

## The Appearance and Characteristics of Early Education in Journalism and Communication Studies in Korea\*

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*This study aims to verify when and how early education in journalism and communication studies appeared in Korea and concretely review its historical meaning and characteristics. For this purpose, first, major discussions on early journalism education in Korea are reviewed. Then the curricula related to journalism and communication studies from the Japanese colonial period until the 1950s and the contents and characteristics of such education are discussed. The journalism and communication studies at that time seemed to refer exclusively to newspaper journalism. Accordingly, the necessity for journalism education was emphasized in the view that better journalists could be developed by teaching journalism in a more comprehensive manner. In the meantime, subjects related to journalism in Korea began to be offered starting in 1925 under the Japanese occupation. Early journalism education was rather practical, but since 1955 it has been taught as a social science with Seoul National University as the center.*

**Keywords:** *Journalism and Communication Studies in Korea, Education in Journalism and Communication Studies in Korea, Newspaper Journalism, Japanese Colonial Period, the 1950s*

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## I. RAISING THE ISSUE

The interest in media, including newspapers, was somewhat active in Korea after the Japanese occupation. Magazines specialized in journalism, such as *Shinmun Chunchu* (September 1928) (Jung Jin-Suk 2010), *Cheolpil* (1931-1932), *Ho-oi* (December 1933), and *Journalism* (June 1935) were published, and articles and contributions regarding media phenomena such as newspapers, magazines, radio, and movies appeared frequently in magazines like *Gaebuyuk*, *Shindonga*, and *Samchuli*. Books such as *Journalism* (Kim Dong-Seong 1924) and *Shinmun (Newspaper)* (Im Gyung-Il 1938) were also published. The social interest in media phenomena even seemed great during the Japanese occupation. Furthermore, the writings that introduced journalism studies from the related educational institutions of foreign countries continued to be published. Contributions by Yang Jae-Ha about the “journalism college and college newspaper-urging to establish journalism research institutes and also to publish college newspapers,” were published in an eight-part series in the *ChosunIlbo (Chosun Daily Newspaper)* in December 1931. In addition, contributions by Gwak Bok-San “for the scientific study of newspapers” were published in a three-part series in the *Dongallbo (Donga Daily Newspaper)* in October 1934. These can be seen as representative cases in which the authors introduced the content of journalism and communication studies and the related education institutes of the major countries in the world and insisted on establishing journalism institutes in Korea (Yang Jae-Ha 1931; Gwak Bok-San 1934). Through these discussions, the need for journalism research as well as educational institutes can be understood and recognized to some degree even during the Japanese occupation.<sup>1</sup>

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<sup>1</sup> The term “journalism and communication studies” in this writing is described in Article 3 Purpose, of the articles of the Association of Korean Society for Journalism and Communication Studies; therefore, its education is used as the meaning of education related to journalism and communication studies. By the way, advertising, even though it is also a phenomenon of communication, is confirmed to have been opened mainly in the commercial-related departments such as economics and business administration during the period of study. Advertisement will thus not be

While the results of journalism and communication studies research during the Japanese occupation had been introduced comparatively in detail by this time, the discussions on whether the related education existed at that time were few. Accordingly, it is generally agreed that journalism and communication studies and education in Korea began in earnest after liberation from the Japanese occupation (Jung Jin-Suk 2001a). Also, Gwak Bok-San (1971: 38) offered the following widely accepted explanation for the development process of the beginning education in journalism and communication studies in Korea:

In Korea it took three steps for ‘journalism’ to settle down as a regular course in universities. The first period was a time of small private educational institutes, and the next was a time of sporadic lecture courses done by some universities. Through such a process, the universities came to establish journalism departments up to the present day.

Education related to journalism and communication studies at universities started with “An Introduction to Journalism” in the College of Liberal Arts of Seoul National University in April 1949 after the First Republic of Korea was established; Professor Gwak Bok-San took the chairman position for the subject (Gwak Bok-San 1971). This type of course was offered after 1971 without any great dissent, but in 1994, Kang Hyeon Dew raised a meaningful issue that social scientific education in journalism and communication studies, rather than a practical education, began in 1955 in the Department of Sociology of Seoul National University (Kang Hyeon Dew 1994). On the other hand, Lee Min Ju and Yang Seung-Mock (2006), examining the status and trends of journalism and communication studies in Korea under Japanese colonial rule (1910-1945), introduced the area’s institutionalization. In addition, in 2008, in introducing Sul Eu-Sik’s writing that a journalism lecture opened at Sookmyung Women’s University in 1947, they suggested that education in journalism and communication studies began at this time in Korea (2008: 209).

