been no modifications in the curriculum since the School had opened, but, beginning with the third phase of the project, some course changes, the need for which had become obvious, were made. A law course was eliminated, and the broad introductory course was narrowed to embrace only organization and management. The accounting course was divided into required and optional parts, and the subjects of social psychology and welfare administration were added to the curriculum. The semester hours of work in the School required for graduation were increased from 24 to 28.

The outlines for all courses continued to be modified annually through the introduction of new material and through rearrangement of the existing material. Some classroom teaching materials had been produced, and modern classroom teaching equipment, such as audio-visual, had been acquired from the United States.

In regard to research and publications, an integrated research program had been prepared for guidance of students and faculty members, and a number of student theses had been written in accordance with the suggestions contained therein. The Research Center had conducted several public opinion polls, a type of research that constituted the first work of this nature in Korea. the Korean government's Office of Public Information had cited the Center for the public service represented by these projects. The Research Center also had published the first government manual for Korea, as well as a number of smaller monographs. A bi-monthly newsletter was begun in April of 1960; and, as indicated above, many members of the teaching staff had written for professional journals and the daily press.

In regard to the School's physical facilities, the two-story building was being used to capacity, but a third floor was under construction and had reached a point of semi-completion. Virtually all of the needed classroom and office equipment had been acquired, but its installation was being delayed in part because of non-availability of the third-story space. Also, the University had provided a much needed jeep for use by the School.

Finally, the Library had been developed during the first two phases of the project until almost 5000 volumes had been obtained and made available for use. One of the three full-time employees operating the Library, who had been only recently hired by the School, was a trained and experienced librarian.

E. Revising and Upgrading the School's Program--Third Phase, April 1961 to June 1963

At the outset of the third project phase, the fundamental pattern of the School's operations had been firmly established, but many needs and deficiencies in the School required further attention. In the earlier phases, a foundation had been laid consisting of a legal basis for the School, staff training, course planning, administrative organization, careful experimentation and actual operations. On this foundation, the orientation for the third phase became that of revising and upgrading the School's program. An immediate beginning was made in April 1961 to shift the emphasis from establishment of a new school to improvement of its quality. This section of the report discusses the current needs, activities in progress to meet the needs, and future requirements necessary to bring the third project phase to a successful conclusion. Nine areas of the School's needs are identified. It is estimated that slightly more than a two-year period of project assistance should be planned for meeting these needs, to be followed by a two-year project phase-out period.

(1) Needs of the School

In the first place, the curriculum in general as well as the various course offerings require further strengthening. Course subjects need continuous rearrangement as a result of accumulated teaching experience and of changing circumstances in the Korean government. As first offered, the courses were heavily dependent on American material; but, with the beginning of the third year of operations, the substitution of increasing amounts of Korean material becomes feasible. New textbooks written recently by some faculty members are being introduced into the course

structure, constituting a new experimental phase requiring further planning and adaptation. Much additional collateral reading can be brought into the courses, and the introduction of observation visits to government agencies appears to be feasible. Discussion and student report techniques are utilized in some courses, but their use should be broadened. The audio-visual equipment is being injected into the teaching patterns as soon as the physical facilities become available, as well as the statistics laboratory equipment and techniques. Classroom procedures are being gradually improved in regard to adherence to time schedules, compulsory attendance, cancelation of class sessions and similar matters. A curriculum review is in process.

Another area of major need is that of further staff development. The strengthening of course offerings cannot, of course, take place without improvement of the teachers. By engaging in research activity, they sharpen their investigation techniques, add to their fund of knowledge, and provide additional teaching materials for the School. Through serving on recently-created faculty committees, they are gaining insight and experience in broad educational problems. For those faculty members who are candidates for advanced degrees from the University of Minnesota, assistance is being given to enable them to complete the requirements and obtain their degrees. Also, further U.S. training is required for the selected staff members who have demonstrated, during the period of graduate study and by their subsequent performance at the School, their ability to pursue further graduate work for the ultimate benefit of the School. One staff member is scheduled to return to the University of Minnesota in September 1961 and another, currently in the United States, is expected to return to the School

in August after having completed all Ph.D. degree requirements, also at the University of Minnesota. Gradually, the School's reliance on part-time teaching by mature scholars from other institutions is being reduced and the teaching load of the permanent faculty members is being increased.

