

George Peabody College for Teachers
Korean Project - Improvement of Teacher Training

Semiannual Progress Report
to the
Agency for International Development
and
The United States Operations Mission to Korea

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

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Peabody's Past in Korea

On August 24, 1956, George Peabody College for Teachers took an important but well calculated risk. A comparable risk was taken by the International Cooperation Administration and the Republic of Korea. In simplest terms, it was a risk of human resources and of American and Korean capital in improving basic education in the classrooms of Korea. For one thing, this meant a few more and better classrooms with teaching facilities and materials. More significantly, however, it meant better prepared teachers through a sharp focus of attention upon teacher education.

On August 31, 1962, this risk, which has proved to be an important investment in Korea's future, will have finished its course in the terms of contractual agreements. The Project's basic purpose will have been served if, on that date, the Minister of Education of the Republic of Korea, with a moderate amount of technical advice and assistance from the United States Operations Mission, can continue its accelerated rate of progress in the education of teachers and other professional school officials.

In economics, the "five year plan" is a popular time interval for looking ahead. In the basic education of a people, however, a generation needs to be planned for, or short range economic plans will be of little avail in helping man attain his distinctly human aspirations. Economic plans alone are made to provide for man's animal needs of food, shelter, and physical protection. These are essentials for survival. Plans for education include not only provision for economic security, but for much more. They provide as well for developing the creative rational powers of man and his attainment of freedom. Peabody's efforts in Korea represent a six-year commitment toward a generation of improved

public education, toward a literate citizenry who can become economically self-supporting and politically self-governing.

This report contains a description of activities growing out of a six months investment of time and money in education. It cannot yet be viewed in true perspective. With a junta type revolution coming squarely in the middle of this semiannual period (May 16), a shattering of working relationships with the Ministry of Education was inevitable. Readers of this series of semiannual reports, however, will see a continuity, even in the pattern of interruptions of effort, as in the more violent revolution of a year ago (April 19, 1960).

This report reflects an attempt to give an accurate overview and assessment of project developments during the period March 1-August 31, 1961; a closer look at selected major activities during this reporting period; a prediction of subsequent activities designed to complete the job undertaken; and a series of supplementary reports dealing with finance, personnel and activities related to USOM-Peabody's work in Korea.

PART I

An Overview of Peabody Activities (March - August, 1961)

The preceding semiannual report ended on the generally hopeful note that the Peabody Program for Korean education was moving along at a good rate in several major areas. It was. Among these areas of progress were:

1. Plans had been initiated for two years of additional education for future elementary school teachers, anticipating the transition from high school level to junior college level of preparation.
2. The 40 educational leadership program participants of Seoul National University (the First Class) were back in the schools, and democratic administration and instructional supervision was evolving.
3. More effective classroom teaching methods were apparent.
4. Instructional materials and equipment were being received and utilized.
5. A training program for school librarians was established.

This report of progress, however, was by no means an accurate index of the circumstances close on the heels of this report.

March and April

In the month of March, technicians were bedeviled by rumors of a premature termination of the Peabody program. The general prior understanding had been that the contract, then on a year to year basis to August 31, 1961, would be extended until the end of August, 1962. This later date had been within the original intent of the 1959 contract.

The extension had been endorsed by the Education Division of USOM and the Ministry of Education of the ROK Government. Indeed, a memorandum requesting this extension had been transmitted from the Minister of Education to the Minister of Reconstruction as early as November 9, 1960.

Without any known consultation with any other Korean or American agency, not even the Ministry of Education or the Education Division of USOM, the Minister of Reconstruction, on March 31, 1961, wrote to the Director of the U.S. Operations Mission requesting the termination of the Peabody College Contract. The letter stated, in part, "I understand your side has no objection to our request of contract termination." The basis for this "understanding" was never revealed nor discovered. The months of April and early May were, necessarily, months of indecision and unsettled plans. The Ministry of Education, numerous Korean educators and American educators within the USOM directed their efforts to continue the work of the Peabody staff in Korea. Meanwhile, no long range plans could be made.

The irony of the situation was that the school people of the nation, who had the best basis for sound judgment concerning the decision, were not consulted by the economic planners. The wonder of the situation was that Americans and Koreans continued to work on a "business as usual" basis insofar as the realities of the situation permitted. Progress slowed down, but it did not stop, as the following pages will describe.

May and June

During this same period, uncertainty was in the air on far graver matters. Many people expected some form of violent demonstration on or about April 19, by counter-revolutionaries, supporters of Syngman Rhee and others. This date, of course, one year earlier had been the date on

which the Rhee government was overthrown. "D Day" came and went without significant incident, and after three uneventful weeks, anxiety subsided. May 15 found the citizens of Korea about their business, which included the political task of making a democratic machinery take on a depth of meaning and a vitality befitting free men and women.

On the morning of May 16, 1961, designated Americans, locally called "keymen," were dispatched to each USOM residence in the Seoul Army Compound and alerted all U.S. employees and their dependents that no one was to leave the U.S. Army compound until further notice. Further notice came two days later and normal working hours were resumed May 18 both in Seoul and elsewhere in Korea where technicians were stationed. During the two day period, the Korean government had been overthrown by a military coup ostensibly headed by Lieutenant General Chang, Do Young, and actually executed by Major General Pak, Chung Hi.

Acting U.S. Ambassador Marshal Green made a public plea for government processes to be returned to the control of constitutionally elected officials and for Korean troops to return to U.N. control. General MacGruder, U.N. Commander, made a similar statement. These statements could not be printed nor broadcast in Korean because the Korean newspapers and radio stations were under strict military control.

One of the first acts of the military government was to relieve Prime Minister Chang, Myun and his cabinet of duty. Colonel Moon replaced Yoon, Taik Choong as Minister of Education. Gradually military men began to replace educational administrators throughout all of the provinces and down to bureau and even section chief levels within the Ministry.

Many Americans were concerned and worried about the situation on a broad scale. The question of whether the junta government was actually communistic was a genuine one. Peabody's activities at that time were

confined to routine office work with virtually no field work. The United States did not officially recognize the military government in power, and relations with the new military Minister of Education, a Quantico, Virginia, trained marine, were--to put the matter mildly--strained.

Several possible courses of action were discussed ranging from Peabody's withdrawal from Korea to working in the normal way as if nothing had happened. Most members of the staff were in low spirits. Should the Peabody team work toward educating a citizenry to live under a military dictatorship? Were the generals feigning an anti-communist line as a ruse to gain a bloodless victory for Communism? Yet, if the claims of the junta leaders were taken in good faith, were not Peabody's services, modest though they be, more needed by Korea than ever? And did not America gain its own freedom by means of revolution?

The position of the State Department of the U.S.A. gave no guidance or direction. Its position, broadcast around the world, was "fluid." In a staff conference on June 12-13, consensus was reached on these points:

1. The Peabody staff, for operational purposes, will work with the Ministry of Education, accepting in good faith the avowed, laudable purposes of the new ROK government.
2. With natural reservations, the staff will keep documented records of action, on both national and local levels, which serve to support or to refute the government's good intentions.
3. In all of its actions the Peabody staff will work in a spirit of cooperation in those activities consonant with education for freedom, and will resist by every honorable means those activities which point to training for an

enslaved people.

This was the Peabody position of June 13, 1961.

July and August

The middle of June found a third inevitable factor militating, initially, against getting the job done. This was the departure of technicians completing their tour of duty and the arrivals of new members of the staff. As a result of delays of several months in getting country clearance, new staff arrived after their corresponding technicians had left Korea, preventing a smooth continuity of effort. A week of overlap time in each case would have been of immense value. A detailed report of personnel is given subsequently in this report. In brief, the picture was this:

1. Of ten technicians in Korea on June 1, FIVE, including the chief adviser, terminated their tour of duty and departed Korea during the three month period June through August. A sixth technician took home leave during this period.
2. FOUR new technicians, replacing four of the five departing, arrived during this same three month period. One short tour technician arrived and departed during this interval.
3. The mobility of personnel overseas means far more than the purchase of airplane tickets. As people in the business know, it is the matter of packing and shipping household effects and air freight; of transfer of accountable custody of government property and much more. It does not routinely include, however, a U.S. Army tug ramming a barge laden with household effects of three technicians and families and soaking them in the brine of Inchon harbor; nor the subsequent efforts to salvage these goods

and to collect damages for the claimants. This event of August 3 is mentioned here, in passing, to provide a graphic impression of the gamut of activities in which contract technicians necessarily engage.

Tribute to a Man

It is not customary to eulogize an individual in this type of report. In a sense, however, the thread of continuity is broken here except as it is held together by a comment upon the leadership role of the chief adviser who terminated his work with the project in July. He joined the Peabody staff in Korea in May, 1958, as a specialist in school administration. The position of chief adviser was virtually thrust upon him in October of that year when the new chief adviser was suddenly incapacitated by cancer. During his nearly three years of leadership, he witnessed the April revolution of 1960, the junta coup of May, 1961, and its aftermath. During this period, with interludes of strife within the Ministry of Education and the U.S. Operations Mission, the fabric of Peabody efforts in Korea often wore thin, but never became broken.

During the six months period covered by this report, Peabody's battle for survival by proxy, and the strange overnight junta revolution, could by no stretch of the imagination be regarded as a circus. There is a deeply significant parallel, however. There is a tradition among circus folk that regardless of difficulties or even tragedy, the "show must go on." The U.S. postman says the mail must go through. Under the leadership of Dr. Martin Garrison, there was an almost unwavering insistence, supported by the staff, on getting on with the job. - "Almost unwavering," because in June, 1961, the staff seriously

considered the advisability of terminating the contract to avoid the risk of educating for subservience in a totalitarian state. Once the firm decision was made to remain and to make the most of the situation, the staff rallied around the chief adviser's determination to continue their efforts without restraint. The chief adviser and staff were intransigent, however, in their resolution not to aid any educational effort which had the apparent effect of wiping out freedom to learn--among children or among adults.

Achieving the Possible

Comments thus far in this report have explained some of the limitations under which the staff attempted to fulfill its commitments during a difficult, unstable six months period. They were not intended to invite the reader's sympathy. That sympathy is misplaced which goes to the technicians of the Peabody contract. It is the Koreans, themselves, who deserve full sympathy and maximum support.

Nor were these background comments designed to rationalize inaction. The forward moving activities continued during this period with overall good effect. The remaining portion of this section of the report consists of thumbnail descriptions of activities conducted under the aegis of the Peabody contract. To place these comments in the general context of the Peabody project agreements, an excerpt from the 1960 Project Agreement Annex (sheet 4) is quoted here.

The contractor will provide technical assistance to the Republic of Korea for the improvement of teacher education, including, but not limited to these special areas: Kindergarten, Primary Education, Secondary Education, Textbook Production and Curriculum Development, Library Service, Educational Research, Educational Administration and Supervision, and Teaching of English. In each of these areas, emphasis will be given to the making of desirable improvements in teaching methods, administration, curriculum development and supervision,

and pupil services. In all matters the contractor's specialists will work closely with the Ministry of Education.

1. Cooperation with the Ministry of Education

This topic needs to be divided into three distinct time intervals within this six months period: March 1 through May 15; May 16 through July 31; and the month of August.

During the first time interval, the Peabody group worked closely and regularly with the Ministry in those matters pertaining to national policy, the general concept of national leadership, and the detailed implementing of policy--the application of concepts of leadership. A report of April 18 lists the forms of this cooperative relationship during that period:

- a. Weekly staff meeting with Textbook Bureau
- b. Daily contacts with the Normal School Section of the Bureau of Higher Education
- c. Informal contact, at least weekly, with the Minister and Vice-minister of Education
- d. Ex-officio membership on a number of national committees, such as the Study Committee on the Reorganization of the Ministry of Education; Committee on the Upgrading of Normal Schools; and the Selection Committee for the Institute for the Study of School Administration
- e. Sponsorship of special activities to improve the effectiveness of the Ministry of Education such as inviting MOE officials to accompany technicians in their field work.

With the junta coup of May 16, all lines of genuine communication were broken or impaired. The military government gradually moved into all positions of real authority. The civilian vice-minister was retained for a time but was not only impotent, but apparently uninformed of the direction, the strategy and the tactics being contemplated within the Ministry. Superficially, cordial relations were maintained with the Ministry throughout this period. Overtures

were made by Peabody's chief adviser through the vice-minister, but to no avail. The "resignation" of the vice-minister and appointment of a new one (at the time a biology professor at Seoul National University) did not immediately improve affairs. The new vice-minister evidently needed to study the many new duties with which he was unfamiliar, and make certain that he understood the explicit and implicit instructions of the Minister of Education before he was prepared to open doors to cooperative efforts with personnel of the U.S. Operations Mission, including the Peabody contract group.