However, from the Japanese colonial period, journalism-related subjects

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included in this study due to the difficulties of conducting a wide range of research. A separate discussion will be required for this.

were included in the curriculum. Based on information from surveys to date, the first journalism education in Korea began in the social studies of a night school when Joseon Jeonsu Hagwon (Joseon Specialty Academy) attached to Boseong College in October 1925 (*Donga Ilbo*, March 18, 1925; October 5, 1925). As for a regular educational institute, a journalism course, as a composition and grammar course of liberal arts, was opened in the senior class for two hours per week (Ewha College 1930: 34-37; 100 Years of History of Ewha Compilation Committee 1994a: 190-191). Also, it is necessary to verify even well-known facts on the related education in journalism and communication studies after liberation to see whether they are correct or not. Ewha Womans University, since liberation from Japanese occupation, continued to open journalism lectures by increasing the time allotted to them (Ewha Womans University 1948: 11-13); also, the curriculum at Yonhee Christian University shows that “Journalism I” opened in 1946 (The 80th Anniversary Committee of Yonsei University 1969: 407).

These facts have not been unknown in the academic world of journalism and communication studies. In this respect, along with fact-checking the development process of early education in journalism and communication studies in Korea, it seems necessary to review more concretely the field’s historical meaning and characteristics. This research began with this perspective.

## II. REVIEW OF EARLIER STUDIES AND THE ISSUES TO STUDY

Studies to check and review the overall education status of journalism and communication studies in Korea and related problem seem to have been conducted steadily (as representative cases, Gwak Bok-San 1971; Lee Gang-Soo 1973; 2001; Im Geun-Soo 1977; Park Eu-Bong 1977; Cha Bae Keun 1987; 1989). Early education in journalism and communication studies was mostly mentioned in those discussions, in which the generally accepted view was that education in journalism and communication studies in Korea began with journalism lectures at the Joseon Shinmun Hagwon in 1947 after liberation, and Professor Gwak Bok-San first gave a lesson at Seoul National University

in 1949, followed by Yonhee Christian University, Korea University, and Ewha Womans University, among others. However, few studies have reviewed in earnest or raised issues concerning whether any previously known facts were verified with the relevant historical materials, what curriculum was opened, and which objective and characteristics they had. In that sense, Kang Hyeon Dew's research is thought to raise very meaningful issues.

Considering the above, it will be necessary to review in detail two issues related to the earlier education in journalism and communication studies in Korea. The first is how education related to journalism and communication studies was understood at the beginning stage in Korea and what discussions were conducted. The second is what subjects were taught, and with what objectives and contents the education was carried out. This study intends to review the development process of the earlier education in journalism and communication studies in Korea by focusing on these two issues.

For this purpose, first the study will review the relevant references to see in what context the education was suggested as necessary during the period. Next, it will review how the related education was performed after the Japanese occupation period until the 1950s when the relevant departments were first established at the college level in Korea. Through this review, the social circumstances, and for what objective the related regular curriculum was opened, can be understood. Based on this research, the study provides an analysis of the historical meaning and characteristics of the earlier education in journalism and communication studies in Korea.

To understand its education, the study relied on the relevant major discussions in newspapers and magazines. As for the curriculum, it examined the opening status and content of the curriculum from the Japanese occupation to the 1950s, mainly with six universities, that is, Keijo Imperial University, and three colleges, Boseong, Yonhee Christian and Ewha Womans College (which grew to university status after liberation), which were all established in the period of the Japanese occupation, Hongik College where the first journalism department in Korea was established in 1954, and Chung-Ang University where the second journalism department was established in 1958. The paper will then discuss the characteristics of the earlier education in journalism and communication studies in Korea and its historical meaning.

### III. UNDERSTANDING AND DISCUSSIONS ON THE EARLY EDUCATION IN JOURNALISM AND COMMUNICATION STUDIES

The research shows that in Korea journalism was recognized as a field of study in the Enlightenment period. In the *Hwangsung Shinmunon* (*Hwandsung Daily Newspaper*) on February 9, 1903, a letter to the editor written in the name of “Susongirin” said that “[in] Europe journalism schools are established to train good journalists.” The foreign news, “Journalism Research” in the *Hwangsung Shinmunon*, August 20, 1906, introduced journalism education of Germany very concretely as follows:

In Europe, especially in Germany, there is a tendency of studying journalism as learning, and so it is said that many universities will make the classes for the well-known doctors to give a lecture on journalism this summer, and Greifwald University gave a lecture on newspaper business last winter, Berlin University and Leipzig University gave a lecture on the rights of newspapers, and Justus-Liebig University decided to grant a degree to whomever passed an examination after the completion of journalism courses as political science and the science of finance did.

