

FINAL REPORT
ON
NURSING
SEOUL NATIONAL UNIVERSITY

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PREFACE

For the author a final report means a parting from valued friends and familiar scenes. The friendship, hospitality, and advice of President Yun Il Sun, the members of the staffs of the College of Medicine, the School of Nursing, and the Hospital will remain a cherished memory. Dean Myung Choo Wan has been especially interested and understanding of the problems of nursing education; Miss New Soen Han has been endlessly patient in helping me to understand nursing in Korea; Dr. Kim Dong Ik has been generous in his help with problems. Mrs. Lee Kwi Hyang, close friend and colleague, has opened her school and home to me. To all of them go my sincere thanks and appreciation.

Part of the memories will be the help and assistance of Dr. Arthur Schneider, Miss Gertrude Koll, Mr. Kim Song Chan, and the secretaries of the Minnesota office, and Miss Lily Hagerman and Miss Robah Kellogg of the OEC Division of Health and Sanitation. Especially vivid will be the understanding and support of the other advisers of the medical group, Dr. James Matthews, Mr. Glenn Mitchell, Dr. Edmund Flink, Dr. George Schimert, and Dr. E. B. Brown.

The memories will include the advice and guidance of my co-corkers and colleagues at the University of Minnesota, Miss Katharine J. Densford and the faculty of the School of Nursing, and of Deans Harold Diehl and Robert Howard, Dr. Gaylord Anderson, and Dr. Tracy Tyler.

I especially want to thank Miss Elizabeth Davidson and Miss Dorothy Haggerty whose fine work in rural community nursing has permitted me, without worry, to build my Korean memories.

SUMMARY AND MAJOR RECOMMENDATIONS

ORGANIZATION AND ADMINISTRATION: Legal creation of the Department of Nursing within the College of Medicine seems imminent. When this is done, the Attached Technical High School for Nurses will be gradually phased out and discontinued with the graduation of the last High School students. The organization and administration of the Department of Nursing will differ radically from that of the High School. In order to eradicate undesirable features, to strengthen the proposed Department, to permit its growth and the growth of its faculty, the following recommendations are made:

1. The Director of the Department of Nursing should retain, under the Dean of the Medical College, the authority and function of the Principal of the High School. The advantages of the latter organizational structure have been amply demonstrated in the rapid and solid rise towards the collegiate program.
2. The authority to apportion the number of faculty to the Department of Nursing should be retained by the University President, who would act upon the recommendations of the Department Director and the Dean.
3. The present faculty of the Technical High School should be retained as faculty of the Department under temporary appointments.
4. Seoul National University should make it possible, administratively, for faculty members who have been admitted through the regular University admission channels to take one or two classes each semester for credit, and should allow sufficient time in which to complete a given program (preferably in education). This is necessary in order that the faculty may be adequately prepared without loss to the Department of Nursing during the time of preparation.
5. A number of years, sufficient to permit the earning of a bachelor's degree, should be stipulated, after which time the minimum of a bachelor's degree should be required as one qualification for faculty membership.
6. Faculty members without an academic degree should be required

to take a college or university course, with emphasis on education, each semester until requirements for at least a bachelor's degree are met.

7. As soon as possible the Director of the Department should be appointed to the rank of Professor. The remainder of the faculty should be promoted in rank as rapidly as they become qualified.
8. Consideration should be given now to ways and means for further education of the faculty in the future on the master's level.
9. Positions for future faculty should be included now in the organizational pattern. Thus positions would already be established for faculty members in nursing education and nursing administration when qualified teachers are available.

CURRICULUM AND TEACHING: The collegiate curriculum has been built carefully in terms of student and nursing needs of Korea. The advice and help of individual faculty members and of colleges within the University have been of great value. The curriculum is planned to utilize patient centered teaching, by means of concomitant classes and clinical experience.

Consonant with the nursing needs of Korea, the faculty are planning future programs for graduate nurses on academic undergraduate and post-graduate levels.

Teaching methods are being constantly studied, revised, and practised by the faculty, who seem tireless in their efforts for improvement.

Recommendations:

1. The curriculum must be constantly evaluated, based on the Department's written objectives and on the nursing needs of a changing society. Revision of the curriculum should be made, when necessary, to meet new needs and eliminate those parts of the curriculum which no longer meet these needs.
2. Course content and depth must be evaluated frequently to maintain teaching at the University level.
3. Dailey ward assignments during clinical experience should be based upon the individual student's knowledge and ability. The patient should be the focal point of all clinical experience.

4. The student should have sufficient supervision to insure the safety of the patient and an increase in the student's knowledge.
5. The advisability of continuing to offer a course in midwifery should be questioned upon the basis of the needs of Korea and the facilities of the Department to meet these needs.
6. The Department should work closely with the proposed School of Public Health in developing its course in public health nursing in order to strengthen its program and avoid competition with the Graduate course.
7. Discussion type patient-centered ward classes should be held on each station at least once a week.
8. The Department should continue to develop the proposed programs in advanced nursing, both on the undergraduate and post-graduate levels, with other appropriate Colleges in the University.

TRANSITION PERIOD: The period of transition from a three-year high school level program to a four-year university program will be difficult. The School faculty and the Hospital nursing personnel have worked closely together in planning for this period, and will continue to do so. The faculty will continue to assist in the supervision of the students.

Still unsolved is the future of the students admitted in 1958.

Recommendations:

1. The Hospital should try to secure emergency funds for additional staff nurses during the transition time.
2. The faculty must continue to be aware of the needs of the hospital.
3. The University should find the means to admit the students of the class of 1958 after the creation of the Department of Nursing.

HOSPITAL NURSING SERVICE: The organization of the hospital is being strengthened, lines of authority clarified, and new departments created. All levels of nursing service are being given authority and

responsibility as rapidly as capabilities and reorganization allow. The clear delineation of responsibilities, limitations, and authority of nurse administrators would speed this process considerably. As there are as yet almost no facilities in Korea for teaching and training of nurse administrators, there is need for continued assistance in this area.

It is possible to greatly improve the quality and quantity of nursing care under existing conditions although the number of nurses is now barely sufficient in terms of time coverage.

The number of relatives in the hospital with the patient is being curbed, especially the number of children. The teaching opportunities inherent in the situation are not sufficiently used.

The hospital continues to become cleaner and tidier. Equipment has been arriving steadily.

A regular in-service program is being carried on by and for the nurses. Few of the medical staff have recognized the fact that only they, in Korea, can teach the nurses the nursing care demanded by their speciality. In broad areas of nursing where the learning of special techniques, administration, and methods of care are obtainable in Korea, those facilities will be utilized. In those areas where further knowledge is not obtainable in Korea, plans are being made for experience abroad, if the Minnesota Contract is extended.

Faculty members are assisting in the supervision of the student nurses' clinical experience. Head nurses still assume little responsibility for student experience or supervision.

Recommendation:

1. Written policy books for nurses should be developed more rapidly.
2. The responsibilities, limitations, and authority of nurse administrators on all levels should be clearly delineated in written form, including those for evening and night supervisors.
3. A revised outpatient clinic schedule in which some clinics are open in the morning and some in the afternoon should be made to reduce the number of nurses required there.
4. Assignment of nursing personnel should be made in terms of the nurse's special knowledge and skill.
5. Careful planning of duty assignments on the stations, with attention to patient needs, student needs, and the students' and nurses' abilities and skills should be practiced.
6. Comprehensive nursing care of the patient should be given by the nurses.
7. The opportunities for patient and family teaching created by the presence of relatives in the hospital should be utilized to the fullest extent.
8. The head nurses should continue their emphasis on cleanliness and tidiness.
9. The University of Minnesota medical staff members with exchange Korean doctors under their tutelage should include the necessary new nursing procedures of their speciality in the Korean doctor's program.
10. Medical staff now in the Hospital should plan and teach to the nurses those special nursing skills necessary for the care of their patients and review with the nurses the complete nursing care.
11. The Hospital nurses should recognize and accept their teaching responsibilities for student nurses during the student's clinical experience.

