

Korean Special Education and Daegu University: History, Phenomenon, and issues

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《요 약》

This paper present the history, phenomenon, and issues of Daegu University in order to understand these of Korean special education. The early development of special education in our country was led by private institutes or organization. Daegu University developed the first program of special education at the higher education level in Korea. The University and attached special schools have played the important roles, such as the pioneer practice in educating children with disabilities, preparation of the professionals in special education, urging law-makers to establish the Special Education Acts, and developing the national curriculum of special schools for students with disabilities. Regarding such important roles as a pioneer higher education, Daegu University needs to recognize the historical responsibility and to show leadership again for the establishment of the identity of Korean special education. Further, the University must be able to cope with new problems and issues of special education after the unification of Korean peninsula.

주제어 : Daegu University, special education, South Korea

Introduction

Korean special education had tremendously been influenced by other countries such as European countries and the United States. Even though the economic

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growth was predominantly led by our government, special education was largely led by private institutes or organizations. Pastor Young-shick Rhee(李永植: 1894-1981) was the pioneer of Korean special education and his son, Dr. Tae-young Rhee(李泰榮: 1929-1995), established and developed special education program of the Daegu University. Special education history of the Daegu University after the restoration of independence (after the end of World War II) reflects the special education history of South Korea in many aspects.

Pastor Rhee, the founder of Daegu University became the precursor of special education for children with mental retardation and children with physical disabilities as well as for the deaf and the blind. Just like a father, Pastor Rhee, Dr. Tae-young Rhee put forth every ounce of his energies into preparing special education teachers in South Korea. As a result, Daegu University and the annexed special education institutions have created the unique success story. Daegu University played the key role for the establishment of the Special Education Act for the first time in this country. For example, it provided the legislative body with consulting and played the leading role in the development and revision of curriculum for students with disability at the national level.

Korean special education currently focuses on the following three issues: practice of inclusion, realization of professionalism and the establishment of Korean special education discourse from the perspective of disability studies, and the establishment of the identity of Korean special education. The future roles of Daegu University on the upcoming issues may rely on the historical responsibilities that are based on the contribution of Daegu University to the special education in South Korea so far.

I. History of Korean Special education Focused on Daegu University

From the historical point of view, even under the royal authority, we had a welfare system(救恤) for supporting old and poor people. Particularly, in the early years of Joseon(朝鮮) Dynasty (around the 1445), the augural education were provided to the blind who are young and smart at Seowoongwan(書雲觀: a public agency for astronomy and calendar recruiting low level officials) (Lim, 1986). This traditional system was built at the Goryeo(高麗) Dynasty of the middle age and had

been carried into practice temporarily during the dynasty. The traditional system was inherited by Joseon, the next dynasty, to provide people with blind from the 15th century (especially, it was activated by Sejong the Great) until the 19th century when the royal authority in the society collapsed. According to the hereditary spirit of 'community cooperation', people with disabilities have been integrated to their community and they were respected as a member of the community. At this point, the suggestion of Jo-Han (2007) is very important in that she emphasized a restoration of the spirit of 'village community' as an alternative solution in our competitive society.

Korea has such a long history of welfare system and education for people with disabilities. However, education and social welfare for people with disabilities was not appropriately developed from the end of 19th century because our country accepted the modernization, which was the westernization relatively late. The outset of the modern special education in this country was closely related to the protestant missionaries who came over from America at the end of 19th century. At that time, the protestant missionaries paid their attention on the educational and medical service and projects as the indirect method of the missionary work. In this context, the protestant missionaries played the pioneer roles in the spread of modern education and western medicine in this country.

The first modern special education in Korean peninsula got started at Pyongyang, North Korea, in 1894 by Dr. Rosetta Sherwood Hall, a missionary. In 1897, Dr. Hall learned the New York Point at the New York Blind School and then applied the New York Point to the Korean alphabet, which was created by King Sejong(世宗), in 1898. This was so-called 'New York Korean Point' that became the starting point for systematic education for blind people. Then, Dr. Hall had some Koreans to learn education methodology for deaf people from the deaf school, which was run by a missionary in China. Therefore, we began deaf education as the first attempt in 1909 (An, 1974; Kim, 1977). As noted above, the realization of early modern special education had a close relationship with the protestant missionaries who were dispatched from the United States.