Even in rare cases, as above, seeing that newspapers during the Enlightenment period introduced foreign universities teaching journalism as a regular course, the existence of journalism courses and its education seemed to be recognized by some civilized persons.

When newspapers were published by Korean management under Japanese colonial rule, the word “journalism” was discovered in general articles from the beginning of the 1920s. This indicates that the understanding of journalism had been formed by that time. The article “Why are we giving a lecture on journalism to readers?,” saying that reporting the truth needs the selection, the selection requires the standard, and the standard is social in its nature, is an example (*Donga Ilbo*, December 29, 1921: 1). Since then, the introduction of journalism education in major countries such as Japan, the United States, and Germany was not frequent but was persistent and the issue was raised that research and education in journalism was necessary in Korea.

Table 1 summarizes the related main topics of discussion during the period from the Japanese occupation to the early stages of the 1950s when regular journalism departments had not yet been established.

As many discussions are similar to or duplicate each other, representative discussions in the context of journalism education are necessary. A part of Yang Jae-Ha's clear explanation of the reason why journalism colleges were established all over the world is quoted as follows (Journalism College and College Newspaper (1). *Chosun Ilbo*, December 1, 1931: 1):

In short, the reason why journalism colleges were established was based on the two main objects, that is, one for the necessity of scientific research on newspapers and the other for making good papers through the training of good journalist as skilled persons. In other words, to erect a system scientifically of incomplete journalism and to build up critical insight for a future journalist by letting him know good from evil, to let him read, write and make newspapers, and also to give him the true and live lesson of the real world with the daily content of articles which can be deemed as an extension of history, that is the reason why the journalism colleges are installed and the lectures are delivered.<sup>2</sup>

In addition, Yang Jae-Ha introduced the journalism research office attached to Tokyo Imperial University where he attended lectures, and its research contents, and hoped to see college newspapers and research institutes, saying that journalism education, even if it is a dream, is necessary in Korea and such a thing like the training of journalist must not be left as it is (Journalism College and College Newspaper (3). *ChosunIlbo*, December 3, 1931: 3). Like this, Yang Jae-Ha suggested that journalism education is necessary for two things: research on the newspaper phenomena and the training of good journalists.

In 1934, Kwak Bok-San introduced journalism research and related courses from the United States, European countries such as Germany and England, and Japan in the article "About the Scientific Research on Newspapers" and, in the conclusion, developed a more embodied discussion in a similar context to Yang Jae-Ha (Newspaper related departments of

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<sup>2</sup> The text has been underlined by the writer for emphasis.

Table 1. Main Topics of Discussion on Journalism Education

Writer	Main Contents	Published in
Kim Hyun-Joon	Introduction of journalism departments at German universities and explanation of journalism research method at English universities	<i>Donga Ilbo</i> , July 11, 1928: 5; July 14, 1928: 3
Kim Hyun-Joon	Introduction of the newspaper world and its educational institutes in Germany and England	<i>Cheolpil</i> , No. 4, January 1931
Han Gi-Ak	Suggestion for the research and education in journalism at colleges in Korea	<i>Cheolpil</i> , No. 1, July 1930
Yang Jae-Ha	Introduction of journalism colleges and college newspapers of foreign countries more than six times	<i>Chosun Ilbo</i> , December 3-18, 1931 (6 times)
Yang Jae-Ha	Summary of the contributions to <i>ChosunIlbo</i>	<i>Shindonga</i> , May 1934
Gwak Bok-San	Introduction of the establishing details of journalism and relevant departments of the world and emphasis on early appearance of journalism institutes in Korea	<i>Donga Ilbo</i> , October 6, 12, 16, 1934: 3
Kim Joon-Gil	“Review of Chinese Newspaper” by introducing the representative journalism institutes in China	<i>Donga Ilbo</i> , April 14, 1935: 4
Im Gyung-Il	Introduction of lectures, research groups, and departments relevant to journalism in the major countries of the world	<i>Shinmun (Newspaper)</i> , 1938: 60
Sul Eu-Sik	Suggestion for the necessity of journalism course at each college and university	<i>Shinmun Pyungron (newspaper comment)</i> , No. 3, 1947
Lee Hae-Chang	Suggestion for the necessity of journalism research and its research institute at universities in Korea	<i>Gyunghyang Shinmun (Gyunghyang Daily Newspaper)</i> , July 16, 1952: 2

various countries of the world. *DongaIlbo*, October 16, 1934: 3):