BUILDINGS AND EQUIPMENT: The new school building was dedicated on December 15, 1958. Attempts are still being made to procure counterpart funds for the furniture. Most of the teaching equipment has arrived.

A much needed new dormitory is being planned as a 1958 project.

The need for nursing text books, especially those in the Korean language, still remains.

Recommendations:

1. Attempts to secure counterpart funds for furniture should be intensified.
2. Financing should be sought for the writing (or translation) and for the publishing of nursing text books.

INTRODUCTION

The contract between the International Cooperation Administration of the United States and the University of Minnesota to assist Seoul National University in rehabilitating, re-equipping, and strengthening the fields of medicine, agriculture, and engineering was negotiated in the fall of 1954, following surveys at Seoul National University by the Minnesota deans or their representatives in those areas. Dr. Gaylord Anderson made the medical survey and recommendations.

It was the decision of the University of Minnesota College of Medical Sciences that Minnesota personnel would remain at home until the first Korean participants had returned to Korea and the medical equipment in the advisers' specialities had arrived there. The School of Nursing felt that it would be inadvisable to send a nurse adviser except as part of the medical team.

The first team, consisting of Dr. James Matthews, chief medical adviser and anesthesiologist, Mr. Glenn Mitchell, hospital administration adviser, and myself, were alerted in the late fall of 1956, following the return from Korea of Assistant Dean William F. Maloney. During the time at Minnesota the medical team met together and with the Korean doctors and nurses studying there, and planned the team's preparation and method of functioning in Korea.

Mrs. Lee Kwi Hyang, Principal of the Seoul National University School of Nursing, and Miss Lee Song Hi, surgical supervisor, had arrived at the University of Minnesota for study in August, 1956. Their presence there offered an unusual opportunity for the establishment of acquaintance-ship, working relations, and preparation between them, the Minnesota ad-

viser in nursing, and the University of Minnesota School of Nursing faculty. Therefore the nursing adviser was appointed for service beginning January 1, 1957.

Problems to be met were discussed and selected experiences were arranged, with the help of the faculty, for all three to give a common basis for understanding and problem solving in Korea. Printed materials to be used in Korea were ordered. Books were scanned, selected, and requested for the Seoul National University School of Nursing. The equipment list was discussed with Dr. Gaylord Anderson by Mrs. Lee and me.

By the time of Mrs. Lee's departure on February 2, 1957, rapport had been established and the general plan for the improvement of the Seoul National University School of Nursing had been laid.

In the second month (February) Miss Lee Song Hi and I discussed problems of supervision and clinical experience for students and shared selected experiences. Miss Lee's study program for the remainder of her year of study was assessed with her School of Nursing advisers and emphasis placed on those areas and experiences which would be most helpful to her in Korea.

The opportunity to become acquainted, to establish rapport, to mutually understand problems and prepare for possible solutions with the aid of other Minnesota nursing faculty, and to establish working relations was invaluable to all concerned. It eliminated the apprehension inherent in having to work with unknown and possibly unsympathetic personalities for a year, and gave the satisfaction of friend meeting friend upon my arrival in Korea. The time usually spent by an adviser in becoming familiar with the situation was largely eliminated.

The activities and progress in nursing to March 15, 1958, were reported in the interim report of that date. For convenience, the summary and recommendations are attached as Appendix I.

In planning this final report, the team members believed that the varied interests of the readers would be best served by preparing one report in three sections. This, then, is the section on nursing.

HISTORY

In 1905 and 1906 the first training schools for nurses in Korea were started by missionary nurses. Nursing was considered a menial occupation and the only persons who applied for admission were widows and discarded wives. Because these women usually had first to be taught reading, writing, and arithmetic, the program usually took six years to complete. These schools today are the two collegiate schools of nursing, Ewha University and Yonsei (Severance Hospital) University.

Later the Japanese established training courses in the non-missionary hospitals, the course being two years in length with an optional third year in midwifery. Primary school education was required for admission. The lowly status of women in the Orient was reflected in nursing where the nurse was considered to be the servant of the doctor. The training courses were based upon this philosophy. The head of the school was almost always a doctor.

After the Liberation, High Schools of Nursing were instituted by the Ministry of Education at the National universities, including Seoul National University, with high school education a requirement.

At the time of the first seizure of Seoul by the North Koreans the High School of Nursing had three faculty members and 120 students. During the occupation one of the faculty and 40 of the students escaped from communist domination. The rest were taken into North Korea when the North Koreans retreated and their fate is unknown.

When the North Koreans returned in December of the same year Mrs. Lee took to Taegu the 24 students still in the school. There the

students attended the Army Medical School's Nurses' Training Center.

After two weeks it was moved to Masan. There the Seoul National University students finished a year's course.

In July, 1952, Mrs. Lee Kwi Hyang, at the suggestion of former Dean Lee Jai Koo of the College of Medicine, gathered together 50 new students in Pusan and restarted the School of Nursing. She carried on classes in nursing, securing such hospital experiences as was possible from friendly hospitals in Pusan. Classes were held in the open air, in tents, or wherever possible. Early in 1953, the Ministry of Education reorganized the schools of nursing as Technical High Schools, requiring a minimum of middle school graduation for entrance.

With the signing of the armistice, the School of Nursing returned with the rest of the Medical College to Seoul. The hospital and the Medical College buildings were occupied by the U.S. 5th Air Force. Prior to this occupation, the buildings had been stripped of all equipment, furnishings, fixtures, and most of the wire and pipe, by the invaders. The School of nursing was located in the present College of Education buildings. Clinical experience for the students was at Severance Hospital.

When its buildings were restored to the College of Medicine, in March, 1954, they were in poor condition. The U.S. Army donated beds and some equipment to the hospital and laboratories. The School of Nursing building had been destroyed during the conflict. School offices, class rooms, and students were housed in the present dormitory. Temporary buildings were subsequently utilized as the number of students increased.

Since the Liberation the School had been admitting a class of 40 to 50 students, yearly. In 1955 the national schools of nursing were

required to take a designated number of students for the Army. Seoul National University admitted 54 Army students and 56 of its own. In 1956, 49 Army students and 38 Seoul National University students were admitted. Graduation from middle school was required, but high school graduation was preferred. In 1957, the Army initiated its own three-year nursing program, and although the other schools of nursing were required to complete the education of Army students already enrolled in their schools, they were not required to admit new Army students.

In 1958, the School of Nursing raised its entrance requirements to high school graduation and added the passing of a college level examination.

The following table shows graphically the history of the School.

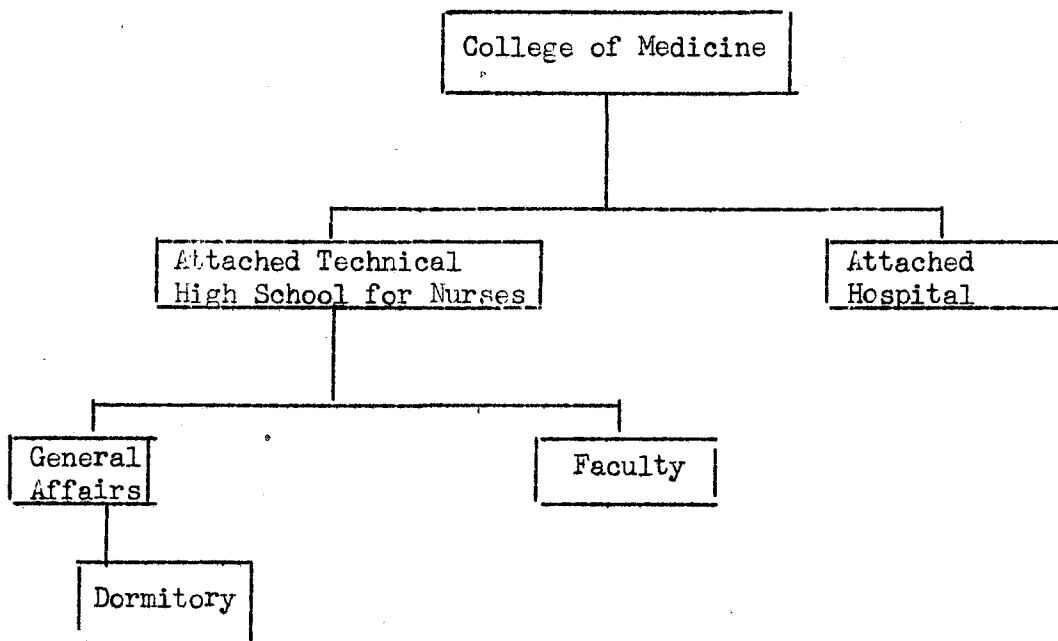
NUMBER OF STUDENTS
ADMITTED AND GRADUATED