Since 1910 when our country was under Japan's colonization, Japanese established the Institute of the Blind & Deaf in Jesaengwon(濟生院 : a public agency dealing with caring herbs) at Seoul in 1913. The Institute was a guardian camp for people with disabilities that had kind of an asylum system providing education as well. This Institute was very similar to the residential special school of the US at

the early stage. Mr. Du-seong Park(朴斗星) who educated students with blind in the Institute designed the Korean Braille Point(訓盲正音) in 1926 and applied it to the blind education. His efforts greatly impacted the development of blind education starting from Seoul of the South Korea. He particularly contributed to spreading the Korean Braille Points through correspondence education to help the blind across the country read and write Korean alphabet, using his own money during his whole life. He also devoted himself to the diffusion of the New Testament Bible in Korean Braille Points. Thus, Park is praised as the 'King Sejong of the Blind' (the creator of Korean alphabet) in our country. In addition to Park, pastor Chang-ho Lee(李昌浩) established the School for the Blind & Deaf at Pyeongyang in 1935 and Mr. Yong-ju Son(孫龍珠), a blind person, established a blind school at Wonsan in 1938 (An, 1974). Korean special education was originally developed by protestant missionaries who started their efforts at Pyeongyang of the North Korea.

Even after 1945 when we regained the independence from Japan, our country was tragically separated by the North and the South and to date has remained as a separated country. Pastor Rhee, who went to the prison twice due to the movement for independence during the Japanese colonization later established the Daegu School for the Blind & Deaf at Daegu as a commemorative project in celebration of the independence in 1946 for the first time in South Korea. This school was the first residential special school that was privately established after the independence of Korea in 1945. Thus, Pastor Rhee became the precursor of special education as a civilian worker of special education. At this time, the government could not afford to work for educating children with disabilities because the government needed to focus on developing public education for typically school-age children. Since Paster Rhee's work, Daegu became the central city to develop Korean special education instead of Pyeongyang where was primarily the central city of development of special education from the end of the 19th century to the beginning of the 20th century. The purpose for establishment of the Daegu School for the Blind & Deaf was described in 「Fifty-year History of Yeonggwang Educational Foundation」 (1998).

In the historical context of Korean special education, Pastor Rhee felt desperate need for education of people with disabilities as a practicing believer of Christianity. Moreover, the event in which his mother lost her sight for a while and the encounter with a deaf person in prison due to his participation in the March 1st Movement for independence seemed to strongly motivate him to establish the school

for students with blind and deaf. In fact, he had internal and external motivations for establishing the school for students with blind and deaf. That is, he had an internal motivation from his participation in the movement for independence and the following interest in volunteer activities as well as his piety. He also got an external motivation from the long-cherished movement led by the Christian community of Daegu for establishing a school for students with blind and deaf, and the need of the districts for such school. ('50-year History of Yeonggwang Educational Foundation', 1998, p. 11).

Pastor Rhee established Daegu School for the Blind & Deaf "with the 2000 won that borrowed from his friend" on the basis of his Christian benevolent spirit (Rhee, 1984, 1998). However, he had lots of difficulties to successfully practicing special education for children with disabilities. Therefore, he held an exhibition for displaying the works of students with blind and deaf in 1947 for fund raising. The exhibition attracted the attentions of citizens and thus in the next year the exhibition attracted great attentions of the people who live in the Gyeongsang North Province (which is a large state including several small and large cities) from their exhibition tour.

Pastor Rhee submitted a proposal to the Chairman of National Assembly in order to help the general populations understand people with blind and deaf and demonstrate need of education for students with disabilities at the National Assembly Building in November, 1949. He made performances, such as reading Braille of students with blind and singing national anthem with sign language of students with deaf, and held an exhibition as well. This was the first attempt to stimulate law-makers to have an interest in special education and thus encourage their legislative activities. The proposal was accepted and thus exhibition and performance were held at the main conference hall of the National Assembly. Pastor Rhee had an opportunity to provide a prompt speech. Upon this opportunity, education and rehabilitation for students with disabilities became a national-wide interest which was the turning point that the government subsidy began to provide grants (Kim, 2007). The effects of speech of Pastor Rhee at the National Assembly and the exhibition and performance of students with disabilities on the law-makers were described in the autobiography of Pastor Rhee.