Beginning in August, a series of appointments were made with the Vice-minister by Peabody's chief adviser to clear a number of routine and non-controversial matters. This appeared to be loosening up relationships in ways that would make possible a return to a deep, genuine joint effort with the Ministry for improving Korean education. As August ended, lines of communication were re-established on various levels within the Ministry, but there was a discouraging lack of true teamwork.

2. Upgrading Normal Schools

Among all of the activities in which Peabody technicians have been engaged, none has been or will be more important than the quantitative and qualitative upgrading of the preparation of primary school teachers. Since a fuller account of developments in this area appears in the next section of this report, a few words will suffice here.

With the sporadic efforts of the Ministry of Education to move from the high school level to the junior college level in the preparation of primary school teachers, a difficult decision was

required to select those normal (high) schools to be upgraded for this purpose. The oversupply of underqualified (but licensed) teachers made plain the fact that South Korea did not need and should not provide twenty institutions (18 normal schools and 2 junior colleges) earlier preparing middle school teachers.

The indecision left Peabody with the assurance that Kwangju and Pusan were to be two year teacher's colleges, but a vagueness about the future of the eighteen normal schools. Thus efforts have been concentrated at Kwangju and Pusan in curriculum revision, instructional problems, teaching materials and equipment. In contrast with intensive efforts here, systematic, but not intensive efforts, have been made to increase the professional competence of the normal school staffs in the majority of normal schools, including at least one in each of the peninsular provinces.

The next section of this report describes the details of some of the activities directed toward improving the pre-service education of primary school teachers.

3. Educational Administration and Supervision

Perhaps the most hopeful means of changing the nature and direction of education is to develop the potential of its leaders. While this is largely true anywhere, it seems especially the case in a society steeped in a tradition of paternalistic political and educational leadership. Based upon a well founded faith in effecting change in education through developing qualified, dynamic school leaders, the Institute for the Study of Educational Administration was established at the College of Education, Seoul National University in September, 1960. The first class, of some forty school leaders, completed the

program in March, 1961, and returned to previous administrative supervisory duties or were reassigned to new posts. The second I.S.E.A. class, similar in size, began its Institute program in April to be completed in September. The program appears to be highly successful, and will likely be incorporated into the basic graduate program of the Ministry of Education. Details of this work are described in the following general section of this report.

4. In-service Education for Teachers

Because of the slow rate of teacher attrition, or "turnover," in Korea (an estimated 5 per cent annually) one cannot count on substantial, short range changes in education to come about through pre-service education. As the stream of new teachers flows into the river of teachers in-service, it loses its identity. Likewise, the development of professional leaders is an impotent gesture, unaccompanied by alert, professionally enthusiastic teachers. Thus a coordinated plan for improving the quality of education makes mandatory a creative approach to the in-service education of teachers. Koreans and Americans alike have learned a number of things worth knowing about in-service education through a variety of joint experiences in planning, conducting and evaluating in-service activities. A subsequent portion of this report provides a study in depth of one approach to in-service education that has proven valuable. An impression of the breadth, or scope of in-service activities in the form of summer workshops, can be gained by reference to the summary of these activities contained in the appendix to this report.

Beyond the special workshops and conferences should be stressed the continuous efforts of the staff to work with normal school principals and teachers week by week to stimulate and assist in improving teaching.

In addition to regular consultant services, they were able to assess needs for instructional equipment, materials and supplies with the appropriate Korean school personnel. In Pusan, Taegu, Taejon and Seoul, resident technicians were on call nearly full time. In Kwangju, Chunchon, Inchon and other normal schools with which Peabody has concentrated its efforts, a fairly regular schedule of visits was maintained.

5. Library Services

During the five years of the Peabody project in Korea a number of signal accomplishments have been completed in the area of library work. It is not necessary to rest on laurets of past years, however. Work in this field continues to move forward. The library education courses at Yonsei University continue with good results. The selection of students and the increasingly functional nature of the library science program combine to provide for the continued need for competent school librarians in Korea. In addition, an extended workshop (July 31-August 26) made it possible to help school librarians deal effectively with some of the problems currently facing them in their work. A plan has been proposed for a Korean Book Exchange Center which would be a cooperative venture of the Korean Library Association, the National Library, the Peabody contract group with some support from the Asia Foundation. The plan is not yet far along, but appears to be worth pushing ahead, so that there will not be a supply of unused books in some Korean institutions and an unused need for these particular books elsewhere in Korea.

A number of important activities are continuing, such as the translation of the Dewey Decimal Classification index, which should be completed within six to eight months. In July, an offset duplicator

press was received and installed at Yonsei University, and personnel are now trained for its use and maintenance. The next semiannual period should show the beginning of a valuable publication program for libraries and librarians in Korea.

6. The Teaching of English

A variety of activities were conducted in connection with the Peabody Language Center, located at the College of Education of the Seoul National University. The technician taught several English classes to the educational leadership (ISEA) group referred to earlier in this report. Language laboratory booths were completed and made ready for installation and use. English tests have been prepared and administered to serve the purposes of prognosis of abilities and diagnosis of language difficulties. The tests will be revised and administered to middle school, high school and college students in sufficient numbers to serve the important purpose of establishing test norms.

A number of workshops in the teaching of English, conducted during the month of August, provided an opportunity to bring about improvements in classroom teaching in contrast to the inevitable "delayed results" in pre-service teaching. Work was continued at the College of Education in research, preparation of materials and the teaching of these materials in the classes at the college. The completion of these teaching materials, all tested through classroom teaching experience and revised with use, should be completed during the next semiannual period, serving as a useful basis for improving instruction in this area during the coming years.

7. Educational Research

Peabody has provided both consultative services and financial support

for a variety of research and survey efforts. One of these, under the direction of Ewha University personnel, is a vocabulary study. The spoken vocabulary phase of the study is near completion.

A second study is a comprehensive Secondary Education Survey to provide the Ministry of Education with comprehensive basic data for appropriate reorganization of secondary education, both vocational and academic, in Korea. The study is being conducted by the Central Education Research Institute, a private research agency established by the Korea Federation of Education Associations, and receiving its support from the Ministry of Education, from Peabody Contract funds, the sales of tests constructed by the C.E.R.I. and from other sources.

A third category of research activities is that of intelligence and achievement test construction by the C.E.R.I. One of the more important tests now being constructed is an achievement test for use in middle schools.

A fourth study, recently completed and now ready for publication, is an arithmetic achievement test for use in the primary grades, prepared by faculty members of Kwangju Junior College. This test will serve a useful instructional purpose as teachers administer and score the tests and learn how to use test results for improvement of classroom instruction.

Educational research in Korea has been heavy on test construction and light on other important areas of needed data. The CERI is reviewing its overall research program under leadership of a new director, and it is expected that a more coordinated and comprehensive program of applied educational research will emerge within the coming months.

8. Sub Rosa

Even when matters are moving ahead nicely through official channels, they can often be helped along in honorable unofficial ways. If policies are regarded as existing for the purpose of getting useful jobs accomplished instead of impeding their accomplishment, then policy lends itself to different interpretation and applications. When official avenues to constructive action are obstructed by road blocks, unofficial efforts to achieve worthwhile ends become mandatory. Such was the case with Peabody activities, in a number of respects, during the months of June, July, and August.

With the junta seizure of power in May, the Supreme Council for National Reconstruction (SCNR) was formed as the unicameral policy-making body of the Republic of Korea Government (ROKG). A planning committee was appointed to serve in an advisory capacity to it. The committee was divided into subcommittees, including an education subcommittee consisting of six members. Official channels then provided for policy recommendations concerning education to be submitted from the Ministry of Education through the (executive) cabinet's Prime Minister to the SCNR, there to be reviewed by the education subcommittee of the SCNR before final ratification.

As an example of working around channels, should be cited the Ministry's recommendation to abolish both colleges of education in Korea without any concrete substitute plan for professional preparation of secondary school teachers and school administrators. This action was approved by the cabinet and passed to the SCNR without the Ministry's consulting any official USOM agency, either USOM's Education Division or the Peabody Contract group. Subsequently representatives were invited to a meeting at which this action was announced but not

discussed except for purposes of clarification. It was a fait accompli as far as the Ministry was concerned. Furthermore, the Ministry reported to College of Education personnel in two universities that this action had the approval of USOM's Education Division and USOM-Peabody.

The details of subsequent events are beyond the scope of this report. It is important to note that, as a result of strong objection from the SCNR's planning committee, the Ministry's precipitate plan for reorganization of higher education was modified in a number of ways including a compromised continuance of Colleges of Education. Peabody's position, officially and unofficially, was unequivocal, as made clear in its guide to action developed on June 13 and stated earlier in this report. (The June 13 position was never published or announced but was a clear guide to action.) Nor did the chief adviser wish to "cooperate" teacher education out of business in the interest of superficial peace and harmony with the Ministry, while unfriendly to genuine cooperative action with the Ministry and to dedicated professional leaders in education outside the Ministry throughout South Korea. Cooperation was not to be mistaken for acquiescence to policies inimical to Korean education.

The months of March through August, 1961, were eventful months in Korean government, economy and education. Peabody's efforts were, for a time, caught up in the maelstrom of drastic actions, but by the end of August there were new bases for hope and for a faith in the substantive value of another year of vigorous efforts by Peabodians in Korea. "Let us not be weary in well doing, for in due season we shall reap, if we faint not," was a kind of hope the staff shared as it looked forward to Peabody's sixth and final year.

PART II

MAJOR RECENT DEVELOPMENTS

Upgrading Education of Elementary Schools

The issue of upgrading normal schools continued to be a major problem during the period included in this report. The decision of the Ministry of Education to upgrade normal schools to junior colleges, coupled with the failure to designate which normal schools would be upgraded, aggravated the problem. Anticipated personnel changes when normal schools were upgraded added to the general feeling of insecurity among normal school faculty members.

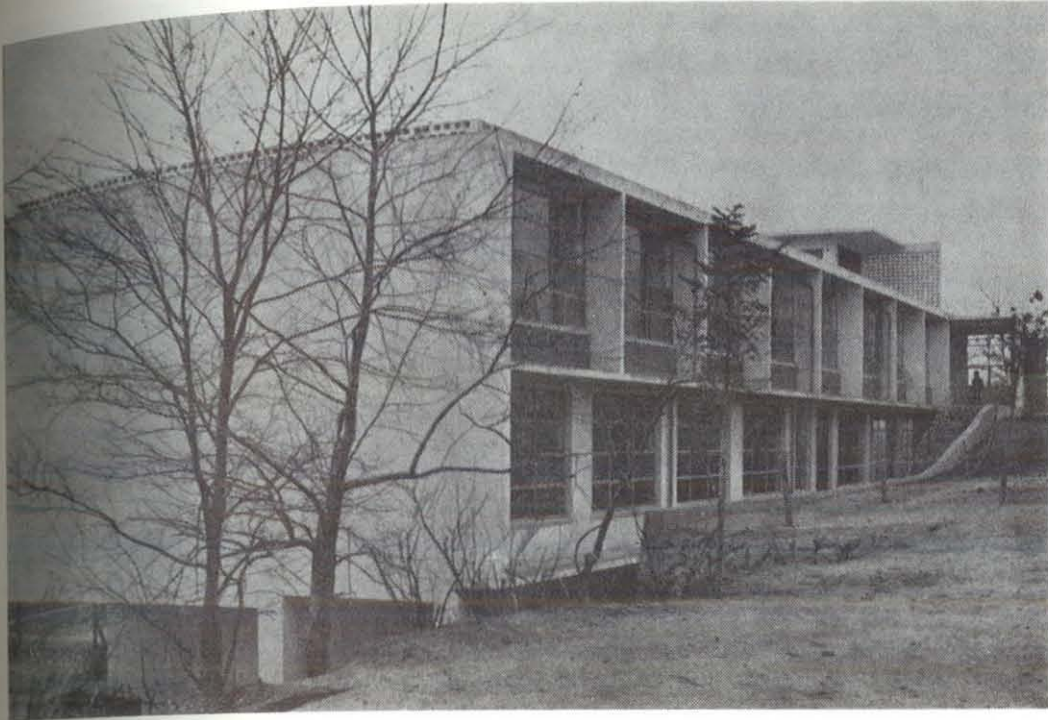
Peabody technicians were concerned with the following areas:

(1) assistance to the junior college faculties at Kwangju and Pusan in curriculum revision, (2) the orientation of normal school faculties concerning the problems of curriculum revision, and (3) the improvement of the student teaching programs in normal schools and junior colleges.