Year	Admitted	Readmitted	Graduated
1946	40		
1947	50		
1948	45		29
1949	50		21
1950			
1951	46	11	
1952	47	7	
1953	53	4	51
1954	60		45
1955	112 (54 Army)		37
1956	87 (49 Army)		48
1957	47		90
1958	43		

ORGANIZATION AND ADMINISTRATION

The Attached Technical High School for Nurses is organized under the Dean of the College of Medicine on a level comparable to the Hospital.

Table of Organization
School of Nursing



The academic level of the Technical High School for Nurses sets it apart from the usual University organizational pattern. The principal carries sole responsibility, under the Dean. The Office of General Affairs is responsible to the Principal and is audited by the University Office of General Affairs. Its responsibilities include the maintenance and provisions for the student compound, dormitory, and kitchen.

The High School has its own budget, allocated by the Ministry of Education through the University President. The budget includes salaries of faculty, dormitory and kitchen personnel, expenses for heat and other

utilities for school and dormitory, and the cost of food for students and faculty. There are little if any funds left for repair of buildings.

The faculty of the Attached Technical High School of Nursing has no official voice in the administration of the school, but in practice meets regularly once a month and on call. It functions as an advisory body to the Principal. The principal is appointed by the President of the University. There is no stated tenure of position.

There are three permanent positions for faculty members, including the Principal, Mrs. Lee Kwi Hyang. The other two positions are held by Mrs. Yun Soo Bok, Medical Nursing Instructor, and Mrs. Kim Gwang Soon, Housemother. There are three faculty members on temporary appointments, Miss Hong Yeo Shin, Nursing Arts Instructor now studying at University of Minnesota, Miss Choi Ae Ok currently teaching nursing arts, and Miss Yu Myung Hyun, Secretary and Instructor of Personal Hygiene. Also on the payroll in the general affairs office are Mr. Kim Han Ba, Chief of General Affairs, and Mr. Kim Hung Tai, plus Chai Kyung Ho, office boy. All personnel are responsible to the President of the University through the Principal of the School. Faculty members from the Colleges of Medicine and Liberal Arts and Sciences teach various courses for the High School of Nursing for a nominal fee.

The High School of Nursing faculty are all graduates of high schools and nurses' training schools. Mrs. Lee Kwi Hyang has been Principal since 1952. She has had one year's nursing study in Australia and one-half year at University of Minnesota. She expects to earn a bachelor's degree by March, 1959. The three permanent appointees, Mrs. Lee, Mrs. Yun, and Mrs. Kim have had years of experience with schools of nursing; the

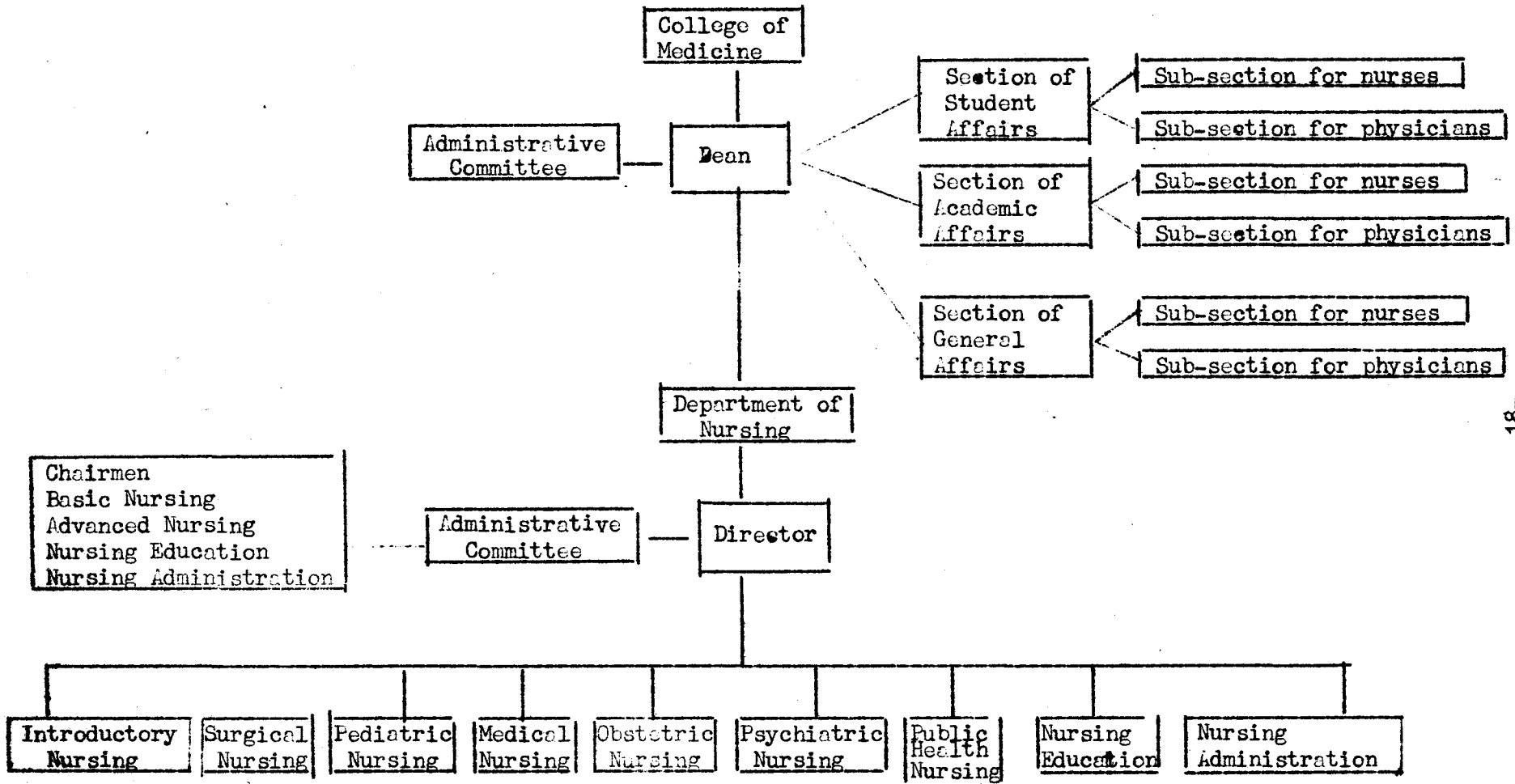
temporary appointees are more recent graduates. There are no university advanced courses in nursing in Korea for graduate nurses. Miss Yu, temporary appointee, finished night college and graduated in March, 1958, with a major in home economics.