I never forget the moment that the chairman provided such big money, fifty six thousand won saying, "This is the money from the pockets of congressmen. I want

you to spend this for people with disabilities although the money is not enough" before the Chairman (Ik-hee Shin) was just to leave the National Assembly Building. This is how my "National Assembly Speech" facilitates to establish lots of future schools for students with blind and deaf all over the country (Rhee, 1998, pp. 168-169).

'Special Education Promotion Act' was finally passed the National Assembly in 1977 when approximately 30 years after Pastor Rhee emphasized governmental supports for special education of students with disabilities at his speech at the main hall of the National Assembly in November, 1949. Such efforts of Pastor Rhee may critically affect the development of special education and thus it may be called a new social movement for education right of students with disabilities.

Daegu School for the Blind & Deaf was closed during the Korean War right after the turning out its first graduates of elementary course in June, 1950. At that time, Pastor Rhee was arrested by North Korean army and was sent to the execution ground on the charge of 'high level spy.' However, he could be free when he was turned out to be a pastor as well as educator for students with blind and deaf. Since Daegu School for the Blind & Deaf was established for the first time by civilians in 1946, it was possible to secure the land and finally construct the new buildings as an independent special school in 1955, and then it could set up a regular school structure with the 12-year-course system from elementary to the secondary school (Kim, 2007). Looking back at the complicated situations of our history, we could easily assume how difficult it was for a civilian volunteer to establish and manage a special school.

Later, Pastor Rhee was selected as a chairman of the Korea Blind and Deaf Educational Institution Association in 1961 and he made a large contribution to the development of special education at the early stage in Korea during his charge as the chairman. On February, 1956, the 10th anniversary of the establishment of Daegu School for the Blind & Deaf, Tae-yung Rhee who is the first son of Pastor Rhee and studied abroad in Japan came back to Korea and began to contribute to development of special schools. Tae-young Rhee made course for preparation for future teachers in a college and developed Daegu School for the Blind & Deaf as an out standing special school.

Meanwhile, the board of directors of Daegu School for the Blind & Deaf decided to establish the higher education institute on April, 1956 for development of Korean

special education. This decision was important in that the institute was developed to the Korea Social Work School in 1957 and had 26 graduates who had a one-year course work for the first time in 1960 (Kim, 2007). Finally, the institute became the foundation for the Korea Social Work College as a four-year course work that was established in 1961. The college made the special education department for the first time in Korea and began the course work for the preparation for special education teachers at the higher education level. Dr. Rhee, the son of Pastor Rhee, played the primary role for these developments. Since he was inaugurated as the dean of Korea Social Work College in November, 1961, his efforts made it possible for the current Daegu University, developing into the four-year university that finally came to the national ranking fifteen. (Professor Kun-yong Rhee, the joint author of this paper, is the first son of Dr. Rhee. When he was young, all his family including Pastor Rhee, his grandfather lived in the house located within the boundary of the blind and deaf students' dormitory, so he grew up making contact with the disabled in the dormitory.)

Pastor Rhee who had led the education for students with blind and deaf since the independence visited America to look around the field of special education. After he came back to Korea, he got interest in education for students with mental retardation and students with physical disabilities and established Daegu Bomyeong School for students with mental retardation and Daegu Bogeon School for students with physical disability in 1966. Thus, Daegu became the mecca of Korean special education after then.

Pastor Rhee frequently used to say, beginning special education in Korea was kind of "creating something out of nothing," and also say, "life is what does not seem to work well at the beginning but can work well in the long run." He had a strong pioneer spirit to start undeveloped works that nobody tries before and further made the undeveloped works to develop tremendously without giving them up even with lots of difficulties. Korean special education was developed by these pioneers who worked privately since the restoration of independence although special education did not get governmental supports in the beginning. From the 1960s' to the early of 1970s', special education was out of political interests so that it was pushed aside as the 'Premature situation'. At that time, Korean policy makers and officials typically had the following attitude for special education, "if we had money to build a special school, we would rather make one or two tanks with that money" because our country was under the structure of separate country into the North and the

South in the cold war system (in the reminiscence written by Dong-geuk Kim, 2004). In this situation, Pastor Rhee worked on the front line to enlighten and persuade law-makers, developing the special education and thus the 'Special Education Promotion Act' finally passed the National Assembly in the late of 1977. Dong-geuk Kim(金東極), the principal of a special school, who worked for special education as the president of the Korea Special Education Association reminisced about the background of that time.