Kwangju and Pusan Curriculum Revision

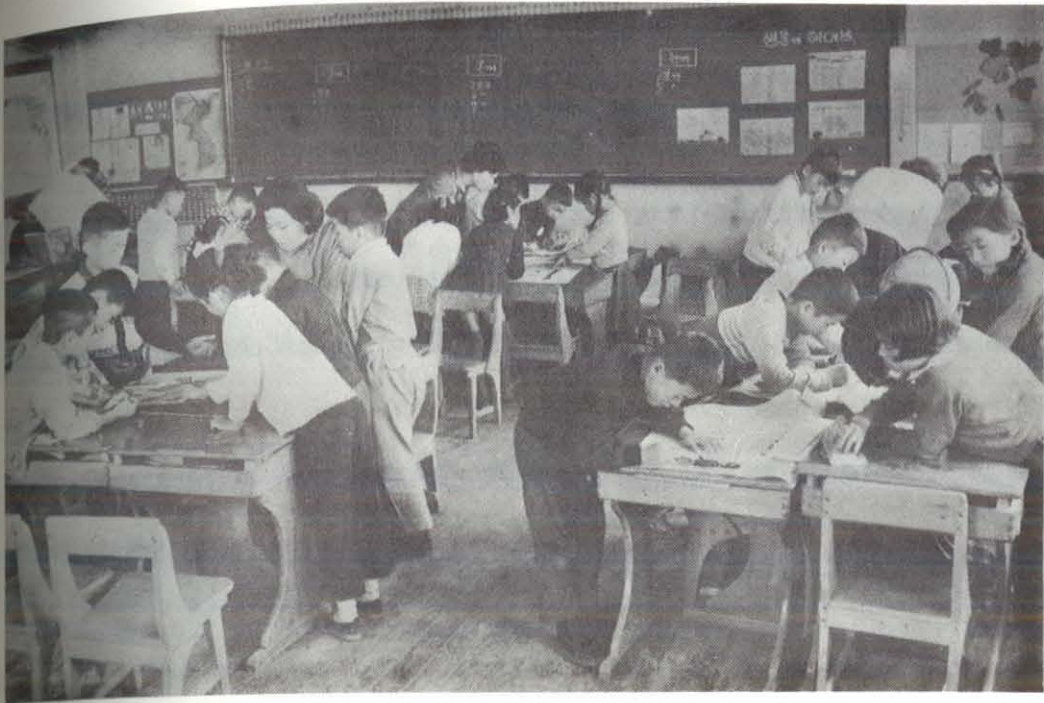
The Kwangju and Pusan junior college faculties faced the formidable task of converting their programs from the pre-service education of middle school teachers to that of primary school teachers. In addition to developing a framework for the new curriculum, there remained the problem of converting this framework into an active program by April 10, 1961.

In early March a small representative group from each faculty, the Ministry of Education, and the Peabody staff held a planning conference. Major agreements were reached concerning time allotment, course load, in-service education program, registration, flexibility of schedule, etc.



A Peabody Building Project - The science and library building at the Seoul Normal School (above) was completed during the period of this report. The library appears below.





Student teachers assisting third grade students at an attached primary school in the study of peoples and animals in other parts of the world.



(Decisions reached at this meeting are described in the preceding semiannual report.)

Subject area representatives from both institutions met the following month. Several representatives from the two colleges were used as resource persons to share experiences from previous planning sessions and to assume leadership for the implementation of curriculum plans. The principal discussion areas included the following: (1) identification of problems related to the new program, (2) policy changes, (3) in-service education activities for faculty members, and (4) principles of effective teacher preparation.

A general plan for curriculum development was made. The following phases were identified:

1. Establishment of the purposes of the institution (defined by the Education Law and the Ministry of Education):
 - a. Primary teacher preparation
 - b. In-service education of primary teachers
 - c. Leadership in education in the immediate geographic region
2. Definition of the general objectives of each subject-matter area (by the faculty of each subject specialty and approved by the total faculty)
3. Identification of major topics or units to be taught within each subject area (by the departmental faculties)
4. Determination of the sequence of topics or units, and courses in the total program, and scheduling the curriculum offerings (by institutional curriculum committee, approved by the faculty, and submitted to the Ministry of Education for approval)
5. Development of course syllabi (by departmental faculties) including:
 - a. Purposes of course

- b. Major topics of units
 - c. Textbooks to be used
 - d. References
6. Detailed planning for each topic or unit (by course instructor) including:
- a. Specific objectives of topic or unit
 - b. Activities to be included
 - c. Teaching materials required

The implementation of the above plan took place during the early summer. Peabody technicians worked with individual faculty members, curriculum committees, and faculty meetings. Each of the colleges had at least one curriculum conference involving the total faculty.

A conference composed of all faculty members of the two institutions and representatives of the attached primary schools met at Pusan in August, 1961. For the first time in the history of Korean education faculties from two institutions of higher education exchanged information about their programs and identified and studied common problems. Time was provided also for interdepartmental sharing of information about course syllabi. Teachers from the attached primary schools met with various subject area discussion groups and added their opinions concerning desirable course content and experiences.

Recommendations for follow-up action included the following items:

- (1) the organization of a curriculum committee in each college, and
- (2) continued exchange of ideas between teachers of the two junior colleges and between college faculty members and the attached primary school teachers.

Orientation of Normal School Faculties Concerning
the Problems of Curriculum Revision

Normal school faculty members were informed about the curriculum revision programs of Kwangju and Pusan colleges. Representatives of each

normal school met twice during the period of time included in this report. Progress reports from Kwangju and Pusan colleges were made which were followed by questions and discussion periods.

Typical problems discussed during these periods were as follows:

- How can institutions go about planning their general education programs? What should be the course content in the Educational Foundations course? How should the child development and guidance course be organized?
- How should the laboratory experiences be planned?

Questions raised by participants were organized into subject areas. The suggestion was made that this list be used when upgraded institutions meet.

The Improvement of Student Teaching Programs

The major part of one conference was devoted to problems concerned with the student teaching programs in the normal schools and the two junior colleges. Each institution was represented by the chief of instruction, the head education teacher, and the coordinator of student teaching.

Prior to the conference, participants were asked to consider the following questions:

1. What progress have you made in improving your student teaching program during this year?
2. What are the strengths and weaknesses of your program now?
3. What changes should be made in student teaching if and when your school is upgraded?

Participants were requested also to submit agenda items. The following topics were suggested and discussed:

Plan for Observation and Participation

Selection of schools for student teaching

Optimum amount of actual teaching in student teaching

-- Reduction of adverse effects on children

How to manage attached elementary schools to reduce criticism

-- Public relations

In-service program for supervising teachers

Content of student teaching

-- Amount of extra work in student teaching

Preparation for multi-grade teaching

Better use of teaching materials

Student teaching in rural schools

Motivation for student teaching

How to improve student teaching in cooperating schools

Calendar of Major Conferences

<u>Date</u>	<u>Place</u>	<u>Participants</u>	<u>Purposes</u>
1. March 6-8, 1961	COE/SNU	Key faculty members from Kwangju and Pusan Junior Colleges	To develop a framework for curriculum revision program
2. April 3-4, 1961	COE/SNU	Kwangju and Pusan J.C. faculty members from various subject areas	To work on problems related to the curriculum of the new junior colleges
3. April 20-22, 1961	COE/SNU	Three representatives from each normal school and from Kwangju and Pusan Junior Colleges	To review the changes made in student teaching over the past year and to provide orientation to the problems of curriculum revision
4. July 24-28, 1961	COE/SNU	Representatives from each normal school and from Kwangju and Pusan Junior College	To discuss views about teacher education program
5. Aug. 1-5, 1961	Pusan	Total faculties of Kwangju and Pusan J.C.	To exchange information between the two institutions To identify and study common problems To provide an opportunity for outside resource people to react to progress made by each college

The Educational Leadership Institute

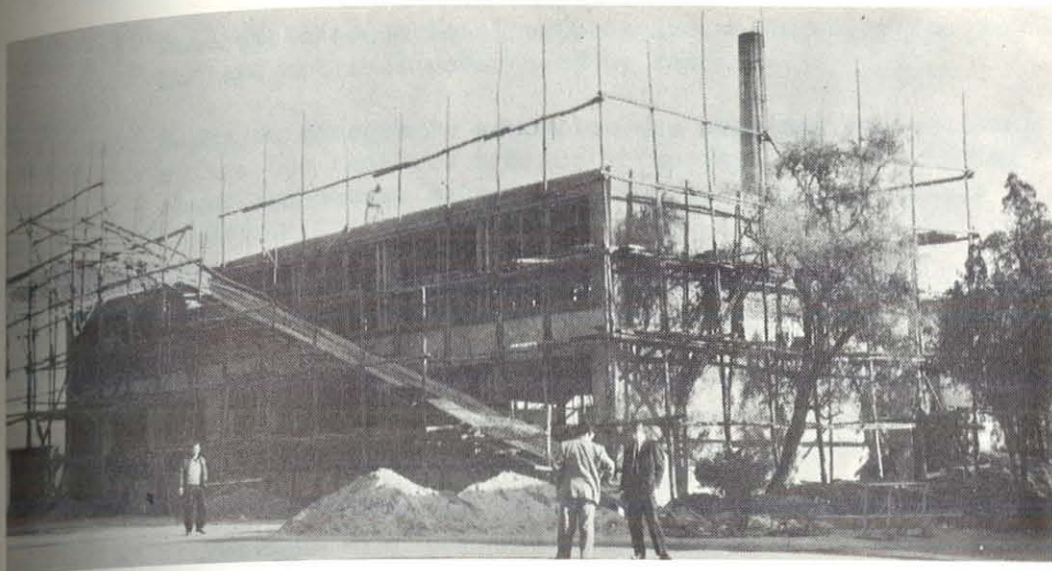
The First Class¹ of the newly-established Institute for the Study of Educational Administration (ISEA) graduated on March 17, 1961. The Second Class began April 24, 1961, and will graduate on September 15, 1961. Regulations governing this program were outlined in Peabody's preceding semiannual progress report (September 1, 1960-February 28, 1961).

The instructional staff for the ISEA program consisted of one full-time and three part-time Korean professors of education working jointly with two Peabody staff technicians. Other Peabody staff and USOM-Education Division staff participated as resource persons.

In the judgment of those Koreans and Americans who participated as faculty members, the program has been very successful. The most gratifying endorsement of the program came during the Conference on School Administration which was held at the College of Education on August 18 and 19, 1961. Participants in this conference included members of the Second Class of ISEA and one graduate of the First Class from each province. Discussions during these two days focused upon values of the program and suggestions for improving the ISEA. A summary of the conference follows:

1. Sample reports of graduates of the First Class
 - a. Mr. Hyon, Sung Hyo--representing Chejudo
 - (1) Teachers expected and said they wanted him to "give orders."
 - (2) Teachers are gradually getting enthusiastic to participate in educational planning.
 - (3) He has attempted to foster an atmosphere in which teachers can communicate freely with each other and can participate in school planning.

1. Designation of classes are capitalized, since each Class has a strong separate unity and fraternal consciousness of uniqueness--like "Joe College and the Class of '38": For example, virtually all participants have class rings setting them apart--or together--according to one's point of view.



The new curriculum laboratory at the Ministry of Education. Though negotiations began September 28, 1957, delays in financing and construction have caused postponement of estimated completion date until December 1, 1961.



The effectiveness of teacher education; indeed, of all education in Korea, must be measured in terms of how well these and other Korean children are prepared to live useful, happy lives, participating in the growth and development of their country.

- b. Mr. Sun, Hyong Nae--representing Cholla Namdo
- (1) Democratic educational methods are welcomed by the pupils but are not well understood by teachers.
 - (2) Books on democratic education are provided in the faculty office but teachers are not enthusiastic about reading them; the excuse being that they have so many things to do.
 - (3) He is attempting to stimulate teachers' interest in reading.
- c. Mr. Park, Pyong Kwon--representing Cholla Bukto
- (1) It is difficult for the principles of democracy to work well under the controlled society which exists at present.
 - (2) Public understanding of the ISEA program needs to be increased.
- d. Mr. Lee, Jon Yong--representing Kyongsang Namdo
- (1) Instead of insisting on simple democratic principles it would be wise to see the thing which can be applied to reality.
 - (2) He expressed the hope that this program would continue and believes it should be strongly supported by the state.
 - (3) He found that his academic background was very weak before attending this program.
- e. Mr. Kim, Yang Bae--representing Kyongsang Bukto
- (1) He has a desire to develop a better atmosphere in which Korean education can operate by mobilizing all graduates of ISEA to become a power to change direction.
 - (2) Strong pressure has been given to teachers union in this province after the revolution through teacher personnel administration and indirect threat by the upper office.
- f. Mr. Yoon, Bong So--representing Chungchong Bukto
- (1) Held various workshops on teaching methods with the help of Peabody technicians.
 - (2) Established supervisory committee in the school.
 - (3) Services of pupils and faculty members to the school and the community:
 - (a) Built cement corridor
 - (b) Repaired facilities

- (c) Developed analytical chart about water to drink
- (d) Made survey on quality and quantity of water in the community to inform people of the community

g. Mr. Kim, San Hae--representing Kyonggido

- (1) It would be well if principal of normal school and principal of attached school could both attend the ISEA program.
- (2) Educational planning has been established with participation of the faculty, utilizing group knowledge and thinking.