A third area of School need is in regard to the selection of new students. Improved selection processes through the review and revision of recruitment procedures should be attempted. Use of a customary entrance examination system has resulted in the selection of many good students, but no careful attempt has been made to validate the various parts of the examinations. Since the first class now has graduated and many former students are employed in the government service, the opportunity exists to begin a careful study to ascertain whether the tests are relatively valid or whether they might be improved. In administration of the entrance examinations, the customary procedures have been cumbersome, wasteful of time, and insecure. It is especially important that equal standards be applied to day and evening students. Different standards can be applied to the recently-admitted audit students, but care must be taken to ensure that they do not cause lowering of the level of instruction.

A fourth need of the School is in regard to the strengthening of research, publication, consultation services and reference facilities. Students, as well as faculty members, should increase their research activities, accompanied by a greatly broadened program of publications, including journals, monographs and research reports. Some previous publications, such as the government manual, require a thorough revision. A professional journal, which has been under discussion for several years, might

now be initiated. Use of the professors as government consultants has progressed rapidly, but government officials are relatively slow in turning to the Library materials for reference purposes.

A fifth need is the acceleration of library development. Although a good nucleus has been formed, many additional volumes are essential. The School's Library has approximately one-third the number of volumes found in comparable institutions in other Asian countries, but an acceleration in acquisitions is currently in progress. Along with new acquisitions, increased shelving facilities, especially a major shift to open shelving, is being undertaken. Additional effort is needed to stimulate student library use through more assignments involving library activity.

In the sixth place, the School also is in need of improved student programs. There is currently no provision for a student social center or student lounge, and student-faculty social events are quite limited. There was a period in which many extra-curricular speeches were given to the student body by visitors, but they have become virtually non-existent. A student government has been formed, but its functions and its activities should be carefully defined and gradually strengthened. There is also an increasing necessity for a formal and regularized procedure for the placement of the School's graduates, although the opinion of some students that there should be an absolute job guarantee must be given careful scrutiny.

Seventh, the School is in need of a much stronger financial basis than it has experienced in the past. The solution to this problem is extremely difficult because it is dependent on many factors, some of which are external to the School. The University is in a period of crisis in regard to the distribution and use of PTA funds, the outcome of which will vitally

affect the School. The School always has operated on an extremely low budget, but various avenues are being explored in an attempt to discover appropriate means to increase the School's revenues.

The needs of the School in regard to physical facilities, eighth in this list, are being met adequately through an allocation of 46 million counterpart hwan from the Emergency Fund of the Korean government. These counterpart funds had been requested (1) to build partitions and walls in the new third floor in order that it could be utilized to the fullest extent, (2) to improve the water and heating facilities throughout the building by the installation of additional lavatories and a central heating plant, and (3) to acquire some more furniture and furnishings, especially to equip the new third floor.

Ninth and finally, the School needs to be strengthened in its external relationships. Joint research activities with government agencies should be resumed. The School's intern program, which has had only one year of experience under very adverse conditions, currently is experiencing improved relationships with the government agencies. Since the School now has graduated its first class, the building of an active and loyal alumni organization has begun. The School should have closer cooperation with other colleges and universities in order to share research and teaching experiences, as well as to enable it to draw upon them for future graduate students in the School. Although there have been some cooperative activities with NOTI, they should be greatly expanded in order to strengthen the programs of both institutions. Although the School was separated by executive decree from the SNU Law College in July 1960, close informal relationships between the two institutions should continue.

## (2) Relations of Project to School Needs

Although many of the needs of the School can be and are being met primarily by Korean efforts, assistance from the United States through the project is also required if the School is to reach the objectives visualized for the third phase. The School's advisory needs consist of three full-time advisers during this two-year phase, plus several other advisers who would serve for short periods only. The full-time advisers are required to assist on the various continuing problems of the School discussed in the preceding section which its staff is not yet able to solve independently. One adviser, who should be available throughout the life of the project, would continue to assist on major problems of school operations. Instead of the several second-phase advisers in personnel administration, financial administration, accounting, and organization and methods, a single adviser in the area of academic instruction is now adequate to help all teaching staff members on questions relating to strengthening of their courses and to revisions in the curriculum. The third adviser would combine the responsibilities of the former library and research advisers, representing areas that must necessarily be developed slowly over a period of years.