It was not a simply my contribution to passing 'Special Education Promotion Act.' It was the president Tae-young Rhee who supported and kept encouraging me to work for it from the beginning and so Pastor Young-shik Rhee did. Mr. Hyo-sang Lee, the Chairman of the National Assembly, was the one as well (reminiscence written by Kim, 2004. 11. 15).

Pastor Rhee made great contribution to the creation of the 'Special Education Promotion Act' as he met and persuade Hyo-sang Lee(李孝相), the Chairman of the national Assembly to enact the law. Later, Pastor Rhee made "love, light, and freedom" for the mottos of Daegu University and these three mottos should be always kept our minds regardless of the time and space. Later, Dr. Rhee acquired the permission of special education department for the graduate course in 1973 for the first time and then doctoral course in the school year of 1975. Students with doctoral degree went to the field of special education for the first time in Korea. Dr. Rhee also established the College of Rehabilitation Science at Daegu University in 1988 for the first time in Korea since he had been interests in rehabilitation of people with disabilities. He showed an excellent leadership in preparing for professionals of the rehabilitation fields, such as vocational rehabilitation, psychological rehabilitation, speech therapy, physical therapy, and rehabilitation technology.

He also had interests in educating children with emotional disorders and thus established Daegu Deokhee School, a special school for children with emotional disorders in the campus of Daegu University. The campus of Daegu University became specialized as the mecca (the sanctuary) of students with disabilities as a placement of providing special education and rehabilitation to the students with disabilities in these special schools. Daegu University is an unique one in that it has five special schools in five categories of disability including blind, deaf, mental

retardation, physical disability, and emotional disorder within the campus while providing in-service professionals after the courses of preparation of special teachers and other professionals.

Dr. Rhee showed the excellent leadership as the scholar in Korean special education field. He wrote the 「Introduction to Special Education」 (1963), which was the first formal book about special education and he had lectures at the university as well (Byung-ha Kim, the senior author of this paper took the Introduction to Special Education course provided by Dr. Rhee directly in 1965, and Dr. Kim has been working in Daegu University as an alma-mater and a professor of the special education Department since 1972). Later, Dr. Rhee got interested in introducing the education for children with learning disabilities and thus he translated 「Learning Disabilities」 (1987) written by doctor Janet W. Lerner into Korean language and introduced the book across the country (Doctor Lerner visited Korea at that time, and helped a lot to guide the academic interests to the category of learning disability at Daegu University, carrying out the special lectures in learning disability area). Since then, the course of 'Education for Children with Learning Disabilities' was open in Daegu University and became the required course of graduate program as a part of 'Brain Korea 21 Project in Special Education at Daegu University'.

Dr. Rhee believed that education and rehabilitation for people with disabilities could contribute to an unified global village on the basis of peace. Based on his faith "human beings cannot be balanced excluding children with disabilities in our societies (Rhee, 1984)," Dr. Rhee suggested that "let's make the disabled people as the light of global village" when he was invited as a guest speaker to the annual conference of the Council for Exceptional Children in 1987. Dr. Rhee's principle, the 'respecting people with disabilities' is very similar to the justice theory of J. Rawls. Rawls(1999) suggested the second principle of justice, called as the 'Difference Principle' for a just society that provides the minority preferentially the largest benefits. Accordingly, Dr. Rhee was a great educator and at the same time peace maker of the time.

As noted above, after restoration of independence (after World War II), Daegu became the mecca of special education led by Pastor Rhee and his son, Dr. Rhee. In this process, Daegu University was established in 1956 and prepared for professionals in special education with five annexed special schools according to the five disability category. To date, Daegu University has achieved unique achievements in special education area that can hardly find in another country. Since 1970s, South

Korea has achieved the unusual 'compressive growth' in economy and thanks to the economic growth the special education could continue to develop quantitatively for the last 30 years.