2. Reports of Group Discussions

a. What are the good characteristics of the ISEA program?

- (1) The week of orientation activities.
- (2) The faculty in all courses encouraged students to take a positive and creative approach in solving problems.
- (3) Developed in the students the ability to work cooperatively in group situations.
- (4) The variety and flexibility of the time schedule.
- (5) All four courses (Curriculum, Administration, Foundations, Research) are quite necessary.

b. How could this program be improved?

- (1) Future classes should be selected early and notified of books to be read.
- (2) More variety in the special lecture program.
- (3) Have at least two full-time professors in the program.
- (4) A section on history of education and one on economics needs to be included in the Foundations course.

c. How can American school administrators (technicians) contribute to educational leadership in Korea?

- (1) Participate in the class activities of the program.
- (2) Visit schools where ISEA graduates are working.
- (3) Help strengthen and expand the facilities of ISEA, especially by obtaining education books.
- (4) Conduct a follow-up study on ISEA graduates.

- (5) Positive assistance to the teacher education institutions for the expansion of facilities.
 - (6) Assistance to in-service education programs in terms of instruction and finance.
- d. In order to study educational leadership systematically what types of organization should be considered?
- (1) Educational leadership should be established and maintained without any interference under military government or civilian government.
 - (2) Those who have good knowledge about democracy and have been trained democratically should be placed in leadership positions in the present educational administration.
 - (3) Scientific research activities and group leadership should be improved by strengthening the Three Leaves Club (an organization of ISEA graduates).
 - (4) There should be an organization of the Three Leaves Club in each city and province and members of this organization should:
 - (a) offer scientific backing for educational administration through nationwide scientific research on educational problems faced in Korea
 - (b) play the major role in the improvement of local education.
- e. How should the concept of democratic supervision be understood?
- (1) Democratic supervision means to contribute to the development of education and teachers growth through free atmosphere eliminating one-way communication, inspection and instruction.
 - (2) Who supervises?
 - (a) formally--superintendent, supervisor, principal, vice-principal, and chief of instruction
 - (b) informally--teachers themselves
 - (3) Difficulties encountered in supervision.
 - (a) Lack of T/O and needed budget for supervision of teachers and study.
 - (b) The principal and vice-principal have too many office duties other than supervision.
 - (c) Frequent teacher personnel changes interfere with supervision.

(d) Supervisors' qualifications should be improved.

3. Group discussions of educational problems

a. For construction of a real democratic society, an autonomous educational system should be established.

(1) Need for autonomous educational system.

(a) Separation from politics

(b) Educational administration should be fostered by professional administrators

(c) Complete enforcement of compulsory school attendance laws

(d) Correction of defects from semi-autonomous educational system (the present educational administration system)

(2) Proposals for autonomous educational system

(a) Establishment of provincial boards of education

(b) Revision of the present city, county autonomous system

(c) Improvement of the quality of members of educational committees and superintendents

(d) Establishment of financial resources needed for autonomy of educational systems (education tax, national subsidy, etc.)

b. For the normal development of democratic education, educational financial resources should be secured.

(1) Maintenance of school facilities and equipment

(2) Maintenance of teachers T/O needed in instruction

(3) Guarantee of minimum standard of living for teachers

(4) Scientific arrangement of enrollments per classroom and of classroom per school

c. How should self-directiveness and creativeness be displayed in the process of revolutionary task fulfillment?

(1) Unification of orders channel

(2) Educational consideration is required in giving orders and instructions.

- (3) National reconstruction movement should be connected horizontally with teachers by having them participate in planning.
 - (4) Student activities necessary to fulfill revolutionary tasks should be developed by learning units in order to carry out positive school program.
 - (5) In order to carry out their job successfully, teachers should be given time to study and plan.
- d. How should the present curriculum be revised and managed?
- (1) Objectives of education should be based on aspects of philosophy of education, needs of society, and pupil growth and development. Basic considerations on curriculum revision should attempt to change philosophy of education of classroom teachers.
 - (2) Rational management of number of class hours for physical education. The Ministry of Education requires 6 class hours of physical education per week. For schools in rural and urban areas, 3 class hours are satisfactory for regular courses with the remaining 3 hours used by individual institution according to the school situation.
 - (3) Independent class for moral education is not needed and unit of moral education should be included in social studies courses because every teacher is responsible for pupil's morals.
 - (4) Extracurricular activities should be provided after school instead of putting them in the regular courses so that individual pupils could select freely according to their interests.

Running through the conference was the evident desire to understand and practice democratic administration and supervision. The thought that they (ISEA graduates) could and should become a powerful moving force in improving education in Korea is indicative of their evaluation of the ISEA program.

Planning at present entails support of this program to be assumed gradually by the Ministry of Education as a basic part of the College of Education curriculum. Peabody is to support the Third Class and will provide a portion of the financial support for the Fourth Class.

In-Service Education--A Case Study

Kangwon Provincial Workshops

The origin of this series of teacher training workshops can be traced to the program carried out in South Cholla Province during the summer of 1960 with follow-up conferences in January of 1961. There each school system in the province had one workshop during the summer vacation which was followed by another session in the winter.

When this general pattern was being discussed in Kangwon Province, it was decided that the great difficulties in travel through this mountainous region would mean that the volume of preplanning and follow-up for such an intensive program would be impossible. In order to fit the program to the terrain, it was decided to have a series of workshops so arranged that a team of leaders could travel from one to the next rather than trying many in different locations simultaneously.

Two other decisions were made by Peabody staff members in order to carry out certain staff programs. One of these was to insist as much as possible in the participation of normal school teachers in this program. Many of these teachers know little about elementary schools, so this was a chance to get them into the field. Supplement II,B contains the comments of the teachers who were most intimately associated with the program. His principal says that this teacher is now working primarily with real problems and real examples where as before he stuck to the teaching of theories as presented in the textbook.

A second staff decision was to insist on participation by administrative personnel from both local, county, and provincial levels. The classroom teacher has often said that he cannot make real changes unless his principal and the county supervisors agree. County people in turn say

that their hands are tied by provincial policy. By participation of all these levels, it was hoped that each would feel free to really carry out some of the new skills and concepts learned. There is evidence that desired results were obtained as far as provincial and county supervisors were concerned. Changes in local schools will be evaluated later.

In planning for these workshops, it was agreed to set up a supervisory committee to consist of the following five members:

1. Chief Provincial Supervisor--Chairman
2. Provincial Supervisor for In-service Training
3. Principal of Chunchon Normal School
4. Education Teacher from Chunchon Normal School
5. Peabody Staff Member from Northern Area

This committee has had five or six meetings with two or three more still to be held in order to develop a program of evaluation and follow-up.

One of the first actions was to develop the following working agreement and have it approved by both Provincial and Peabody Staff authorities.

Working Agreement

Provincial Office Responsibilities

1. Communications with districts and schools
2. Relations with Ministry of Education and all credit problems
3. Arranging for presence of district supervisors at the meetings and as participants in school visitation
4. The per diem and expenses of teachers attending the workshops

Peabody Responsibilities

1. Provide transportation and per diem for lecturers
2. Provide necessary supplies for the workshop
3. Hire two lecturers on a salary basis for four months

Responsibilities of the Supervisory Committee

1. Contents and Plans for Workshops
2. Dates and Places of Workshops
3. Lecturers
4. Evaluation

There was general agreement by members of the supervisory committee that the area of Arts and Crafts was very weak in Kangwon Province. So, this was selected for special emphasis along with a general emphasis on the guidance of learning activities. For this reason, about half of the workshop time was spent in actually making things that could be a part of the rural school's crafts program. The other half of the time was spent in the discussion of problems raised by the classroom teachers. A list of these problems and their frequency forms Supplement I. This list in its Korean original has been sent to all Normal Schools to be of assistance to them in curriculum revision.

Dates were selected beginning about the middle of April to the middle of July as being most convenient for the schools. It was further decided that eight of the counties where travel was most difficult would be selected. Since teachers in such counties have the greatest difficulty in participating in regular provincial in-service programs, these areas were to be given the benefit of this special program. Detailed planning was to be done with the representatives of these eight counties present.

Another important decision of the Supervisory Committee was to decide on two patterns of workshops with the hope that evaluation would show which had the best results.

Pattern A.--These were two day workshops where four or five neighboring schools released classes and total faculties came together. It was hoped that this participation by all would mean that the principal and all the teachers would then work together to put in practice what was learned.

Pattern B.--The traditional system of having one or two experienced teachers from each school come to the county seat for five days was followed. It was requested that the vice-principal and the head teacher be included, if possible. These men would then return and lead their faculties in new directions. Also, the staff of the workshop and county supervisors would spend several days in visiting schools together to assist these men in their task.

Both patterns were presented to the representatives of the eight counties. Four selected Pattern A, and three selected Pattern B. One county was so large that it was divided into one area to use Pattern A and another area to use Pattern B.

An interesting side light is that the schedule as planned was carried out every day in spite of a revolution in May and the beginnings of the rainy season in July. This is largely due to the dedication of the provincial and county supervisors as well as the normal school teachers to their task.

Another item of importance to the success of the program was the interest and participation of the Chief Provincial Supervisor. He served as a leader in four counties, demonstrating a real gift for democratic procedures in workshops. His example in this was a revelation to many county supervisors who are accustomed to authoritarian approaches.

The major job of evaluation still lies ahead. It is hoped that this can be done during the spring of 1962. Some casual methods have been used, including the collection of teacher comments. These are included in Supplement II, A. As for the comparisons of the two patterns used, there seems to be some preference for Pattern A. These two-day experiences with their concentration on a definite number of skills that can be used in the classroom seem to give teachers more satisfaction. Whether this appreciation is due to the brevity, the participation of the whole faculty, or the practicality needs further investigation.

Pattern A has been selected for two county series of workshops for this fall. These counties surround the normal schools located at Chunchon and Kangnung. For this reason, it is easy for the normal school teachers to provide leadership through short trips into the nearby countryside.

Supplement I

Problems in Guidance of Learning Presented by Elementary Teachers During the Kangwon Provincial Workshops

The following is the summing up of problems in the guidance of learning presented by elementary teachers at the Kangwon Provincial Workshops. These were gathered from eighteen workshops at each of which were some 40 to 60 teachers. The parentheses indicate the number of meetings at which this problem was raised. They are arranged in descending order of frequency.

1. How to guide the problem child (13)
2. Teaching method in lower grade reading (12)
3. How to teach the slow learner (8)
4. Effective classroom environment (7)
5. How to manage large classes (7)
6. Management of multigrade classrooms (7)
7. Problems in coeducation classroom (6)
8. Teaching correct speech habits (5)
9. Uncooperativeness of parents (5)
10. Effective management of small group activities (5)
11. Development of community school (5)
12. Management of classroom which has extreme difference of ability and age (5)
13. Evaluation planning in arts and crafts (4)
14. Punishment of children (4)
15. Guidance of the children who forget to bring learning materials, textbooks (4)

Fifty other problems were discussed three times or less.

Supplement II

Comments on Kangwon Provincial Workshops

A. Comments made by elementary teachers who participated in the workshops.

1. The workshops gave us a big help for the understanding of new direction in arts and crafts education.
2. Through arts and crafts activities in the workshop we learned that more chances should be given to children for arts and crafts activity.
3. Until the workshops, we thought that materials and expenses were inevitable in arts and crafts activity, but this time we learned that we could manage arts and crafts class without asking for money.
4. Unique method in the former arts and crafts education began to show its tendency to respect the individuals.
5. Textbook-centered education which we are familiar with is expected to be changed in teaching through the workshop.
6. We realized that teaching should be related to the needs of the children.
7. Learning has been made by teacher, but through the workshop we feel that new development in teaching will take place by discussing with children.
8. Through the workshop, we think that especially the principals as well as the teachers reached a greater understanding of the solution of problems by democratic group work.