The crystal of scientific research of newspapers, namely the learned theory, is not a pure principle only but has a practical value to guide reality and provide standards in developing the newspaper itself. Generally, as the so-

called “journalism” is not limited only to a simple study of a newspaper and its related matter, but includes its production-related field, that is, the basic courses as vocational education for journalists (practical journalism), the college research institute studies journalism in two areas; one is “for scientific matters and the other for practical matters.” It is in the same vein that universities in German and the United States of America insist that the same qualification should be given to the job related with journalism as law, theology, and medicine. In other words, the scientific, technical, and ethical education on journalism shall be given to a would-be journalists....

In general, the cultural phenomenon, whatever it is, can never expect rational advance without scientific research. ... Therefore, such a cultural phenomenon as newspapers which have an important significance socially cannot be left unstudied. It will be delightful for the “future newspaper” that the world researches the newspaper competitively, and also we can assure that the academic system, even if journalism is an incomplete learning yet, will be built before long. And as “newspaper” develops daily, “journalism” also draws public attention and becomes a learning to research.

Last, it is hoped that the research institute of journalism will appear in Korea as soon as possible.

Gwak Bok-San’s explanation on the necessity for newspaper research as well as journalism education is judged as *an appropriate and insightful position* that can be accepted even from the viewpoint of today. In light of the discussion of Gwak Bok-San, who learned journalism in Japan and worked as a journalist for the *Dongallbo* after graduation, one can assume that some experts had a high level of understanding of journalism during the Japanese occupation.

On the other hand, Sul Eu-Sik, who worked for the *Dongallbo* as a chief editor after liberation and said that the “[n]ewspaper puts forward reasonable arguments and arouses public opinion through an uncolored report and fair criticism, and fulfills the function of news delivery and critical role,” explained it as the first fair principle of journalism (*Donga Ilbo*, December 4, 1946. Self-statement for one year. p. 1). He pointed out the role of the newspaper correctly. Also, he suggested that “[in] general, the quality of journalists seems not likely to be so much lower than ever. It is a telltale fact that they have a lack of spirit and courage. Most newspapers are like leaflets implying a destructive means, and like the brave of ignorance or the boneless

octopus” about the confusing situation of the press after liberation; because newspapers and magazines appeared like mushrooms after rain, Sul Eu-Sik insisted on the necessity of journalism education as follows:

This is of course not journalists’ own fault. Even though there might be restriction by an external force, the decision lies ultimately with journalists themselves. It depends on the capability, conscience and endeavor of journalists. In this respect, the journalists’ refinement is a significant issue of the press itself as well as a social issue. Accordingly, opening of a journalism course by Sookmyung Women’s University has a stone-throwing significance for the future spirit of journalists and newspapers, and each university shall pay attention to it. As such a cultural area as newspapers does not mean only the record of literary work, the function of journalists cannot be realized easily in a day.

As above, the main discussions were reviewed on journalism research and the necessity for its education from the Japanese occupation period to the beginning stage of the 1950s. As seen in such discussions, people understood journalism as newspaper journalism. Therefore, as commonly suggested, it can be summarized as “journalism theory is to study journalism scientifically, and it consequentially becomes a basis of practical journalism for the training of good journalists; accordingly, journalism research and its education in university is really necessary.”

#### IV. THE APPEARANCE OF JOURNALISM EDUCATION DURING THE JAPANESE COLONIAL PERIOD

##### 1. A lecture on journalism at the Joseon Jeonsu Hagwon and public lectures

The first journalism education in Korea began at the Joseon Jeonsu Hagwon, which was an irregular educational institute attached to Bosung College, in October 1925 (*DongaIlbo*, March 18, 1925; October 5, 1925). The Joseon Jeonsu Hagwon was known to be established with the objective of teaching social science then in vogue to the people who had achieved an academic

level of high school graduate, but could not go to a day school from lack of educational expenses (100 Years History of Korea University Compilation Committee 2005: 310-311). The 1920s marked such a period in which the youth who returned from studying in Japan formed socialist organizations, such as the Bukpung Club, Hwayo Club, Labor Party, and Seoul Youth Group, and developed a socialist movement. Also, in learning, interest in studying the social sciences began to grow. The Joseon Jeonsu Hagwon was established to reflect such a social interest and tendency.