II. Impacts of Daegu University on development of Korean special education

From the independence in 1945 to 1970s, we had private special schools all across the country since Paster Rhee started special education for the first time in Daegu. Therefore, approximately 60% of the total of Korean special schools is private(The Korean Association for Special Education, 2007). Such large percentage of private education is an unique phenomenon of South Korea considering public education is typically provided to students all over the world (Korean government provides the same financial support to the elementary and secondary schools regardless of whether the schools are the public or private). In the late of 1977, the 'Special Education Promotion Act' was established in South Korea in order to promote the special education at national level. During the process of establishment of the law, Daegu University, centering around Dr. Rhee, played important roles including providing the government with required information and data, advices, and suggestions. Along with the expansion of opportunities in special education in South Korea, Daegu University has contributed to the development of the national curriculum of special education for students with disability and played a leading role in preparation of special education teachers and in-service training. At this point, we will discuss the impacts of Daegu University on the development of Korean special education in terms of the following four aspects.

First, the annexed special schools of Daegu University have played the leading roles in specifying special education by disability category in Korea. The UNESCO had regarded the specified by disability categories as the important index when they discussed the development of special education in a certain country from the viewpoint of international comparison until the 1960s (Unesco, 1971). The establishment of Daegu School for the Blind & Deaf (1946) was the first attempt for educating students with blind and deaf in this country. In 1966, a special school for students with mental retardation (Daegu Bomyeong School) and a special school for

students with physical disability (Daegu Bogun School) were established as annexed facilities of Daegu University. In 1982, Daegu Deokhee School (the school was named after Mrs. Deok-hee Kim, mother of Pastor Rhee, in memory of her) was established as a special school for children with emotional and behavior disorders. Accordingly, these schools were the first attempts for educating children with disabilities according to each category in our country.

Second, Daegu University initially contributed to preparation for special education teachers and their in-service training. As previously noted, the 4-year colleges, such as Ewha women's University and Dankook University in Seoul, established special teacher training courses in 1971, after ten years when Daegu University established the courses in 1961 as the first attempt in South Korea. After then special teacher preparation courses have been rapidly increased at the level of undergraduate and graduate school since the 1980s. Currently, 120 teachers of early childhood, elementary, and secondary special education graduated every year after four-year course from Daegu University.

Meanwhile, as for the training of special education teachers at graduate school level, graduate education school program of Daegu University had 50 to 70 special teachers every year to prepare for working in the field since 1984. Then, special education graduate school program was established in 1998 for in-service teachers and from this program 100 graduate students every year finished the program as a part of on-the-job training. Approximately then doctoral students graduated from the Special Education program of the Graduate School every year since the program was established in 1975. Daegu University finally has developed into an excellent university in special education. The university currently has more than 500 students in undergraduate school, approximately 550 students in master program and 50 in doctoral program. Daegu University has continuously carried out the on-the-job training for the teachers in charge of special classes and schools all across the country since the mid of 1970s. In addition, approximately 200 graduate students had doctoral degree at the Special Education Department and most of them are working as professors in higher education level or as researchers in research centers.

Third, Daegu University led developing the national curriculum of special education field and spreading out the resources across the country. The development of national curriculum including the curriculum for general education was led by the government. Curriculums for special schools of students with mental retardation and students with physical disabilities were developed in a full-scale since the 1980s

after the national curriculum was established in 1967 for schools of students with blind and deaf. Daegu University played a critically leading role in developing the curriculum of special education at the national level with supports from the Ministry of Education since the 1980s. It is a special case that a certain university, which is not a public agency, takes the charge of revising works for development of national curriculum. Further, the special school for students with mental retardation, an affiliate of Daegu University, developed the competency-based curriculum in the 1980s for the first time and attracted great attention of our government (Daegu Bomyeong School, 1981).