B. Comments made by resource persons (Normal School Teachers)

1. The workshops were a big help in understanding elementary education.
2. Through discussion we could understand difficulties faced by primary school teachers.
3. We realized that normal school education should be more emphasized and strengthened.
4. Some elementary teachers desire to be trained to study problems.
5. Staff organization should be managed democratically.
6. Communication between teachers and administrators such as of the province and boards of education should be improved.
7. Overall educational concept (or philosophy) of supervisors

of local boards of education and principals should be changed towards new direction.

8. Compilation of textbooks based on curriculum and the system of entrance examinations for middle school should be restudied.

PART III

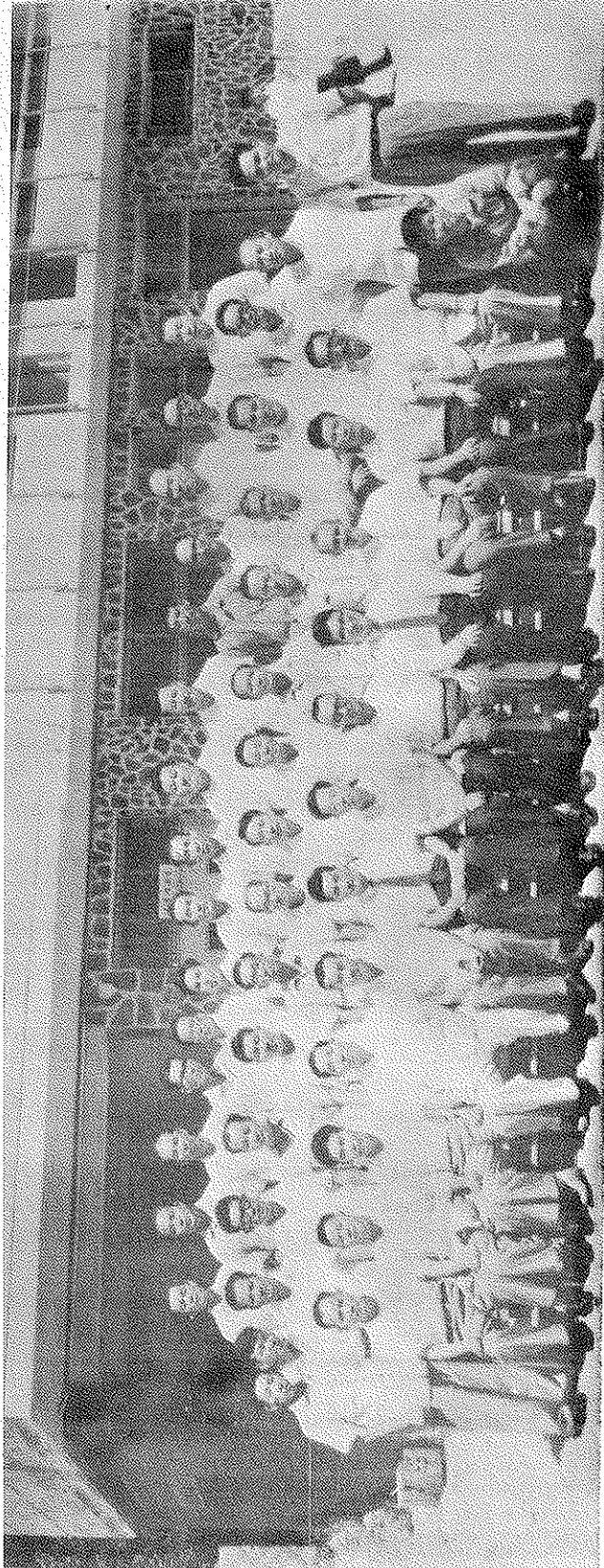
Looking Forward--Prospects and Problems

If the recent past is muddy, we cannot hope for the future to be clear. One can do a lot of wishful thinking or become a morbid cynic about the future, according to his mood. Whatever the prospects, the future will be a better one if we do some wishing--with our feet on the ground--and work with intelligence to make our wishes for Korean education come true.

There are important question marks on the two sides of the Peabody contract group. On the side of the Republic of Korea are the questions of stability and professional dedication of the Ministry of Education, now hemmed in by official military leaders, many of them illiterate about the profession of teaching. We must entertain the hope that competent professional educators will soon staff the Ministry of Education and that military personnel, alongside the professionals, will revert to the role of guardians against corruption and like matters.

On the side of the U.S. Operations Mission, a new director, Mr. James Killen, assumes his new office on September 1. With new leadership, the natural question arises as to the degree of support to be expected for educational activities in the priorities of USOM/K under new management. It is more than a question of a contract group's activities being tolerated or abided. It is a question of genuine U.S.O.M. leadership, both actual and symbolic, of the cause represented by education.

In a political sense USOM directors tend to favor God, mother and country. But beyond this noncontroversial position, what about economic development and education? Too much time has already been dissipated necessarily, by Peabody technicians, in justifying the project's continuance to its intended period of six years which could have been better



An Investment in People -

The Second Class of the Institute for the Study of Educational Administration

invested in getting on with the job to be done. There is no denying, of course, the urgency of economic stability in this and other less developed countries. The Peabody contract was made, however, out of a farsighted recognition that something else is important, too; that in the long run no nation can hope to remain ignorant and self-directing; that better education is essential in achieving a better human society.

In looking ahead to the final year of the Peabody contract team with the U.S. Operations Mission to Korea, we count upon sustained support from the new director of the Mission, and we anticipate a gradual strengthening of professional ties with competent and dedicated staff within the Ministry of Education.

The following list of areas of activity suggests the general order of priority of efforts of the Peabody staff in the months ahead.

1. The next twelve months will surely mark a period of many inescapable decisions on the part of the Ministry of Education. Both within the letter and spirit of Peabody's contract agreement, we intend to do everything possible to work with the Ministry as it deliberates policy decisions, executes them and assesses their merits.
2. Upgrading normal schools--Peabody's central purpose in Korea continues to be the improvement of universal common education for Korea's citizens of tomorrow. All other efforts will have to be subordinated to this. As soon as the Ministry designates those normal schools to be upgraded, probably four to six in numbers, we will concentrate consultant services and material support there. Meanwhile we shall work intensively with the two schools already designated, at Kwangju and Pusan, toward the goal of operational models of teacher education for improving the quality of elementary schools throughout South Korea.

3. The next priority is that of educational leadership, in colleges of education, in the continuing work of the Institute for the Study of Education, and within proposed graduate schools of education if and when their establishment becomes definite. Within the I.S.E.A. program efforts at a functional evaluation will serve as a basis for guidance to the Ministry of Education in its future planning.

In connection both with graduate schools of education and the upgraded normal schools, emphasis will be given to developing and applying standards of qualitative excellence to provide for continuous improvement through procedures for ministry accreditation of institution and programs.

4. Continuation of library education will be provided with an emphasis upon clinical types of library situations in which school librarians and professors can learn, together, how to make better utilization of a variety of instructional materials. Additional efforts will be made to strengthen the position and professional leadership of the Korea Library Association.
5. The program for preparing teachers of English, with classroom research related to it, will continue through the next six months period (fall semester). The use of the new language laboratory will begin for both demonstration and experimental purposes. During the closing months of the project, special efforts will be made to provide leadership from U.S.O.M. or the Ministry of Education to spread the effect of the activities now under way.
6. Research efforts will be gradually directed away from test construction toward basic educational surveys for guiding action of educational leaders, and toward applied educational research more directly pertaining to improving classroom instruction,

administration and supervision of elementary schools.

7. The curriculum and materials center has not progressed significantly in its construction during recent months. It is hoped that substantial help can be given to the textbook bureau during the coming year in textbook revision and curriculum reorganization as the center nears completion. In any case, considerable assistance will be provided the Ministry in the basic improvement of textbook preparation.
8. As we look to the orderly termination of the Peabody contract, attention will be given to those managerial matters pertaining to consummating a contract; matters of personnel, finance, and property custody. Special attention will be given to the preparation of a final report which, we hope, will prove to be more than a perfunctory meeting of a technical contract requirement.

Finally, as we study carefully the phenomenon of "phasing out," we shall make every effort to cooperate with the Ministry of Education and the U.S. Operations Mission to Korea so that the tree of education for free men, which we have helped to cultivate, will continue to grow and bear fruit rather than wither and die. We did not expect to remain for the harvest, because the education of children is not a crash program to make amends for a forgotten yesterday. It is a plan for men and women with vision, and with some dreams, who see and work beyond today's 50 megaton bomb terrorism, for a brighter tomorrow.

Appendix A

Personnel

During the period of March 1, 1961, through August 31, 1961, seven technicians departed upon completion of their contracts and four technicians arrived in Korea. In addition, one short-tour technician arrived and departed during the period. Though the Peabody contract provides for a maximum of ten American technicians for the final contract year, it is expected that only nine will be on duty in Korea until termination of the contract.

Departures and arrivals were as follows:

Departures

Mr. and Mrs. Roscoe Goslin departed March 21, 1961, after completing two year tours of duty at the Kwangju Junior Teachers College and Kwangju Normal School. Mr. Goslin contributed a major portion of his time to the in-service education program in Kwangju while Mrs. Goslin served as a specialist in elementary education. They lived on the campus of Kwangju Junior Teachers College. Mr. and Mrs. Goslin were the third and last husband-wife team to serve in Korea with the Peabody project. Other husband-wife teams were Mr. and Mrs. Robert Zimmerman in Kwangju and Mr. and Mrs. Thomas Mitchell in Taegu.

Mr. Robert S. Burgess, Specialist in Library Science, departed June 19, 1961. He had worked with the Department of Library Science, Yonsei University, since his arrival February 19, 1959. Mr. Burgess was instrumental in organizing and administering the graduate library program at Yonsei University, translating and publishing seven books and three pamphlets in Korean dealing with various aspects of library science, and initiating the teacher-librarian in-service training course. In addition to

his duties at Yonsei University, Mr. Burgess also worked with the Korean Library Association and several of its member libraries.

Dr. William D. Hedges completed his two-year assignment June 26, 1961.

Dr. Hedges served as a specialist in teacher education and worked with the normal schools in Taejon, Chonju, Kunsan, Kongju and Chongju. He and his family lived near the normal school in Taejon. Dr. Hedges worked extensively with in-service programs for elementary school teachers with emphasis on the teaching of elementary school science.

Dr. Martin B. Garrison returned to the campus of George Peabody College for Teachers upon his departure from Korea July 17, 1961, where he resumed his duties as professor of educational administration. He had served as Chief Adviser to the project since October, 1958, when he relieved Dr. Willard Goslin. At that time Dr. Goslin assumed the responsibilities of the Korean Project Coordinator on the Peabody campus.

In addition to his administrative duties, Dr. Garrison was instrumental in initiating and guiding the Institute for the Study of Educational Administration at the College of Education, Seoul National University. He was also involved in many other professional activities.

Dr. Joyce Cooper, Specialist in Curriculum Development, departed August 3, 1961, after completing a one-year contract. Dr. Cooper worked as an advisor to the Textbook Bureau, Ministry of Education, the Central Education Research Institute, and the Attached Primary School, Ewha Womans University. She was a faculty member of the Institute for the Study of Educational Administration and assumed advisory leadership in in-service education activities for elementary school teachers.

On August 8, 1961, Dr. William H. Drummond returned to the United States after completing two years of service as a specialist in Teacher Education with the College of Education, Seoul National University.

Dr. Drummond worked extensively in Seoul with the Institute for the Study of Educational Administration and throughout South Korea with in-service education programs for classroom teachers.

Arrivals

Dr. Samuel P. Wiggins, Chief Adviser, arrived June 5, 1961. He came to Korea directly from the faculty of George Peabody College for Teachers. He replaced Dr. Martin B. Garrison as chief adviser of the Peabody project in Korea upon Dr. Garrison's departure on July 17, 1961. Dr. Wiggins will divide his efforts between the administration of the Peabody project and professional services in teacher education.

Mr. Kenneth Croslin, Specialist in Library Science, arrived in Korea June 21, 1961, to guide Peabody's efforts in library development for the final contract year. Mr. Croslin is working with the library science program at Yonsei University and assisting member libraries of the Korea Library Association. He replaced Mr. Robert Burgess in this assignment.

Dr. Darleen B. Stephens arrived June 23, 1961, replacing Dr. Joyce Cooper as specialist in curriculum development and adviser to the Textbook Bureau, Ministry of Education. Dr. Stephens is also serving as an adviser in elementary education, especially in connection with the upgrading of normal schools.

Dr. James C. Hilliard, Specialist in Educational Administration, and replacement for Dr. William H. Drummond, is working with the educational leadership program at the College of Education, Seoul National University. He arrived in Korea August 22, 1961.