Miss Hong Yeo Shin attended the nine-month course in teaching given by the Korean Nurses Association Post-Graduate School. Miss Choi Ae Ok was an instructor in the ROK Army Nurses School during the Conflict, followed by employment at Seoul National University Hospital as a supervisor. She then became the Korean instructor in health under UNKRA (UNESCO) at the Fundamental Education Center at Suwon. All of the instructors, with the exception of the Housemother, now hold High School Teacher Certificates from the Ministry of Education.

The first step to elevate the High School to a collegiate level institution was taken in 1956, when the Principal and one Instructor were sent to the University of Minnesota to study. In 1957, curriculum study and planning of a collegiate program led to the formulation of an official request for re-organization as a Department of Nursing within the College of Medicine. With the staunch backing of the Dean, the request was approved by the faculty of the College of Medicine, followed by approval of the University President and administration. The request was then presented to the Ministry of Education who, after study, recommended it to the Central Education Research Council, as required by law. The Central Education Research Council has approved the request and, upon its approval of the Table of Organization, the matter will go to the President of Korea for his signature. The necessary formalities are expected to be completed early in 1959.

Approval of the elevation of the nursing program to the collegiate level will radically change the organization. The attached Technical High School will be phased out gradually and terminated with the graduation of the last of the present students. A Department of Nursing will be created within the College of Medicine.

PROPOSED TABLE OF ORGANIZATION, DEPARTMENT OF NURSING, SEOUL NATIONAL UNIVERSITY



It is recommended that within the proposed Department of Nursing the Director retain under the Dean, the authority and function of the Principal of the Technical High School. The advantages of the latter organizational structure have been amply demonstrated in the rapid and solid rise towards the collegiate program.

The regulations of the University give the College faculty above the rank of Assistant Professor the responsibility for policies, apportionment and concurrence in the appointment of faculty members, and curriculum. Medical advisers have recommended that the faculty's power be diminished and that a Committee, advisory to the Dean, be substituted. (See Final Report on College of Medicine, by Dr. J. Matthews.) Until such time as the University regulations are changed, the power of the College faculty will continue to be a potential threat to the Department of Nursing. In the immediate future the Department of Nursing will not have a faculty member of the required rank, and will always be out-numbered. The above statements are not a criticism of the present Dean, whose support and understanding of nursing has been outstanding, nor of the present College faculty, who have approved the creation of the Department of Nursing; the statements are a criticism of the present type of organization. Future growth of nursing, both in the University and in Korea, could be seriously retarded by the dispersion of such authority to non-nursing faculty.

The budget of the proposed Department of Nursing will come through the College of Medicine. One-third of the 1959 budget of the Technical High School will be transferred to the College of Medicine when the Department of Nursing is created; in 1960, two-thirds will be transferred,

and with the graduation of the last High School students early in 1961, the transfer of the budget will be completed.

The minimum number and grade of faculty members for each College is determined by the Presidential Ordinance for the Enforcement of Educational Law. The ordinance states in Section 5, Article 53, "In a university -- not less than four Professors and Associate Professors, not less than five Assistant Professors and full time Lectures for each Department shall be assigned --. In case there are more than two Departments, the number of personnel assigned to each Department may be decreased.

"---shall teach nine school hours on the average per week.

"---not less than one Assistant may be assigned for each Department."

As the Department of Nursing will become the second Department in the College of Medicine, it is assured of nine faculty positions and one Assistant until the possible creation of a third Department (Department of Public Health). At that time the College faculty could conceivably use its privilege of apportioning the number of faculty to each Department to weaken the Department of Nursing. It is strongly recommended, therefore, that in the re-organization the authority to apportion the number of faculty to the Department of Nursing be retained by the President of the University, who would act upon the recommendations of the Department Director and the Dean. This action would permit increase of faculty members in the Department of Nursing, prevent transfer of faculty positions to other departments, and prevent the replacement of nurse faculty members by doctors until such time as the role and place of nursing is more clearly understood.

There are as yet no facilities for the preparation of nurse

educators on a college or university level in Korea. Baccalaureate degrees must still be earned, by nurses, in a related field. It is therefore difficult at this time to fill faculty positions with persons who fully meet the university's academic requirements. For the immediate future, the present faculty of the Technical High School of Nursing will serve as faculty of the Department of Nursing under temporary appointments as lecturers. The experience, purpose, and cohesion of this faculty make this plan a sound one.

Seoul National University should make it possible, administratively, for faculty members who have been admitted as students through the regular University admission channels to take one or two classes each semester for credit, and should allow sufficient time in which to complete a given program (preferably in education). This is necessary in order that the faculty may be adequately prepared without loss to the Department of Nursing during the time of preparation. The number of years sufficient to permit the earning of a bachelor's degree should be stipulated, after which the legal minimum of a bachelor's degree should be required as one of the qualifications for appointment to the faculty. Present faculty members without a degree should be required to take a college or university course, with emphasis on education, each semester. Consideration should be given now to ways and means for further education of the faculty in the future on the master's level.

It is strongly recommended that the Minister of Education appoint the Director of the Department of Nursing to the rank of Professor as soon as possible. Mrs. Lee Kwi Hyang will earn a bachelor's degree in March, 1959, and will then have all the necessary qualifications, except

tenure. The remainder of the faculty should be promoted in rank as rapidly as they become qualified.

It is important for the improvement of health care in Korea and for the growth of the Department of Nursing to include plans for the future in the organizational pattern, providing for areas in nursing education and nursing administration. Thus faculty positions would already be established when qualified faculty were available. Specialists in nursing, especially in the above areas, are not as yet being prepared in Korea and are sorely needed. Opportunities should be made for graduates of the schools of nursing to earn a bachelor's degree in a nursing specialty. Opportunity for graduates of collegiate programs to specialize on the graduate school level should be provided within the University regulations as they are now for medicine.

CURRICULUM AND TEACHING

The curriculum of the Technical High School is that proposed by the Korean Nurses Association and accepted by the Ministry of Education for three-year technical high schools of nursing. Non-nursing subjects are required in addition to the usual nursing subjects. Special attention is given to obstetrics. At graduation the student receives a high school certificate, and after satisfactorily passing an examination given by the school of nursing is awarded certificates as graduate nurse and midwife by the Ministry of Health and Social Welfare.

HIGH SCHOOL CURRICULUM

First Year

Course	Class hours	Experience	Months
Anatomy	120	Supervised practice (2 hours per week)	6
Physiology	120		
Microbiology	45		
Hygiene	60		
Pharmacology	60		
Chemistry	60		
Personal Hygiene	30		
Psychology	30		
Sociology	30		
Nutrition	60		
Nursing Ethics	30		
Nursing History	30		
Nursing Arts	180		
Pathology	30		
Korean			
English			
Music			
Physical Education			

Second Year

Course	Class hours	Experience (4 hours a day)	Months
Pediatric Nursing	45	Pediatric Nursing	1
E.N.T. Nursing	30	E.N.T. Nursing	1
Medical Nursing	80	Medical Nursing	2
Surgical Nursing	85	Surgical Nursing	3
Dermatological Nursing	16	Dermatological Nursing	$\frac{1}{2}$
Urological Nursing	16	Urological Nursing	$\frac{1}{2}$
Eye Nursing	16	Eye Nursing	1
Dental Nursing	16	Dental Nursing	$\frac{1}{2}$
Communicable Disease	45		
O.R. Technique	30		
Emergency	16		
Gynecological Nursing	45	Gynecological Nursing	1
Vacation ---		Summer 3 weeks	
		Winter 3 weeks	

Third Year

Course	Class hours	Experience (4 hours a day)	Months
Obstetric Nursing and Midwifery	180	Delivery room	$1\frac{1}{2}$
Psychiatric Nursing	60	Psychiatric nursing	$\frac{1}{2}$
Pharmacy	30	Pharmacy	$\frac{1}{2}$
Education	60	Operating Room	$1\frac{1}{2}$
Physiotherapy	15	Laboratory dept.	$\frac{1}{2}$
Public Health Nursing	30	Medical Nursing	1
Ward Administration	20	Surgical Nursing	1
Professional Adjustments	20	Pediatric nursing	1
		Eye nursing	1
		Dermatological nursing	$\frac{1}{2}$
		E.N.T. nursing	1
		Urological nursing	$\frac{1}{2}$
Vacation ---		Summer 3 weeks	
		Winter 3 weeks	

In the past, teaching followed the Japanese-German system of imparting information by lecture, little outside reading being required because of the lack of books in both Korean and English. Hospital experience was not related to theory and the student had to make the application of theory to practice unaided. Supervision was limited to seeing

the work was accomplished. Students had both junior and senior experience in most departments. Prior to 1957, the year's course in nursing procedures was completed before the student had any contact with a patient. The majority of clinical courses were taught by doctors.