On the basis of such efforts and contributions, Special Education Research Institute of Daegu University could lead revision works for the curriculum of special schools at the national level even three times in a row from the 1980s to the 2000s and successfully completed the works. In particular, the 7th revision of the curriculum of special schools that was entrusted in 1996 was innovatory revised in a need of the globalization and knowledge-based society. This curriculum was a learner-centered curricular that complied with perspectives of post-modernism. According to this curriculum, curricular for the students with mental retardation and students with emotional disorders was integrated into the basic curriculum for their life adaptation. Curriculums for children with sensory impairments and physical disabilities needed to use the 10-year basic curricular for common citizens that was already used in all schools as a general rule and to develop the curricular resources separately for meeting individual and special needs of children with disabilities (Special school curriculum revision committee of Daegu University, 1997). Particularly, textbooks on the basis of basic curriculum for students with mental retardation were developed into electronic textbooks as a follow-up work for curriculum development.

Fourth, Daegu University played a leading role in scholastic discourse of Korean special education. As noted before, Dr. Rhee wrote the 「Introduction to Special Education」 in 1960s and had lectures with the book. Later, he had presentations as a keynote at major special education conferences in Korea and other countries and published the papers of presentation in independent volumes with the title of 「Social work and Special Education」 (Rhee, 1985). Even with limited books related to special education in 1970s, Jeong-gwon Kim and Tae-young Rhee published five serial books that were related to educating children with mental retardation (Kim, and Rhee, 1975, 1976). At that time, several books related to special education were

additionally published. For example, Gyu-shik Lee of Daegu University published 「Therapy of Speech-Hearing Impaired」 (1977), Byeong-zeup An published 「Education of the Physically Disabilities」 (1977), and Byung-ha Kim published 「Historical Foundation of Special Education」 (1977) as the first attempts. Special Education Research Institute of Daegu University then made special education journal in 1963 and to date the journal has been actively published in special education area (Volume 47, No. 3 as of 2008).

Daegu University greatly contributed to the preparation for new research manpower as having participating in the Brain Korea 21 Project, which has been the largest national project funded by Korean government since 1999. As the extension of this project, Daegu University has recently focused its energy to construct the 'Asian Paradigm of Special Education' network and has published the 「Journal of Special Education: Theory & Practice」 four times a year since 2000 (This journal is acknowledged as one-tier journal by Korea Research Foundation). Daegu University has been a pioneer in the preparation of specialized manpower and the development of academic discourse in special education as well as the practice of special education in field.

III. Crucial issues of Special Education in South Korea and Daegu University

Recently, the effects of rapid change of Korean special education brought up several crucial issues. Since the 'Special Education Promotion Act' was established in 1977, the law was totally revised in 1994 and thus the years of compulsory education for children with disabilities increased to nine years and the regulations of inclusive education was stipulated. However, the law was revised again in 2007 and people with disabilities themselves and the parents and advocates for the students with disabilities made efforts to pass the Act of Special Education on the Children & Youth with Disabilities (2007) that was operated from 2008. While Special Education Promotion Law of 1977 was established by professionals and the law of 1994 was established by professionals and governmental officials, Special Education Law of 2007 was primarily established by peoples with disabilities themselves and the parents and advocates of the students with disabilities. Thus, the current law (2007)

strongly proposed the 'School Restructuring' for all children in order to put inclusive education into practice. At this point, this paper will discuss three important issues related to change of trend and then future implications for Daegu University.

First issue is about inclusive education and its practical tasks. Current inclusive education in Korea may be explained in terms of the light and the shadow. The 'light' refers to the aspect that the inclusive education is emphasized as the policy oriented characteristics in the situation where the education is emphasized as the ideological case or ideal. The 'shadow' refers to the confusion of identity occurring in the special education, which is caused by the fact that the inclusive education is simply ideal and has distance from the reality of the field. Education is a process of endless pursuit of idealistic world but the existence of education is the reality of extremely actual process of practice.

There is a big gap between inclusive education from political perspective and the reality of inclusive education in terms of practical issues of the field. The authors noted our deep-rooted 'competitive educational ideology' as the fundamental reason of this gap. Recently, educational policies of the new Korean government emphasize neo-liberalistic competition that values competition and self-regulation for academic performance. As a result, schools are recognized as a place where "the 80 can never win over the 20" (Gwag, Column in Hangeorei News, 2008. 8. 6.) As long as such competition is predominantly emphasized in schools, inclusive education of students with special needs cannot be accomplished. The international academic performance evaluation of our elementary and secondary students always maintains the high level thanks to the excessive competition. However, the evaluation provides exclusion of students with disabilities from general classes. Further, entrance exam for college traditionally aggravated competition for academic clique and thus made this country worst that spends excessively expenses for private education. The gap of academic competency and educational performance increases more and more depending on socio-economic classes and regions. At this point, we need to focus on the issue, interrelationship between equity and excellence.