The short-term advisers would be of a different character and would be employed only as the need arose in specialized areas such as statistics or government enterprise. Such short-term personnel would be used also to participate in seminars, conferences, or workshops to study specific problems and to stimulate interest in discovering and applying solutions to such problems. They could be employed for periods ranging from several weeks to a year.

In addition to advisory assistance, the attempts to strengthen the teaching program should have continued U.S. financial support, but on a reduced scale. The statistics laboratory, when in full operation, may require approximately a dozen additional calculators. The Research Center is in need of a key punching machine, verifier and sorter to enable it to conduct statistical research as well as to train students in the use of such machines. Some other minor items of classroom and office equipment also may be required.

Continued financial assistance is in process in the matter of further training of the staff abroad. The plan of the project from the outset was that some participants would remain in the United States long enough to enable them to complete their preliminary requirements for the doctor's degrees, after which they would return to Korea and write their dissertations under the supervision of the advisory staff located at the School. Other participants, however, had returned to Korea after the expiration of their one-year appointments, either because their presence was required for the opening of the School or for other reasons. In the case of these staff members, it was planned that the most promising of them were to be selected to return to the United States at a later date as second-time participants to proceed toward their doctor's degrees.

Currently, it is recommended that two of the teaching staff members return to the United States in 1961 and two in 1962. It is anticipated that their additional training periods will be two years each, during which they would pass their preliminary requirements for doctor of philosophy degrees. As in the case of the other doctoral candidates, they would write their dissertations, also, after their return to Korea.

In addition to training for the teaching staff members, it is planned that two short-term observation tours will be provided to the Dean and Assistant Dean of the School in late 1961 or early 1962. These tours would be of approximately four months in length, during which they would go to the United States and Asian countries to visit leading institutions that offer intensive training in public administration.

Project support to the School in library development is continuing. The purchase of U.S. books through U.S. aid funds should be maintained through the current phase at the accelerated pace that has been reached only in the past several months.

F. Fourth and Terminal Phase of Project, July 1963 to June 1965

The third phase of the project should be followed by a final and reduced phase, which would be of two years duration and devoted to the task of transferring full responsibility for operation of the School to the Korean staff. The project's objectives during this final phase should be: (1) To complete the development of a staff to the level that it can be considered to be relatively well trained and fully experienced; (2) to have an organized and enthusiastic alumni group consisting of persons in government positions in which they possess great responsibilities or, at least, growing responsibilities; (3) to have produced a body of research results very useful to Korea, thereby establishing a good reputation for the School; (4) to have stabilized the teaching and research programs at a high professional level by the end of this period; (5) to have developed the library facilities and teaching materials to the point that subsequent responsibilities could be limited merely to keeping them current; and (6) to have achieved a stable financial foundation for the School to enable it

to pursue its programs with little or no continuing direct financial assistance from the government of the United States.

During this final and terminal phase of the project, the advisory services to the School can be reduced to only one full-time adviser, plus one or two other advisers who might be appointed for only brief periods. The full-time adviser would continue to assist in matters of School operations in all its aspects. The assignments of any short-term advisers would be limited to matters of some specialized subject-matter area requiring outside assistance or to further conferences to direct attention to certain problem areas of public administration, as in the third phase.

The participant training program should be reduced during this phase to no more than one teaching staff member to be sent abroad for additional training, and possibly one administrator for a short-term observation tour. The former would be either a replacement for a staff member lost by the School for some reason or an additional former participant shown to be in need of further training to advance the best interests of the School. The short-term participant might be a new dean of the School, assuming that a change is made in April 1965, at the expiration of the present dean's appointment, or a turnover in the position of assistant dean may warrant a short-term tour for the new incumbent in that position.

Also during this period, financial aid should continue for support of the Library through the acquisition of more American technical books. However, specific plans would be placed into operation whereby dollar costs for maintaining the Library at a high level of usefulness through the purchase of new books would become part of the normal budget of the School.

The proposed termination of the project as of June 30, 1965, would not

mean that the School at that time would become isolated from American university influence. It would mean only that U.S. government support on a full-time program basis would cease. Interest in the School and occasional assistance from USOM should continue indefinitely, private foundation aid would become available from time to time, close relationships with the University of Minnesota would be maintained, and, through professional associations, the School always would have world-wide contacts to remain abreast with modern developments in the public administration field.