After observation of the situation and the faculty here in Korea, it was the belief of Mrs. Lee and myself that revision of the curriculum should be upon the collegiate level only. The high school program was, in our judgment, elementary for the production of responsible nurses. It seemed that time spent in revising a curriculum soon to be discarded could be better used in teacher preparation and in building a sound collegiate curriculum.

Towards this end the faculty first prepared written purposes and objectives of a collegiate program. The following purposes and objectives have necessarily lost many of the finer nuances in translation:

"The purposes of the School of Nursing shall be the teaching and research of science and its applications, which are necessary for the development of the state and of human society, and the training of co-operative leaders.

"The objectives of the School of Nursing are:

- "1. To provide most effectively the knowledge, sound judgment, attitudes, and techniques of physical, social, psychological, and emotional education which are necessary for a nurse in the care of the patient, the family, and the community.
- "2. To develop in the student a profound knowledge of nursing and a sense of professional responsibility.
- "3. To maintain and promote personal health of the student, to develop in her an understanding and skill in public health care and the solving of public health problems.

"4. To provide the student with basic knowlege and attitudes for a satisfactory home life.

"5. To provide the student with the knowledge to become professionally qualified in the fields of nursing education, ward administration, public health, and midwifery."

The required areas of learning were then studied in the light of the objectives and of student needs. With the indentification of student needs for nursing in Korea, the courses were carefully put together in an attempt to meet the needs and to avoid unmerited overlapping. Personnel from the Colleges of Medicine and Liberal Arts and Sciences worked closely with the nursing faculty in fitting student needs together in pre-nursing courses and classes.

The setting up of nursing courses integrated with clinical experience has proved difficult as many of the courses had previously been taught only by doctors. This was due partly to custom and partly to the scarcity of official faculty positions. However, the principle of concomitant classes and clinical experience was established, and planning of courses continued.

PROPOSED CURRICULUM FOR 4-YEAR COLLEGIATE PROGRAM

First Year

Course Title	Hours Per week	Year hours Credits
*Korean	3	4
#English	4	6
#German	3	4
*Philosophy	2	4
*Zoology	2	4
*Culture	2	4
*Home Economics	2	4
*Physical Education	2	2
Anatomy	4	4
Physiology	4	4
Chemistry	4	2
Nutrition	3	3

*Required by the University.

#One year each of two foreign languages are required by the University and two years of one foreign language. The nursing faculty selected English and German.

Second Year

<u>Course Title</u>	<u>Hours Per Week</u>	<u>Year Hours Credits</u>
Elementary Nursing Includes: Nursing Ethics Nursing History	15	16
Pathology	3	3
Preventive Hygiene	2	4
Pharmacology I	4	4
Diet Therapy	2	2
Microbiology	3	3
#English	4	4
Psychology	2	2
**Sociology of Nursing	2	2

One year each of two foreign languages are required by the University, and two years of one foreign language. The nursing faculty selected English and German.

** Required for nurses by the Ministry of Education.

Third Year

<u>Course Title</u>	<u>Clinical Experience</u>	<u>Class Hours Per Week</u>	<u>Year Hours Credits</u>
Medical Nursing Includes: Communicable Disease	X	11	16
Surgical Nursing Includes: O.R. Technique Eye Nursing E.N.T. Nursing Orthopedics Urological Nursing	X	14	19
Public Health		3	3
Pharmacology II		3	3
Principles of Physiotherapy		1	1
Principles of Teaching		2	2

Fourth Year

<u>Course Title</u>	<u>Clinical Experience</u>	<u>Class Hours Per Week</u>	<u>Year Hours Credits</u>
Obstetrics Includes: Gynecological Nursing Midwifery	X	13	16
Psychiatric Nursing	X	4	7
Pediatric Nursing	X	3	6
Public Health Nursing	X	6	9
Principles of Ward Administration		2	2
Maternity and Child Health		3	3
Professional Adjustments		1	1

Clinical experience will be planned by group rotation, and in general will be as follows:

Junior Year

Senior Year

	Groups 1 and 2	Groups 3 and 4	Group 1	Group 2	Group 3	Group 4
First Semester	Medical Nursing	Surgical Nursing	Psychiatric Nursing	Pediatric Nursing	Obstetric Nursing	Out-patient, Public Health Nursing
			Out-patient, Public Health Nursing	Psychiatric Nursing	Pediatric Nursing	Obstetric Nursing
Second Semester	Surgical Nursing	Medical Nursing	Obstetric Nursing	Out-patient Public Health Nursing	Psychiatric Nursing	Pediatric Nursing
			Pediatric Nursing	Obstetric Nursing	Out-patient, Public Health Nursing	Psychiatric Nursing

Classes in each area of clinical experience will be taught concomitantly with the experience. For example, Medical Nursing will be taught in the first semester to Groups 1 and 2 of the Junior Class and in the second semester to Groups 3 and 4. Groups 3 and 4 will have classes in Surgical Nursing during the first semester and Groups 1 and 2 in the second semester. In the Senior year each course will be taught four times, once to each group. In this way patient-centered teaching can be used.

Teaching methods have been changing in the last two years. After revision of the nursing arts course, demonstration-discussion methods were used in that course. Laboratory practice was followed within a week by two hours of supervised hospital practice.

Patient-centered discussion type ward classes were instituted on the medical, pediatric, and surgical stations. The pediatric ward classes were suspended when the High School budget necessitated the reduction of one position. (This former instructor is now employed by the Hospital in the out-patient admissions department.)

Since July, 1958, the two remaining instructors have been in the Hospital every morning with the students. They will also aid the acting nursing arts instructor in supervision of the freshmen students.

ADVANCED NURSING. There are at present in Korea no courses with college or university credit for graduate nurses. The Korean Nurses Association in their Post-Graduate School have given four-week courses in some clinical specialties and in ward administration and nursing education. They have also given three courses of nine months each in nursing education. Students of the nursing education courses are eligible

for a special examination given by the Ministry of Education which, if passed successfully, merits a high school teacher's certificate. Il Shin Hospital, Pusan, offers an excellent nine month's course in midwifery; Severance Hospital, Seoul, has just started a nine month's course in operating room nursing. These are the only advanced nursing courses available to civilian nurses.

Because of the great need for nurse educators and administrators, the College of Medicine has proposed to the University administration that it offer a 4-year course leading to a bachelor's degree for graduates of 3-year schools of nursing who can meet the University's entrance requirements of high school graduation (or successful completion of a special examination) and the passing of the University's entrance examination. Details of the program are still to be worked out, but in general the program calls for two years in the College of Liberal Arts and Sciences and two years in the College of Education. If the Minnesota Contract is extended, it is planned that an instructor in nursing education, prepared on the Master's level, will be available within three years to function with the College of Education in this program.

Still in the early planning stage is a similar program in nursing administration. Similar plans have also been made for the preparation of an instructor in nursing administration.

GRADUATE EDUCATION. Planned for still farther in the future are programs in nursing education and nursing administration on the Master's level, utilizing the two instructors mentioned above. These programs would be for graduates of university 4-year basic nursing programs and for graduates of three-year schools of nursing who have since earned a

baccalaureate degree. These graduate level programs would fall within the University's graduate school regulations.