Recently, Korean teachers noted the following three issues of inclusion in terms of facilitating factors and barriers (Kim & Kim, 2008). Facilitating factors include (a) passion of parents of children with disabilities about inclusion, (b) administrative supports from the government, and (c) change of attitudes of general teachers toward inclusion. Barriers include (a) tendency of negative perception of inclusion as children get age, (b) lack of professionals' high quality (i.e., lack of teachers'

competencies of adjusting the curriculum appropriately), and (c) lack of administrators'(e.g., principals) leadership and passion about inclusion. The issues noted above imply both positive and negative factors of inclusion just as two sides of the same coin. Therefore, it may be important that we make great efforts to increase the positive factors while decrease the negative factors for accomplishing inclusion.

The findings of the study (Kim & Kim, 2008) provided future implications for special education of Daegu University. That is, high quality of professionals and leadership of principals at elementary and secondary schools for successful practice of inclusive education need to be practiced for pre-service and in-service training of special education teachers at Daegu University. It is the time that Daegu University changes the program for preparation for teachers from the view of separated special education to the view of inclusive education. Professors of Daegu University also needs to focus on this issue and makes great efforts to accomplish the change.

Second, Korean special education needs faces the issue that requires a change from the traditional professional-centered paradigm to people with disabilities themselves-centered paradigm. As noted above, we need to pay attention that the leading role in the law-making process in 2007 was moved from professionals to peoples with disabilities themselves and the parents and advocates of the students with disabilities. From the perspectives of disability studies, 'disability' is not perceived as a personal experience including an issue of existence but in fact it can be understood within social, cultural, and political structures. On the other hand, the social model emphasizes understanding people with disabilities in their social and cultural contexts (Oliver, 1996). Social model has a different perspective from the individual model which perceives 'disability' as a personal pathological problem or individual functional damage and thus that needs to be medically treated and remedied by experts. Therefore, "nothing about us without us" became an important issue from the perspectives of disability studies.

Although we have comparatively shorter history of movements for people with disabilities than Europe and the US, the movements have been very dynamic and vigorously developing. At this point, we need to refl ect critically on professionalism of special education from the viewpoint of disability studies. Professionals need to reflect special education in terms of 'people with disabilities themselves' that was developed from 'learner-centered,' which has been greatly emphasized in education. Daegu University recently has been developed 'Disabled Student Center' in the

current needs. However, the center does not work well from the viewpoint of 'people with disabilities themselves'.

Course of 'Disability Studies' was newly established at Daegu University this year and in advance the course of 'Special lecture of disability studies' was included in doctoral program. This was the first attempt in Korean special education. Based on the attempt, Daegu University needs to make some accomplishments for positively connecting with professionalism of special education regarding that there is still a big gap between the discourse of disability studies and the traditional professionals of special education.

Finally, Korean special education meets a serious challenge in terms of self-generated special education discourses and production of discourses because of its strong reliance on the 'imported studies' from Euro-American countries. Our economy greatly has depended on exports and as a result has developed somehow, however discourses (especially in human & social studies) are still in self-contradiction by putting the imported studies first. That is, the discourses from Euro-American have been more likely to over-generalize in our society.

Special education of Daegu University needs to show a strong leadership as it did in the past for producing a special education discourse with our own identity. Recently, a few professors of Daegu University pay their attentions to establishing the identity of Korean special education brand and make efforts for having our own special education discourse. For establishing the identity of Korean special education, we may need to have networks with that of the Eastern Asia countries based on the uniqueness and at the same time sharing the commonness with special education of other Eastern countries. In order to accomplish this, we are going to hold an international conference in memory of Dr. Tae-young Rhee, in January 2009 with the title of 'Critical issues of practice of inclusive education in Eastern Asia' and invite special education scholars of Eastern Asia. We believe that Daegu University should play a leading role for networking and collaboratively works with special education professionals of Eastern Asia, regarding that the university is historically important pioneer in Korean special education.