Short-Tour Personnel

Dr. Jack Allen came to Korea on June 19, 1961, to conduct a survey of social studies and serve as a consultant for this area. He prepared a

report to be used as a basis for improving education for citizenship in Korea. This report has been completed under the title, "A Charter for Social Studies in Korea," and is available in both Korean and English. Dr. Allen worked on this project in Korea until August 25, 1961.

Continuing Personnel

Five Peabody staff members were on duty throughout the six-month period covered by this report. All five will remain on duty until contract expiration.

Mr. Thomas Warren, Administrative Assistant, arrived in Korea June 26, 1959. He serves as assistant to the chief adviser and performs general administrative duties.

Dr. Frank Posey, Specialist in Teacher Education, works with the Pusan Teachers College, Pusan Normal School, and Chinju Normal School. He has been in Korea since September 7, 1960. Dr. Posey is actively engaged in upgrading the Pusan Normal School in order for it to merge with the Pusan Junior Teachers College in training elementary school teachers at the junior college level. He and his family live on the campus of the junior college.

Mr. Robert Maston arrived September 10, 1960. He is serving as a specialist in English Language at the College of Education, Seoul National University. Mr. Maston is supervising research activities and production of teaching materials for teaching English as a foreign language. He is also supervising the installation of a language laboratory at the college.

Mr. George Worth, Specialist in Teacher Education, arrived September 21, 1960. He is working with the normal schools in Seoul, Inchon, Chunchon, Chungju, and Kangnaung which necessarily involves considerable travel. He is active in the in-service training of elementary school teachers.

Dr. Walter Powers, specialist in teacher education serving in Taegu,

serves as an adviser to the local normal school, the College of Education at Kyungbuk University, and Andong Normal School. He arrived in Korea January 13, 1961. In addition to his regular duties Dr. Powers is working with guidance and counseling programs at the teacher training institutions.

The following chart summarizes assignments of all American personnel on duty in Korea during the period of this report.

George Peabody College--Korean Project
American Personnel in Korea
March 1, 1961-August 31, 1961

<u>Name</u>	<u>Title</u>	<u>Place of Assignment</u>	<u>Date of Entry to Korea</u>	<u>Date of Departure from Korea</u>
Garrison, Martin B.	Specialist in Educational Administration and Supervision, Chief Adviser	Seoul--Peabody Central Office	May 12, 1958	July 17, 1961
Wiggins, Samuel P.	Chief Adviser	Seoul--Peabody Central Office	June 5, 1961	
Warren, Tom	Administrative Assistant	Seoul--Peabody Central Office	June 26, 1959	
Burgess, Robert	Specialist in Library Services	Seoul--Yonsei University	Feb. 19, 1959	June 19, 1961
Croslin, Kenneth	Specialist in Library Services	Seoul--Yonsei University	June 21, 1961	
Drummond, William	Specialist in Teacher Education	Seoul--College of Education, Seoul National University	June 20, 1959	Aug. 8, 1961
Hilliard, James	Specialist in Teacher Education	Seoul--College of Education, Seoul National University	Aug. 22, 1961	
Cooper, Joyce	Specialist in Curriculum Development and Elementary Education	Seoul--Peabody Central Office, Textbook Bureau, Ministry of Education	Sept. 16, 1960	Aug. 3, 1961
Stephens, Darleen	Specialist in Curriculum Development and Elementary Education	Seoul--Peabody Central Office, Textbook Bureau, Ministry of Education	June 23, 1961	
Goslin, Roscoe	Specialist in Teacher Education	Kwangju--Kwangju Center (Mokpo, Sunchon, and Kwangju)	March 28, 1959	March 21, 1961

<u>Name</u>	<u>Title</u>	<u>Place of Assignment</u>	<u>Date of Entry to Korea</u>	<u>Date of Departure from Korea</u>
Goslin, Ella	Specialist in Teacher Education	Kwangju--Kwangju Center (Mokpo, Suncheon, and Kwangju)	June 12, 1959	March 21, 1961
Hedges, William	Specialist in Teacher Education	Taejon--Taejon Center (Chonju, Chongju, Kunsan, Kongju and Taejon)	June 16, 1959	June 26, 1961
Posey, Frank	Specialist in Teacher Education	Pusan--Pusan Teachers College and Chinju Normal School	Sept. 7, 1960	
Maston, Robert	Specialist in English Language	Seoul--College of Education, Seoul National University	Sept. 10, 1960	
Worth, George	Specialist in Teacher Education	Seoul--Seoul, Inchon, Chunchon, Kangnung and Chungju Normal Schools	Sept. 21, 1960	
Powers, Walter	Specialist in Teacher Education	Taegu--College of Education Kyungbuk University, Taegu Normal School, and Andong Normal School	Jan. 13, 1961	
Allen, Jack	Specialist in Social Studies	Seoul--College of Education, Seoul National University	June 19, 1961	Aug. 25, 1961

Appendix B

Participants

Eighty-two Korean Educators studied in the United States under the Peabody-ICA participant training program during the first five years of the Peabody contract. Seventy-six of these were regular one-year participants while six were principals and educational administrators in the United States for a four-month observation tour.

Participants' names, positions prior to departure, positions as of August 31, 1961, and dates of transfer, if any, follow:

1956-1957 Participants

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
1. Jun, Yong Shin	Research Specialist, Central Educational Research Institute	Supervisor Ministry of Education	August, 1961
2. Lee, Myung Kun	Instructor, Yonsei University	Instructor, Korea University	April, 1961
3. Lee, Soon Ill	Teacher, Attached Kindergarten, Ewha Womens University	Teacher, Attached Kindergarten, Ewha Womens University	
4. Sung, Nak Jun	Teacher, Attached High School, College of Education, Seoul National University	Supervisor, Board of Education, Seoul City	February, 1961

1957-1958 Participants

1. Chang, Il Se	Librarian, Korea University	Instructor, Library Science, Ewha Womens University	August, 1961
2. Cho, Ki Whan	Editor, Textbook Bureau, Ministry of Education	Chief, Vocational Education Section, Ministry of Education	

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
3. Choi, Ki Chul	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	August, 1961
4. Chung, Won Shik	Research Specialist, Central Educational Research Institute	Professor, Leadership Program, College of Education, Seoul National University	August, 1961
5. Hong, Woong Sun	Editor, Textbook Bureau, Ministry of Education	Chief, Textbook Bureau, Ministry of Education	
6. Kim, Ran Soc	Research Specialist, Central Educational Research Institute	Instructor, Yonsei University	September, 1960
7. Kwon, Chun Tack	Supervisor, Board of Education, Seoul City	Vice-principal, Changduk Girls High School	August, 1961
8. Lee, Tae Young	Assistant Professor, College of Education, Seoul National University	Assistant Professor, College of Education, Seoul National University	
9. Park, Chong Sup	Interpreter, Education Division, Office of Economic Coordinator	Unassigned	
10. Shin, Hyun Kil	Principal, Attached High School, Kyungbuk University	Retired, Ministry of Education Regulation	August, 1961
11. Yoo, Young Hyun	Librarian, Dongkook University	Librarian, College of Law, Seoul National University	July, 1961
12. Yoon, Tae Rim	Professor, College of Education, Seoul National University	Dean, College of Education, Seoul National University	May, 1960

1958-1959 Participants

1. Choo, Sung Kyu	Teacher, Inchon Normal School	Teacher, Inchon Normal School	
2. Chung, Jung Sup	Teacher, Kwangju Teachers College	Teacher, Kwangju Teachers College	
3. Chung, Yun Tai	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
4. Eun, Yong Kee	Teacher, Attached Middle School, Kwangju Teachers College	Teacher, Attached Middle School, Kwangju Teachers College	
5. Gwon, Young Hee	Librarian, National Library	Librarian, USIS Library	February, 1960
6. Kang, Woo Chul	Vice-principal, Attached Middle School, Ewha Womens University	Vice-principal, Attached Middle School, Ewha Womens University	
7. Kim, Kyo Choon	Teacher, Attached High School, College of Education, Seoul National University	Teacher, Attached High School, College of Education, Seoul National University	
8. Kim, Moon Sook	Teacher, Seoul Normal School	Teacher, Seoul Normal School	
9. Kim, Sung Keun	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	
10. Kim, Sung Tae	Supervisor, Provincial Government, Kyungsang Namdo	Principal, Masan Middle School	August, 1961
11. Kim, Wan Jean	Teacher, Attached Primary School, Ewha Womens University	Teacher, Attached Primary School, Ewha Womens University	
12. Kim, Young Don	Supervisor, Ministry of Education	Principal, Chunchon Normal School	July, 1961
13. Lee, Chong Moon	Librarian, National Library	* Dismissed by Ministry of Education	August, 1961
14. Lee, Don Chang	Teacher, Kwangju Normal School	Teacher, Kwangju Normal School	
15. Ohn, Byung Hun	Editor, Textbook Bureau, Ministry of Education	Instructor, Duk-Sung Womens College	April, 1961
16. Paik, Yung Ki	Research Specialist, Central Educational Research Institute	* Dismissed by Ministry of Education	July, 1961
17. Park, Eun Ja	Librarian, Yonsei University	Librarian, Yonsei University	

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
18. Shin, Keun Woo	Teacher, Kwangju Normal School	Teacher, Kwangju Normal School	
19. Sohn, Byung Le	Teacher, Attached Primary School, Kwangju Normal School	Teacher, Attached Primary School, Kwangju Normal School	
20. You, Myong Ho	Teacher, Attached Kindergarten, Ewha Womens University	Teacher, Attached Kindergarten, Ewha Womens University	

1959-1960 Participants

1. Chang, Ki Hwan	Vice-principal, Andong Normal School	Vice-principal Taegu Normal School	April, 1961
2. Choi, Hung Min	Teacher, Attached High School, College of Education, Seoul National University	Teacher, Attached High School, College of Education, Seoul National University	
3. Hong, Kyung Hee	Professor, College of Education, Kyungbuk University	Professor, College of Education, Kyungbuk University	
4. Huh, Byung Yul	Teacher, College of Education, Ewha Womens University	Teacher, College of Education, Ewha Womens University	
5. Hwang, Eung Yun	Research Specialist Central Educational Research Institute	Instructor, Ewha Womens University	June, 1961
6. Jung, Chang Kyu	Teacher, Chinju Normal School	Teacher, Chinju Normal School	
7. Kim, Hong Sook	Teacher, Chongju Normal School	Teacher, Chongju Normal School	
8. Kim, Hoon Soo	Professor, College of Education, Ewha Womens University	Professor, College of Education, Ewha Womens University	
9. Kim, Ki Young	Teacher, Inchon Normal School,	Teacher, Inchon Normal School	
10. Kim, Pan Yong	Teacher, Attached High School, Kyungbuk University	Supervisor, Kyungsan Pukdo Provincial Government	July, 1961
11. Kim, Shik Joong	Teacher, Kwangju Teachers College	Teacher, Kwangju Teachers College	

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
12. Kim, Tae Yeong	Teacher, Pusan Normal School	Instructor, Pusan Teachers College	August, 1961
13. Lee, Chong Guk	Teacher, Taegu Normal School	Teacher, Po Hang High School	July, 1961
14. Lee, Han Yong	Librarian, Yonsei University	Librarian, Yonsei University	
15. Lee, Hi Bok	Editor, Textbook Bureau, Ministry of Education	Editor, Textbook Bureau, Ministry of Education	
16. Lee, Suk Yong	Vice-principal, Kangnung Normal School	Vice-principal, Kangnung Normal School	
17. Lee, Sung Kun	Instructor, Pusan Teachers College	Instructor, Pusan Teachers College	
18. Park, Hyung Gi	Teacher, Sunchon Normal School	Teacher, Sunchon Normal School	
19. Park, Tong Rion	Teacher, Chunchon Normal School	Teacher, Chunchon Normal School	
20. Won, Chong Rim	Teacher, Kongju Normal School	Teacher, Kongju Normal School	

1960-1961 Participants

1. Ahn, Hi Ok	Teacher, Attached Kindergarten, Ewha Womens University	Teacher, Attached Kindergarten, Ewha Womens University	
2. Ahn, Yong Hee	Teacher, Attached Middle School, College of Education, Seoul National University	Teacher, Attached Middle School, College of Education, Seoul National University	
3. Chang, Myong Wook	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	
4. Choi, Yong Jip	Teacher, Kangnung Normal School	Teacher, Kangnung Normal School	
5. Ha, Jom Saeng	Vice-principal Attached Middle School, Pusan Normal School	Vice-principal Attached Middle School, Pusan Normal School	