TRANSITION PERIOD

The change from the three-year high school program in nursing to a four-year university program involved more than a change in level of teaching and in length of time. Since hospital nursing service necessarily planned its staffing to allow for student experience, the removal of a large number of students from the hospital nursing pattern for two years would have worked great hardship on both patients and nurse.

Clinical Experience for Students If No Interim Plan Was used

	1958		1959	1960	1961
Senior	72 (Includes Army students)		36	0	42
Junior	<u>36</u>		<u>0</u>	<u>42</u>	<u>50 (approx.)</u>
Total	108		36	42	92

Since emergency funds for additional nursing staff might not be available or sufficient, the School of Nursing planned an interim, or transition, program in which the sequence of classes was altered to give some clinical experience in the Sophomore year. Four months of elementary nursing is now being given in the freshman year as preparation for it. Hospital nursing service personnel and the School faculty worked closely in planning for the transition period. Although realizing that the next two years would be difficult, the hospital nurses agreed with the following plan:

Clinical Experience for Students During Transition Period

	1958	Hours per week	1959	Hours per week	1960	Hours per week	1961	Hours per week
Senior	72	30	36	30	0	0	42	24
Junior	36	24	0	0	42	24	50	24
Sophomores	0	0	42	12	50	12	0	0
Total	108	3024	78	1584	92	1608	92	2208

The School faculty agreed that clinical experience for seniors and juniors would be from 10:00 A.M. to 3:00 P.M. except for evening and night experience, and for sophomores from 9:00 to 11:00 A.M. Classes would be arranged around these hours.

Rotation of students for experience in the various specialities and the shifting of nursing staff to compensate will require the same collaboration and careful planning between Hospital Nursing service and the School. Instructors from the School will continue to help in the supervision of students, thus helping to lighten the burden of the hospital nurses during this difficult transition period.

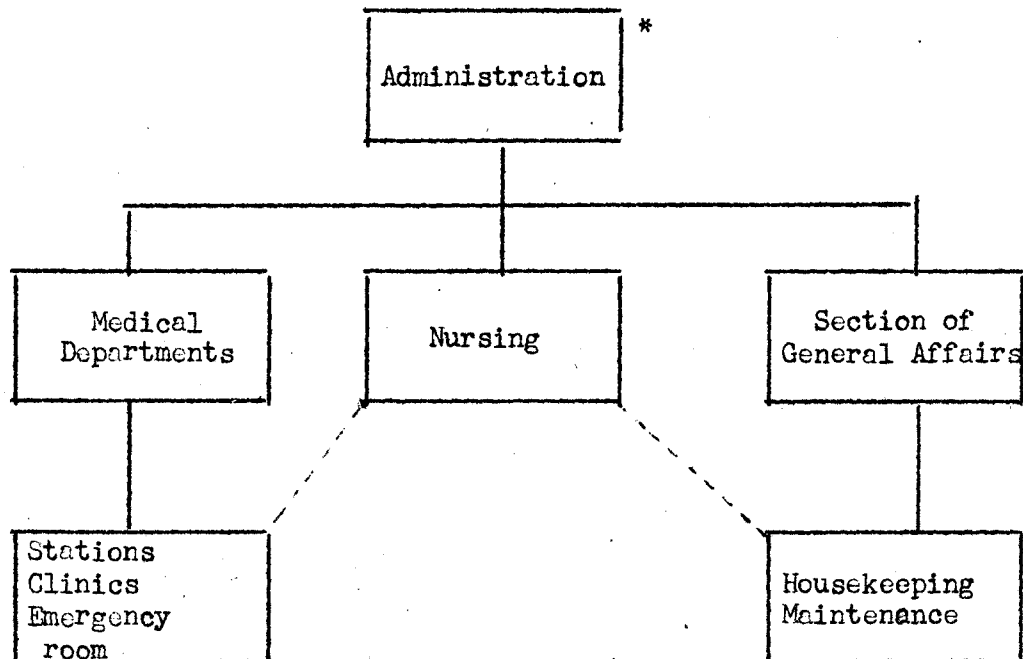
The present Freshmen students (admitted in April, 1958) could be called the "Interim Class". In expectation of approval of the collegiate program within a few months, only high school graduates were permitted to take the special university level entrance examination although they could be enrolled only in the Technical High School at that time. It was expected that at the end of the year, after the creation of the Department of Nursing and after another special examination in each subject taken during the year, University credits could be given the students for their year's study. Lecturers from the College of Liberal Arts and Sciences gave students the same classes as given to regularly enrolled Freshmen. Lecturers from the College of Medicine gave their courses upon the university level.

There now seems to be some question as to the possibility of the students receiving credit for their work. Failure of the University to admit the students after the Department of Nursing is created would be grossly unfair to the students; the University should find means for the admission of these students.

HOSPITAL NURSING SERVICE

The University Hospital has a place similar to the attached Technical High School of Nursing in the Table of Organization of the College of Medicine and also has its own budget. (For further details see the Hospital section of these reports, by Mr. Mitchell.) The director of nursing service is a third grade government official and therefore her appointment, recommended by the University, is made through the Minister of Education by President Syngman Rhee.

The abbreviated table of Hospital organization shown below depicts the official status of nursing service in March, 1957.



*-----line of direct authority

- - - line of responsibility with
no official authority

Actual functioning of nursing service, however, did not follow the official table. Nursing service functioned subject to the authority of both the superintendent and the medical staff. The director of nursing service could not move a nurse from one station to another without the consent of the medical staff on each station as well as the superintendent.

Due to custom, to lack of administrative practice under the Japanese, and to the present lack of facilities for adequate training of nurses in administration, the assumption of authority by nursing has been slow. However, as rapidly as nurses in administrative positions have provided their administrative ability and judgment, authority has been transferred to them.

The recommendation of suitable nurses for employment is a responsibility of the director of nursing service. By law the president of the University has the final authority; this authority has been delegated to the hospital superintendent.

In 1957 a central supply service was studied and recommended by the Hospital administrators, doctors, and nurses and placed under the authority of nursing. Selection of the nurse and arrangements with the 121st U.S. Army Evacuation Hospital for her training were made by nursing service. The setting up of the central supply rooms was accomplished with the cooperation of Hospital administration and the medical staff, the professors turning over to central supply the station equipment and material which to that time had been considered their exclusive responsibility. As the nurse in charge of central supply demonstrated her ability to organize and manage that area efficiently, authority and responsibility were given to her. The Hospital now boasts the only fully functioning

central supply service in a Korean hospital.

Nursing service has been given a budget and the responsibility for ordering supplies and equipment. A procedure for securing equipment has been set up, providing a channel through which all requests are routed by way of the director of nursing service to the purchasing department.

Official hospital policies are now communicated by the director of nursing service to the supervisors, head nurses, and general nursing staff either orally or in writing. Written nursing policy books for each station are being slowly developed. The station nursing personnel still tend to follow or disregard the policies according to the dictates of the medical staff on their station or their own inclination. The director of nursing service has the responsibility of reporting infractions of policies to the superintendent. Action on serious disciplinary problems is recommended by the superintendent to the University Disciplinary Committee.

Nurses are reluctant to report irregularities to the director of nursing service because of pressure from the doctors. Nurses are being protected and backed by administration in the carrying out of official hospital policies in order that patients' welfare may be adequately safeguarded.

Nursing personnel sometimes still go to the superintendent by way of the medical staff, by-passing the director of nursing service. Occasionally both authorities are by-passed and ward personnel go directly to the superintendent. Gradually authority is being shifted by the doctors and hospital superintendent to the director of nursing service.