Final Comments

It is clear that the early development of Korean special education was led by private institutes and organizations, and Daegu University has been in the center of the development. To date, Daegu University has played tremendously important roles as the pioneer including education of children with disabilities, preparation for professionals, urging law-makers to establish the Special Education Law, and developing curriculum of special education for students with disabilities at the national level. Now, guarantee of rights of children with disabilities and their families and practice of inclusive education will be led by the government as the Special Education Act of 2007 has been effective. In addition, 40 universities across our country currently work for preparation for special education teachers.

Accordingly, we need to share responsibilities and work collaboratively for each other for developing Korean special education. At this point, Daegu University needs to show leadership with the historical responsibility for establishment of the identity of Korean special education. Further, we need to cope with the issues of special education that will be come up to after unification of Korean peninsula. That is the realization of the spirit of establishment of Daegu University as a pioneer of special education.

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대구대 중심의 한국 특수교육 : 역사, 현상, 쟁점

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〈초록〉

광복 후 초기의 한국 특수교육은 뜻 있는 민간인들이 앞장서 그 발전의 주역을 담당하였으며, 이들 선구자의 중심에 대구대학교와 그 부속 특수교육기관들을 설립한 이영식(李永植 1894-1982)과 이태영(李泰榮 1929-1995)이 있었다. 본 연구는 이 두 사람이 주도하여 추진해 온 특수교육 사업(대구대학교 특수교육과 그 부속기관들)이 한국 특수교육 발전에 어떻게 기여해 왔는가를 밝힐 목적으로 수행되었다. 이영식 목사는 광복기념 사업으로 1946년에 대구맹아학교를 설립함으로써 우리나라에서 특수교육의 개척자가 되었다. 이어 이영식 목사의 장남인 이태영은 1956년에 오늘의 대구대학교 전신인 한국이공학원을 설립하는데 주도적인 역할을 하였고, 이를 바탕으로 1961년에는 정규 4년제 대학과정에 의한 특수교사 양성과정을 개설하기에 이르렀으며, 이것은 우리나라에서 대학수준 특수교사 양성의 효시가 되었다. 그 후 대구대학교는 특수교육 분야 전문 지도자를 양성하기 위해 우리나라에서 최초로 1975년 대학원 박사과정에 특수교육학과를 개설하였으며, 그 후 우리나라에서 특수교육 전문 인력배출에 지대한 영향을 미쳤다.

현재 대구대학교는 5개 장애 영역별(시각장애, 청각장애, 정신지체, 지체부자유, 정서장애)의 특수학교와 재활과학대학을 운영하고 있어, 전 세계적으로 그 유례를 찾아보기 어려운 장애인 교육과 재활의 '총합성'(總合性)을 단일 기관 내에서 독특하게 유지하고 있다. 그동안 대구대 특수교육은 1977년에 특수교육진흥법이 제정되는 과정에서 정부를 계도하고 입법정보를 제공하는데 중요한 기여를 하였으며, 1980년대 이후 세 차례에 걸쳐 국가수준의 특수학교 교육과정을 위탁받아 개발하기도 했다. 그러나 21세기에 접어들며 우리나라 특수교육은 그 양적인 면에서나 질적인 면에서 엄청난 변화를 가져왔다. 이제 달라진 시대적 요구에 따라 대구대와 그 부속학교들의 특수교육이 그동안 축적해온 역사성에 걸맞게 그 리더십을 어떻게 발휘할 것인가에 대한 성찰(省察)이 절실한 때이다. 특히, 한국에서 통합교육의 정착, 장애학(disability studies)의 입장에서 본

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특수교육 전문성의 재정립, 그리고 세계화 시대에 상응한 한국 특수교육 정체성 정립 등에 걸쳐 새로운 과제가 제기되고 있다. 이런 시대적 과제에 대응하기 위해 대구대 특수교육은 심각한 자기반성과 더불어 새로운 리더십의 발휘가 요청된다.

주제어 : 대구대학교, 한국특수교육, 남한

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