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
6. Kim, Bong Su	Teacher, Seoul Normal School	Teacher, Seoul Normal School	
7. Kim, Chong Suh	Research Specialist Central Educational Research Institute	Research Specialist Central Educational Research Institute	
8. Kim, Hak Su	Professor, College of Education, Kyungbuk University	Professor, College of Education, Kyungbuk University	
9. Kim, Han Keul	Professor, Kwangju Teachers College	Professor, Kwangju Teachers College	
10. Kim, Jun Min	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	
11. Lee, Chong In	Editor, Textbook Bureau, Ministry of Education	Editor, Textbook Bureau, Ministry of Education	
12. Lee, Doo Hyun	Professor, College of Education, Seoul National University	Professor, College of Education, Seoul National University	
13. Lee, In Jae	Teacher, Attached Primary School, Kwangju Normal School	Teacher, Attached Primary School, Kwangju Normal School	
14. Lee, Ja Hyun	Professor, College of Education, Kyungbuk University	Remaining in United States until September, 1962	
15. Lee, Kyu Chul	Teacher, Taejon Normal School	Teacher, Taejon Normal School	
16. Myong, Jae Hwi	Librarian, Yonsei University	Librarian, Yonsei University	
17. Nam, Jae Soo	Teacher, Andong Normal School	Teacher, Andong Normal School	
18. Park, Tae Am	Teacher, Taegu Normal School	Teacher, Taegu Normal School	
19. Sung, Ha Won	Normal School Section, Ministry of Education	* Dismissed by Ministry of Education to join ROK Army	
20. Yoo, Kyong Lo	Professor, College of Education, Seoul National University	Remaining in United States until September, 1962	

Educational Administrators Observation Tour
 (July-November, 1959)

<u>Name</u>	<u>Position Before Departure</u>	<u>Position August 31, 1961</u>	<u>Date of Latest Transfer</u>
1. Choi, Bong Chik	Principal, Inchon Normal School	Superintendent of Schools, Inchon	April, 1961
2. Guh, Baek Sur	Principal, Taejon Normal School	Principal, Suwon Girls High School	June, 1960
3. Kang, Jae Ho	Dean, Pusan Teachers College	Principal, Posung High School	May, 1960
4. Kim, Young Shik	Interpreter, George Peabody College Staff	Interpreter, George Peabody College Staff	
5. Lee, Chang Up	Dean, Kwangju Teachers College	Dean, Kwangju Teachers College	
6. Lee, Su Nam	Chief, Normal School Section, Ministry of Education	Chief, General Affairs Section, Seoul National University	May 1960

Appendix C

Summary of Summer Workshops

Forty-two Peabody-sponsored workshops and conferences were conducted during the months of June, July, and August, 1961. Twenty-one of these were sponsored, initially, by the Ministry of Education. All were jointly approved by the Ministry and Peabody. Beginning with the Social Studies Conference at the College of Education, Seoul National University on June 29 and 30, 1961, and continuing through the creative arts workshop at Cheju Do August 22-26, 1961, the summer workshop season, 2,350 teachers and educational administrators attended workshops in which Peabody and the Ministry had some leadership responsibilities.

One Peabody technician personally organized workshops in which 1,150 teachers participated. These workshops were conducted in the northern area of the nation in the following locations:

1. Seoul--Local Science Workshop--90 elementary teachers from the Seoul city schools attended. They were divided into two working groups. Six science teachers took turns in leadership. Content was directly from the science work of the elementary schools and the participants responded well.
2. Seoul--National Dance Workshop--200 regular attendants and 40 auditors (receiving no credit) participated. The content was based on actual singing of and dancing to elementary school songs. The teachers could later use everything they learned in classrooms with their children.
3. Seoul--Provincial Arts and Crafts Workshop--25 teachers from the City of Seoul and Kyunggi Province attended. Two normal school teachers did the leading, spending most of the time on elementary

- school arts and crafts activities.
4. Chunchon--National Arts and Crafts Workshop--Special emphasis was placed on the relation between arts and crafts and the other areas in the curriculum.
 5. Chunchon--Provincial Arts and Crafts Workshop--One teacher from each school system in the province attended. They were all responsible for holding follow-up conferences on returning to their respective schools.
 6. Inchon--Community School Workshop--Sixty teachers from rural elementary schools attended. The content was centered on the improvement of rural life through better farming.
 7. Inchon--National Music Workshop--Leadership provided by the Ministry of Education. Provincial supervisors of music and normal school teachers of music met together for one week to work on music curriculum of elementary schools.
 8. Inchon--Local Workshop for Supervisors of Student Teaching--One hundred supervisors of student teaching attended. They had formal instruction, discussion, and observation periods.
 9. Chungju--Local Science Workshop--Rural teachers did not come in sufficient numbers, so local city teachers were recruited to enroll forty participants. The three normal school science teachers provided the leadership.
 10. Kangnung--Local Workshop on Crafts and Science--Half of the teachers in the city system, 80 in number, attended. All present were those who had actually volunteered for the experience rather than the usual pattern of required attendance.
 11. Kangwon Provincial Workshops for "C"Certificate Teachers--300 elementary school teachers divided into two different workshop periods. Special emphasis was given to arts and crafts and to science. The teachers

were divided into groups of 50 for craft work and science experiments. Whatever was made was taken back to their schools by the teachers.

Other workshops sponsored by Peabody involved about 1,200 participants.

These were as follows:

12. College of Education, Seoul National University--Social Studies Conference--Thirty social studies teachers from the normal schools and colleges of education participated in this two-day conference to discuss the following issues:
- a. Clarification of the purposes of social studies
 - b. Identification of problems related to social studies
 - c. Improvement of present curriculum in social studies, and
 - d. Preparation of social studies teachers.

Drs. Jack Allen and William Drummond planned and served as consultants to the conference.

13. College of Education, Seoul National University--Curriculum Planning for Junior Teachers Colleges--Faculty committees from normal schools which are to be upgraded met for one week to discuss:
- a. Objectives of teacher education
 - b. Organization and content of professional education courses
 - c. Planning laboratory experiences, and
 - d. Review of developments at Pusan and Kwangju.

Five Peabody technicians and selected Korean educators served as consultants.

14. College of Education, Seoul National University--English Teachers Research Seminar--English teachers met for two weeks to work on problems of research for teaching English in Korea.
15. College of Education, Seoul National University--Student Guidance and Counseling Workshop--Attended by 60 student counselors and guidance

teachers this workshop was conducted in order to present new concepts in the field of guidance and to provide opportunities for participants to work on mutual problems.

16. College of Education, Kyungbuk University--Student Guidance and Counseling Workshop--Similar to the above workshop also conducted by Dr. Walter Powers, this in-service effort was repeated in Taegu in order to provide wider dissemination.
17. Pusan Teachers College--Conference on Teacher Education and Curriculum--Pusan and Kwangju Teachers College faculties met together for one week in order to discuss curriculum problems and to plan for the transition from the training of middle school teachers to the training of elementary school teachers.
18. Yonsei University--Library Training Course--A continuation of the in-service training program for teacher-librarians, this month-long course is conducted each August and January. Peabody initiated the program two years ago, twenty-seven librarians participated.
19. Kwangju Teachers College--English Workshop--This workshop was held to introduce improved classroom practices and methods of teaching English.
20. Middle School Science--Five workshops were conducted for middle school science teachers presenting methods of preparing and making inexpensive laboratory equipment and experimental apparatus. Locations and numbers of participants were:
 - a. College of Education, Seoul National University--44
 - b. College of Education, Kyungbuk University--29
 - c. Kongju Teachers College--28
 - d. Kwangju Teachers College--46
 - e. Pusan Teachers College--31
21. Creative Arts--Eleven local workshops were conducted for primary

school art teachers. Ideas for and methods of making use of free and inexpensive materials were explored and demonstrated. Participants took completed projects back to their schools. Workshops were held at the normal schools in Taegu, Taejon, Chungju, Seoul, Chunchon, Pusan, Chongju, Kongju, Chonju, Cheju, and Kwangju.

22. Elementary School Science--Five local workshops for elementary school science teachers were held at the normal schools in Seoul, Chonju, Kunsan, Taejon, and Chongju.
23. Principles of Elementary Education--Two local workshops were conducted for teachers with temporary certification in order to build a broader understanding of elementary school education. These were held at Kangnung Normal School and Samchok.

In addition to the specific summer workshops mentioned above, other forms of in-service training activities were sponsored by Peabody during the period, the most notable of which was the Institute for the Study of Educational Administration at the College of Education, Seoul National University. Others included school visitations, Ministry of Education-related conferences, and individual activities.

Financial support for the summer workshop program provided by Peabody was HW 7,082,270 or about \$5,450.00 from local currency (1300:1). It is believed that this money was invested wisely and that Korean education will accrue handsome dividends in the years ahead.

Appendix D

Special Report in Social Studies

The need for analyzing and redirecting the social studies in Korean education has long been recognized. In order to organize some of the first steps towards making this needed improvement, Peabody provided the services of Dr. Jack Allen for the period of June 19-August 25, 1961. Dr. Allen is professor of social studies at George Peabody College for Teachers.

On his first day in Korea Dr. Allen consulted with Peabody staff members and Korean educators. The following few days continued this procedure but included, in addition, short visits to more than half a hundred primary, middle, and high school classes in the Seoul and Inchon areas. Time was also spent during this period in preparation for a national social studies conference at Kyungbuk University, Taegu, June 29 and 30.

Social Studies Conferences

The attention of participants was directed toward the social studies program as it relates to the problems of contemporary Korean society. On the basis of questions posed, four discussion groups spent the first day identifying major cultural, social, economic, and political problems of Korean society. Guiding comments at the beginning of the second day were followed by group discussions in which relationships between problems identified and the current social studies curriculum were examined critically. At the close of the second day, a plan was presented for the continuation of social studies activity during the summer. After the departure of Peabody staff members, the conference members discussed this proposal, made recommendations, and appointed three members of the social

science faculty, College of Education, Seoul National University, as a steering committee to work on future plans. Eight liaison persons were also selected from among the participants, one from each of the provinces.

The steering committee suggested a second conference. For a variety of reasons it was believed that an early date should be selected. After some discussion the four days, July 24-27, were selected for a conference in Seoul. There was agreement that the liaison persons from the provinces, selected at Taegu, were essential members to invite. Some compromise had to be reached with respect to the remaining participants. A group of about fifty participants was invited for the first two days and a smaller group of about fifteen for the entire four days.

The conference at Seoul was structured more than the previous one in an effort to accomplish certain specific tasks. There were the usual, introductory speeches, dictated largely by tradition. (In this instance, incidentally, they proved to be quite good and appropriate.) The first two days were then given to the work of four discussion groups; primary school, middle school, high school, and college. In each group a member was assigned to direct discussion and another member designated to keep careful notes. The final two days were devoted to a discussion carried on by the group of fifteen who had been invited to remain. Most of the time was given to consideration of recommendations for changes in the social studies curriculum as reported from each of the four groups. During the final afternoon attention was given to the wording of a proposed constitution for a national social studies organization, a working model having been prepared by a member of the steering committee prior to the conference.

Social Studies Charter

Most of Dr. Allen's time during the three weeks following the Seoul conference was devoted to the writing of a booklet, A Charter for Social

Studies in Korea. A basic manuscript for Chapter 2 of the bulletin was written by Professor Kim, Sung Kun. The material in chapters 3 and 4 received rather specific direction from the conference at Taegu and Seoul respectively. The remaining chapters were developed from a variety of sources. An effort was made throughout the bulletin to present a Korean rather than an American point of view. The booklet will be published in Hangul and will get wide distribution in Korean schools. If a national organization is established, the bulletin should give some direction and purpose to organizational growth.

In order that the reader might have some idea about the nature and content of A Charter for Social Studies in Korea the Table of Contents is presented below:

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Appendix E

The Peabody Position--June 13, 1961

The following exchange of letters between the Chief Adviser of the George Peabody College staff and the Director of USOM preceded the staff conference of June 12 and 13, 1961, at which the Peabody position was decided.

May 31, 1961

Dr. Raymond T. Moyer, Director
United States Operations Mission to Korea
APO 301
San Francisco, California

Dear Sir:

This letter is in response to open invitations extended from the American Embassy and the Director's office, USOM-K, for members of the staff to submit reactions to the current situation in Korea along with ideas for possible courses of action. The Peabody Staff has spent considerable time in deliberating upon the state of current affairs as they bear upon past and future work in assistance to Koreans in the improvement of education.