The responsibilities, limitations, and authority of nursing service are not clearly delineated. Functions and responsibilities of

doctors for patient care are not sharply divided from nursing responsibilities. Supervisory and head nurse duties are not delineated. Since most of the doctors and nurses have functioned under the old autonomous, medically directed unit(or station) system, such delineations are imperative in order that both doctors and nurses be informed as to their separate and cooperate roles in a centrally administered institution. For example, it is not clear whose authority and responsibility it is to decide the kinds and amounts of medications to be kept on a station. It is not clear to them whether the doctor, the head nurse, or the supervisor is responsible for accounting for the use of medications. Confusion, friction, frustration, economic loss to the hospital, and loss of patient care time while protagonists argued have resulted from such a comparatively small matter as the above.

The period of transition from ward administration by doctors to ward administration by nurses has been, and is, a difficult one. With no clear delineation of responsibilities it has been necessary for each station to work out its problem individually. The results are therefore uneven, depending on the personalities and capabilities of head nurse and medical staff; some stations are administered more efficiently than others.

One interesting result of the transition has been the increased interest of the nurses in understanding their type of patient and in developing their stations to meet the needs of the patients there. For example, the pediatric doctors and nurses have fitted out a play room which is supervised by nurses assigned to that duty; the women's psychiatric station now has a day room with, in winter, a small kitchen for the patients' use.

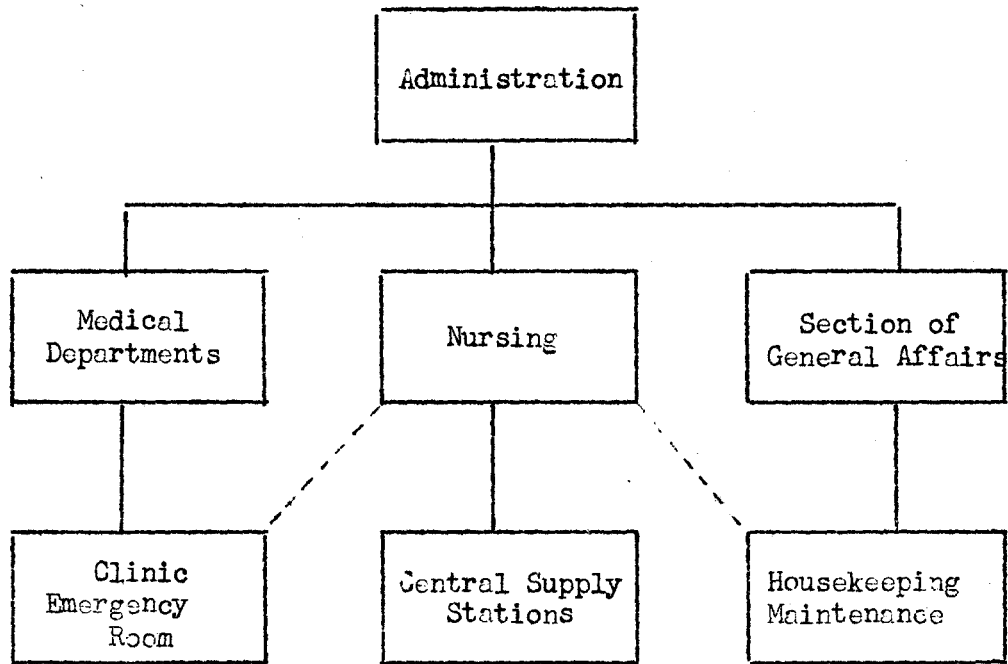
Supervisors, and especially evening and night supervisors, are not sharply aware of their duties, authorities, responsibilities, and limitations, since these have not been clearly delineated for them. They therefore tend to function with an over-stepping of authority in some areas, a non-acceptance of responsibility in others, an occasional "laissez faire" attitude, and a constant fear that whatever they do might probably not be right.

The concept of supervision as "looking for faults" seemed to be widely held by the nurses. The introduction onto the wards for practice of first year students closely supervised by the nursing arts instructor and myself caused great interest and seemed to be the nurses' first experience with the concept of supervision as "the encouragement of professional and personal growth of those supervised". Graduates and older students were interested spectators. Many began trying to practice supervision as demonstrated.

Miss Lee Song Hi arrived home from the University of Minnesota in August, 1957, to become surgical supervisor. Her example as supervisor and her method of supervision have served to raise the level of supervision among the other supervisors.

Supervisors will have an office in the area of their responsibility when the planned use of facilities is inaugurated. As the supervisors also function at times as assistant directors of nursing service, approximately one-fourth to one-third of their time is spent in the nursing office.

Nursing, and therefore all nurses, in all areas under hospital administration are now under the Director of Nursing Service. The abbreviated table of Hospital organization shown previously has been altered.



There is a probability that both clinics and emergency room will be moved under nursing in the near future.

There are a total of 73 official nursing positions for the hospital. 29 aides are also employed.

The nurses are assigned as follows:

Chief Nurse	1
Supervisors	5
House mother	1
Out-patient department	14
In-patient head nurses	7
Central supply	4
Post-anesthesia room	4
Emergency	4
Operating room	8
General duty	25

The hospital averages 225 patients per day and the out-patient department, 200. The nurse:patient ratio is low for in-patients.

Nursing care given by nurses however, consists mainly of the washing of face and hands once a day, straightening the bedding, giving medications and treatment, and serving trays. The remainder of the time is spent in

helping doctors and in cleaning the nursing office and treatment room. Other nursing care of the patient is done mostly by the relatives, sometimes by the aides. This is the usual picture in the Orient, resulting from many factors and now quite well entrenched in the culture. The menial position of nurses under the Japanese has resulted in nurses trying to raise their status by leaving the so-called "menial" tasks of nursing to others. Since fuel is scarce and expensive, hospital rooms vary from cool to cold in winter. This also discourages the patient from accepting a bath, just as the scarcity of linen, hot water, and wash basins discourages the giving of them. Nurses' charting, formerly in English, is now in Korean.

Since the opening of special units, the number of general staff nurses is barely sufficient to cover the seven stations continuously. Day duty hours are from 7:30 A.M. to 3:30 P.M. The nurses work a six-day week. Out-patient department nurses are in the clinics from 7:30 A.M. to 2:30 P.M., after which they are assigned to central supply. Aides work a ten-hour day.

Patient care could be enhanced with 1) a revised clinic schedule in which some clinics are open in the morning and the others in the afternoon, thereby reducing the number of nurses needed in the out-patient departments; 2) better assignment of nurse personnel to use their special knowledge and skills; 3) careful planning of duty assignments on the stations, with attention to the patients' needs and the nurses' abilities and skills; and 4) the desire of the nurses to give comprehensive nursing care.

An expansion of the present patient area (only half of the hospital patient area is currently in use) without a corresponding increase in the nursing staff would cause a level of nursing care dangerously low for the patients.

The aides receive a short, planned program of training, with emphasis on the patient as an individual. The aides vary widely in age, education, and experience, their ages varying from 15 to 60 years, and their education and experience varying accordingly. They perform the so-called "menial" duties, giving personal care to the patient. It is significant that the patients frequently prefer the aides because of their friendliness, willingness, and consideration. The aides also run errands, help with the preparation of supplies, and keep the patients' rooms.

Sometimes patients bring or hire their own "aide", who remains in the hospital 24 hours a day and adds cooking to her duties.

Relatives are reluctant to leave their loved ones in a hospital, so most of the families prefer to move in with the patient, frequently cooking their meals in the hospital. Some part of the reluctance of the family is due to the absence of an electric call system for patient use. The system was destroyed during the conflict and has not yet been restored. The custom of closing the doors of patients' rooms obviates the effective use of any other type of call. Relatives therefore also feel that they must stay with the patient to give him the necessary attention when he needs it.

The large number of relatives in the hospital presented a serious impediment to medical and nursing care. An effort to limit relatives to visiting hours met with unhappiness and vigorous protestation by both

patients and relatives. It also had the salutary effect of showing to the medical and nursing staffs some of the advantages of the family being with the patient. It was therefore decided that the effort would be directed at curbing the number of relatives with the patient, eliminating the presence of children in so far as possible and limiting cooking to rooms set aside for that purpose.

The possibilities in the situation for the teaching of health care, illness prevention, and care of the sick are beginning to be recognized. It is hoped that as the concept of health education becomes more familiar to more of the hospital personnel the possibilities will be used extensively.

Each week the hospital becomes cleaner and more tidy. The important factors are the greater stress on cleanliness by the head nurses and the more efficient functioning of the housekeeping department. The economic impossibility of procuring adequate cleaning equipment and supplies makes cleanliness difficult.

Equipment has been arriving steadily, greatly facilitating the treatment and care of the patients. Equipment and supplies for patient comfort and cleanliness are still scanty but increasing; many of these are still being supplied by the patients' relatives.

The head nurses requested that ward administration be taught. It was difficult for me both to locate their level of understanding and to find successful motivation, but the classes continued and show some results.

In-service education is being carried on weekly by nursing service. Subjects are requested by individual nurses and one of the

supervisors (Miss Lee Song Hi) has the responsibility of arranging the subjects and lecturers. The range has been wide and varied, usually special disease conditions. Since highly specialized nurses are not available, the lecturers have generally been doctors. Their interest, willingness, and cooperation have been encouraging.

Few of the medical staff have recognized the fact that the nursing care demanded by their speciality, and especially those specialities new to Korea, can usually be learned in no other way or place than from them, the medical specialist.

It is therefore recommended that all University of Minnesota medical staff members which exchange Korean doctors under their tutelage include the necessary new nursing procedures in the Korean doctors' program.

The success of the Post-Anesthesia Room has been the result of not only the knowledge and skill of the Korean anesthesiologist in his subject, but also in his knowledge of the necessary nursing care and his ability and willingness to teach that care to the nurses in his department.

It is further recommended that medical staff here plan and teach to the nurses those special nursing skills necessary for the care of their patients and review with the nurses the complete nursing care. The medical staff should remember that for many of their specialities there is no nurse specialist in Korea and that in many more medical specialities the few nurse specialists are usually unavailable for teaching outside their own hospitals.

Although Seoul National University nurses rank high, further strengthening of hospital nursing is planned. In broad areas of nursing

where special techniques, administration, and methods of care are obtainable in Korea, those facilities will be utilized by sending selected nurses to them for in-service study. In those areas where further knowledge is not obtainable within the country, it is planned that, if the Minnesota Contract is extended, selected nurses will be sent abroad.

This strengthening will be reinforced and perpetuated by the sharing of knowledge of those thus specialized and by the proposed establishment of programs in advanced nursing at the University. (See under "Curriculum and Teaching", page 30.)

Supervision of the students of nursing has improved, but is still insufficient for safe patient care or for good learning. Both of the two instructors from the School of Nursing now spend half of each day in the hospital with the students. The many administrative duties of the hospital supervisors preclude much supervision of the students by those who wish to do so. The majority of the nursing service personnel seem to feel no responsibility for the students other than to keep them busy, although the personnel are employed in a teaching hospital. Occasional efforts are made to assign students to duties consonant with their learning. The difficulties in doing this are 1) patient care given by relatives rather than by nurses, and 2) the use of the functional method of assignment (by kinds of duties) rather than assignment by case method (total care of designated patients). The latter is preferable for learning experience, providing opportunity for study of the patient and his disease.

BUILDINGS AND EQUIPMENT

The strengthening and growth of the School of Nursing has been handicapped since the Korean Conflict by the destruction of the school building at that time. Upon the return of the University from its refuge in Pusan the School of Nursing was of necessity completely contained within the old one-story Japanese style dormitory.

As the size of the student body increased the School was given the only available space, two shed-like buildings, for classrooms, and a quonset hut was set up for the office and nursing arts laboratory. These were necessarily furnished with whatever classroom furniture was available from the rest of the University. The College of Medicine often crowded itself in order to give the School of Nursing the use of better classrooms.

A new school building was programmed in 1956. The plans were revised after Mrs. Lee's return, to allow for future post-graduate courses and for an improved use of space. The revised plan necessarily retained the original dimensions and specifications that were used in ordering materials. In the revision, a sloping floor in the auditorium made it usable as a modified amphitheater. No laboratories, other than nursing arts, were included as laboratory courses are taught in the Basic Sciences buildings of the Medical College.

Centralization of the medical libraries in the Medical School building resulted in changing the library room in the School of Nursing building to a reading room. The building also contains five classrooms, a conference room, business and instructors' offices, nursing arts laboratory, heating plant, and toilets. It is felt that these facilities will be adequate for many years.

Because of the possibility of a new dormitory for the students, it was felt that there was insufficient room for both buildings on the first site. The final choice was on a hill to the north of the hospital overlooking beautiful Chang Kyung Won. Sufficient room exists behind the classroom building for a dormitory building.

Ground-breaking ceremonies were held on September 27, 1957, and construction began at once on the classroom building. The original estimate of hwan funds proved to be too low to complete construction and additional funds were released only in September, 1958. The building was dedicated on December 15, 1958.

Furniture was requested from the United States through OEC in May, 1957. In December a ruling was received that all items procurable in Korea must be purchased here with counterpart funds. This ruling came as the purchase specifications (PIO/Cs) were finished, with the result that much of the furniture and material for furniture had to be struck from the PIO/C list. Attempts are still being made to procure counterpart funds for this furniture.

The dormitory is an old, one-story, Japanese style building. There is no hot water system functioning in the building and therefore no usable bath. Cold water is available in only a few places. The toilets are privy-type. The laundry is outside and the students are responsible for the laundering of their uniforms summer and winter. The existing indoor lavatory facilities are insufficient and have been supplemented with an outside lavatory. The building is crowded; there are usually twelve girls to a room. There are no facilities for the storing of clothes; the girls improvise their own storage.

There are no closets; clean uniforms are hung in the hall to keep them from becoming wrinkled.

The graduate nurses' dormitory is only slightly better and only slightly less crowded.

The cost of rehabilitation of the dormitory, assessed in 1956 by OEC architects, was estimated to be almost that of a new dormitory. Construction of a new dormitory was approved as a 1958 project. The dormitory, under control of the School of Nursing, will house both student and graduate nurses. It will be located higher on the hill, in back of the classroom building. Dining facilities will be in conjunction with the hospital food service, eliminating the need for a kitchen and dining room in the dormitory. The accommodations will have the basic necessities for a girls' dormitory. They will be adequate but not luxurious. Laundry and sewing rooms are included. A good-sized lounge doubles as a recreation room. Two small parlors provide privacy for individuals and their guests. There are showers on each floor, and one large Korean bath on the ground floor.

Requests for teaching equipment for the nursing arts laboratory and classrooms were completed in January, 1958, with the exception of textbooks. Most of the equipment has arrived; that for which there is space in the present quarters is being used, the rest is in storage until it can be installed in the new building.

The need for nursing textbooks still remains. This problem cannot be solved by importation because of language. The only texts available for nurses in the Korean language are as follows:

Nursing Arts: by Korean Nurses Association, very old and outdated.

Nursing Ethics: Korean Nurses Association, 1957.

Anatomy: translated from Millard and King's "Anatomy",
by Mrs. Hong Oak Soon, 1958; illustrated.

Baby Care: by Korean doctors and nurses, 1955; illustrated.

Principles and Practise of Clinical Instruction in Nursing:
translated from Jensen's 1942 book of same name, by
Korean Nurses Association.

Obstetrics: by Dr. Kim Suk Hwan (Seoul National University),
1957; illustrated.

Red Cross Home Nursing: by Korean Red Cross and OED, 1958;
illustrated.

Financing for the writing or translation and for the publishing
of textbooks is urgently needed; the sales volume of nursing textbooks
is insufficient to provide the necessary financial support.