The material and technical assistance to the Ministry of Education and related institutions for the improvement of teacher education in Korea have been administered on the following premises:

1. The ultimate purpose of the mutual assistance program is the furtherance of the American ideology of freedom, individual responsibility, respect for human dignity, representative government, and all the generally accepted values held by free people everywhere as referred to in the United Nations Charter and other great documents for human freedom. The Peabody staff has attempted to apply these principles to the cultural environment of Korea.
2. The character of public education in any country is an influential element in the societal structure. The skills, knowledge, and understandings of teachers constitute a vital element in the public education system. It is to develop with the Korean teachers a new philosophical base, with materials and skills which enable the concept to be translated into action, that the activities of the staff have been directed.

The staff is deeply concerned by the recent events in Korea which pose a serious threat to the desired goals. It is admitted that prior Korean governments did not move as swiftly as time seemed to demand to implement

processes which promised fulfillment of democratic objectives. Scores of individual educators had made significant progress towards new understanding and commitment to the democratic ideology. The possibility for continuing this development must be carefully considered in the light of the present situation.

Korea has experienced the loss of civil liberties and a representative government. If these losses are temporary, there appear to be some gains in the enforcement of order and the reduction of criminal activities. These immediate gains do little to diminish the far-reaching losses to freedom or to provide hope for the solution of problems using democratic means. It is believed that people and their leaders need to learn to solve problems through democratic processes. There are reservations about a military government providing an appropriate environment for the evolution of skills, attitudes, and understandings which are required in a free society.

Education and more specifically the preparation of teachers is particularly affected by the climate of social and governmental affairs. The staff feels that clarification of the United States policy is needed in relation to its mutual assistance program with Korea.

The following suggestions are offered for your consideration:

1. The United States government should continue to indicate explicitly its disapproval of authoritarian methods and procedures currently used by the military government to solve problems in Korea.
2. Further support of and cooperation with the present regime should be subject to the clearly stated condition that the Korean government be returned to constitutional processes and the repository of power be restored to the people within a short period of time, not to exceed six months.
3. The U.S. State Department through ICA/W and USOM-K should reaffirm and state clearly in a widely publicized manner the purpose and objectives of international aid and the conditions under which it will be continued.
4. The USOM-K should proceed with high priority to examine its policy and to develop procedures which will serve as reasonable assurance that purposes can be attained. There should be extensive involvement of many persons within the mission to insure maximum use of experience and abilities. The action should be taken with a fresh resolution toward improvement of U.S. influence abroad.

Sincerely yours,

/s/ Martin B. Garrison
 Martin B. Garrison
 Chief Adviser
 George Peabody College Staff--Korea"

"June 9, 1961

Dr. Martin B. Garrison
Chief Adviser
George Peabody College Staff
Seoul, Korea

Dear Dr. Garrison:

I appreciate receiving your thoughtful letter of May 31, 1961, recording reactions of the Peabody Staff to the current situation in Korea, after much thought on this subject. Your letter expresses concerns held by many. Its intent is in line with directions in which most of us hope Korea will move.

As I suspect you recognize, it is probable that at this state in its development the greater number of people in Korea may be more concerned with freedom from hunger than with freedom to vote. This whole question of how far Korea and many other developing countries like it have thus far moved, either in their basic understandings of the subject or in their ability effectively to govern themselves by democratic processes, is one, I believe, which deserves a great deal more serious thought than many in our country have thus far given it. We ourselves have greatly valued liberty from the beginning of our history; and our forefathers insisted on a form of government which would be so controlled by the people that liberty would be preserved. Moreover, we realize that to enjoy liberty the people themselves must control the government, in other words, that democracy may indeed be necessary in order to insure liberty.

But we probably make a mistake if we think that the great majority of the people in countries like Korea feel the same way in these matters. Accordingly, the handling of a situation such as the current one in Korea involves a number of complex considerations. As this bears on the Mutual Security Program, while advancing individual responsibility, respect for one's dignity and representative government is one of its important purposes, there also are others.

Clearly, in moving toward such goals, education of the right kind can play a very important role. I have been convinced, as I believe you know, that the work of the Peabody Institute Staff in elementary and secondary education is one of the important means through which, potentially, this can be done effectively. Concepts as basic as the ones we are talking about here must be instilled in the early years of a person's life; and I am convinced that effort applied at that point will in due course reflect changes demonstrating the wisdom of making such efforts. In the meantime, recent events have made stand out in clearer relief just where Korea stands in this respect, and how long is the road which still lies ahead.

Sincerely yours,

/s/ Raymond T. Moyer
Raymond T. Moyer
Director"

The Peabody Position, June 13, 1961

General agreement on:

1. Disturbing nature of means used by present government.
2. Need for assurance by M.O.E. of agreement with Peabody's purposes.
3. Need for clarity on American foreign policy--USOM's position re. present government.
4. Need for more data--the building of a case.

Course of action:

1. Keep a record of all events affecting educational operations within Peabody's areas of interest.
2. Write up a policy statement regarding democracy and education for the Minister of Education for his comment and/or concurrence.
3. Wait until a clear course of action becomes more apparent before further decisions are made.

Some differences of opinion focused upon these issues:

1. Whether Peabody's purposes are so closely dedicated to democracy that:
 - a. We cannot work under a non-democratic government.
 - b. We should continue to work for democracy even under autocratic tyranny.
2. Dedication to democracy implies:
 - a. The furtherance of basic human values (freedom, justice under law, representative government, etc.) in any case.
 - b. The right and freedom for any society to decide whether or not it wishes democracy. If not, then democratic values need not be fostered through technical assistance.
3. Whether work of the technician:
 - a. Can be divorced from the politico-social context.
 - b. Is inextricably bound to the politico-social situation--that inaction is influential.

Appendix F

Conference of Peabody Staff in Korea Pulguksa August 28-30, 1961

A conference of the Peabody staff in Korea was held August 28-30, 1961, at Pulguksa. This conference served to initiate the activities of the staff for the final year of the Peabody contract in Korea. The conference was designed to provide an opportunity to discuss mutual purposes and to explore possible solutions to a number of problems.

The conference was convened by Mr. Wiggins, Chief Adviser, with introductory remarks as to the purposes and objectives of the conference. The staff chose to discuss two major general areas during this conference:

(1) the overall objectives of the Peabody staff in Korea and (2) the identification of the purposes of the Peabody program during the remaining year of the contract.

Overall objectives presented and discussed by members of the staff are as follows:

1. To assist in developing a democratic basis for Korean society-- recognizing the role of primary school education as a key to the realization of this purpose. Emphasis must be placed on the pre-service and in-service education of teachers.
2. To encourage the development of educational leadership in Korea.
3. To recognize the long-range aspect of certain societal goals in Korea and Peabody's role in helping to meet these goals.
4. To provide educational services and materials to promising projects.
5. To develop within individuals the ability to recognize, analyze, and solve educational problems.

The discussion of overall objectives also included the following ideas concerning program development:

1. In determining program emphasis, consideration should be given to the readiness of key individuals to benefit from Peabody's assistance and the general prospects of professional growth.
2. Key individuals in the Korean educational system should be identified and developed as potential stabilizers within a fluctuating society.
3. Emphasis should be given to in-service education as well as pre-service education of teachers.
4. Person-to-person contacts should be given major considerations.

The second phase of the conference was devoted to an identification of Peabody purposes for 1961-1962. The following purposes were identified by the group:

1. To safeguard opportunities for the improvement of professional education on all levels.
2. To assist in upgrading normal schools as designated by the Ministry of Education.
3. To work directly and closely with teachers to make a difference in classroom teaching.
4. To work at the national level to influence policies governing teacher education.
5. To evaluate previous ways of working in an attempt to find ways in which cooperative planning can be done earlier in a project.
6. To expend all efforts possible toward improving the accreditation program.
7. To examine carefully where "unspending" will more nearly further our purposes than spending.

A number of problems were identified by the group. These included: (1) the limited remaining time available to the Peabody staff in Korea, (2) the inclusion of so much area and so many projects, and (3) problems which have arisen since the military coup of May, 1961.

In an effort to clarify individual responsibilities, each staff member reported on his (her) past activities, present work, and future plans. Much of discussion centered on the development of teachers and other educators in the Korean educational system. Recognizing that education is not a bundle of completed projects but is instead a process which develops by the integration of talent, and the achievement of responsible individuals, the staff feels that the greatest legacy Peabody can leave to Korean education is that of increased motivation and insight of individuals capable of moving education forward. Future projects and activities should be planned with this foremost objective in mind.

Appendix G
Financial Summary
1. Dollars Account

Semiannual Progress Report
for the Period
March 1, 1961, through August 31, 1961

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

Financial Status of Contract as of March 1, 1961:

Dollars Committed in Korea to Contract Phases of Teacher Training Project	Dollars Transferred to Credit of Peabody Contract	Amount Conveyed to Peabody College	Expended to Date
\$2,058,245.00	\$2,058,245.00	\$1,560,508.86	\$1,397,652.31

Financial Status of Contract as of August 31, 1961:

Dollars Committed in Korea to Contract Phases of Teacher Training Project	Dollars Transferred to Credit of Peabody Contract	Amount Conveyed to Peabody College	Expended to Date
\$2,058,245.00	\$2,058,245.00	\$1,738,899.97	\$1,576,043.42

Receipts and expenditures for this Contract (ICAc-1225 Korea) during this period were as follows:

Funds Received for Services Rendered Under this Contract March 1, 1961, to August 31, 1961	Expenditures for the Period March 1, 1961, to August 31, 1961
\$190,048.18	\$178,391.11

Contract expenditures by Budget Item for the period March 1, 1961,
through August 31, 1961.

Budget Item Number	Budget Item Description	Expenditures
1	Salaries	\$ 77,399.91
2	Allowances	13,137.16
3	Travel and Transportation	17,280.21
4	Other Direct Costs	1,504.03
5	Overhead	15,709.83
6	Equipment	16,671.09
7	Participants	<u>36,688.88</u>
	Total	\$178,391.11

Appendix G

Financial Summary
2. Local Currency Account

George Peabody College--Korean Project
Financial Statement
for Period
August 28, 1956, through August 31, 1961

FY	Counterpart on Pro Ag	Total Budget to Date	Total Released to Date	Remarks
'56	22,000,000	21,420,200	21,420,200	CEB Release, 22,000,000
'57	52,350,000	52,350,000	52,350,000	
'58	125,000,000	125,000,000	125,000,000	
'59	137,500,000	137,500,000	137,500,000	
'60	100,000,000	*100,000,000	-	*CY '61 Budget
'61	75,000,000			
Totals	HW 511,850,000	HW 436,270,200	HW 336,270,200	

Hwan Releases to Peabody to Date:

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

Total Hwan released to Peabody to date HW 359,754,720

Add: Peabody Funds Expended by MOE prior to
April 15, 1957 1,515,480

Total Hwan released to Date HW 361,270,200

* 25,000,000 Hwan released to Peabody for Secondary Education Survey sponsored by Ministry of Education and Education Division, USOM/K; conducted by the Central Educational Research Institute.

Itemized Expenditures March-August, 1961

	<u>Prior to</u> <u>March 1, 1961</u>	<u>March-</u> <u>August, 1961</u>	<u>Totals thru</u> <u>August, 1961</u>
	HW	HW	HW
1. Office and miscellaneous general expenses	4,170,058	1,840,112	6,010,170
2. Salaries--Korean Staff	91,021,120	19,818,749	110,839,869
3. Travel and transportation expenses	20,518,703	5,125,478	25,644,181
4. Freight, packing, and handling charges	3,486,260	2,315,939	5,802,199
5. Workshops and in-service programs	22,222,400	8,396,710	30,619,110
6. Special educational projects including ISEA	15,670,183	9,869,310	25,539,493
7. Building, rent and maintenance costs for housing American technicians	30,455,445	1,453,121	31,908,566
8. Equipment for teacher- training and related institutions	79,503,323	9,988,648	89,491,971
9. Secondary Education Survey	<u>1,512,000</u>	<u>6,879,280</u>	<u>8,391,280</u>
	HW	HW	HW
Totals	<u>268,559,492</u>	<u>65,687,347</u>	<u>334,246,839</u>

Summary:

Total Hwan Released to Peabody to Date	HW 359,754,720
Total Hwan expended by Peabody to Date	<u>334,246,839</u>
Total Balance on hand, August 31, 1961	25,507,881
Less: Balance of Secondary Education Survey Funds	<u>16,608,720</u>
Balance of Peabody Funds on hand, August 31, 1961	<u>HW 8,899,161</u>

Projected Financing of Peabody Contract--Local Currency:

- A. Project Agreement FY '60 - 100,000,000 Hwan has been allocated for release during calendar year 1961.
- B. Project Agreement FY '61 - 75,000,000 Hwan has been allocated for release during calendar year 1962.

Actual release of the above allocations is dependent upon availability of funds in the ROK budget.

Note: 1,300 Hwan is equal to \$1.00 U.S.