School hours were from 6 p.m. to 10 p.m. and the departments of sociology and law each with a capacity of 50 were opened for a period of three years, in which the department of sociology was especially worthy of notice. The curriculum consisted of 25 subjects: the principles of sociology, the history of sociology, the theory of sociological trend, the history of social movement, social policy, social problem, rural problem, the principles of economics, the history of economics, economics, the theory of finance, constitution, international law, criminal policy, current law affairs, logic, psychology, ethics, biology, an introduction to literature, philosophy, journalism, history, and English. It consisted of the overall social sciences and literary liberal arts of the present, in which journalism was included. Accordingly, as result of studies to date, the first journalism education in Korea began at the Joseon Jeonsu Hagwon, established in October 1925. It is also meaningful that the Joseon Jeonsu Hagwon offered the first coeducational evening class in Korea. However, it was disbanded after two years because of teacher-related matters as well as management problems, so the lectures on journalism were discontinued. However, because the department of sociology was opened with growing interest in social science and journalism was included in the curriculum, journalism was recognized as a part of the field of social science in Korean society after the mid-1920s.

A journalism study group was organized at Jungang Buddhism College (the present Dongguk University) in 1933. The group held a lecture on journalism at the central YMCA hall with support from the department of art and science of *Chosun Ilbo* and expected flourishing interest in it (*Donga Ilbo*, September 29, 1933; *Chosun Ilbo*, October 1, 1933). The topics and speakers were the “Character of Modern Newspaper” by Kim Hyun-Jun, the first doctor of literature specializing in journalism, the “Organization of

Newspaper Industry and Its Function” by Joo Yo-Han, an executive director of *Chosun Ilbo*; the attendance fee was 20 cents for an adult and 10 cents for students. At the beginning of the next year, *Donga Ilbo* reported that a journalism study group had organized at Buddhism College as the “first try in Korea” and would perform research on newspapers and hold lectures (*Donga Ilbo*, January 1, 1934). According to the articles, the first journalism study group organized at the college level in Korea was at Jungang Buddhism College in 1933. However, nothing is known about its activities.

Meanwhile, *Donga Ilbo* held a large-scale lecture under the name of “a summer lecturing tour of the six major private colleges” during the summer vacation in 1935. Lectures were given on politics, economics, literature, law, education, hygiene, history, and journalism for 60 days by various professors, including Son Jin-Tae, Kim Doo-Hun, Jung In-Bo, Yoo Jin-O, and Yoon Il-Sun. As the lectures were held in 16 major cities in Korea, an audience of 20,000 was expected to attend. The lecturers on journalism were Sul Eu-Sik, Ko Young-Whan, Seo Hang-Suk, and Lee Hoon-Gu (*Donga Ilbo*, July 27, 1935: 3). That journalism was included in a lecturing tour in which famous college professors took part reveals that journalism was recognized as a learning subject equally with politics, economics, and law and reached such a level as to be included in public lectures.

In addition, *Donga Ilbo* particularly held such lectures continually throughout the country as well as in Kyongseong (Seoul) in the 1930s.<sup>3</sup> The lectures, as they drew audiences’ attention with new topics that they had never heard before, were a huge success wherever they were held. Of course, even though the lectures were a one-time event, they addressed various subjects related to the newspaper phenomenon: the social role of the newspaper and its effect, news value, journalists’ role, and newspaper production. These lectures gave the general public a significant opportunity to understand

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<sup>3</sup> Only some of so many cases are herein introduced: *Donga Ilbo*, Journalism- related lecture at Onggi, 1930. 1. 25; A great success of journalism- related lecture at Hamheung, 1933. 5. 18; Journalism- related lecture to be held on the night of the 10th, 1933. 6. 7; Journalism- related lecture to be held in celebration of new branch office at Youngju, 1934. 12. 12; Journalism- related lecture to be held at Suncheon on the 23rd, 1935. 3. 20; Journalism- related lecture at Gowon ended in great success, 1935. 5. 14; Journalism- related lecture at each branch office of our company, 1935. 8. 7. etc.

the newspaper and its theory. As in the aforementioned case, an irregular educational institute, study group, and frequent public lectures during the Japanese occupation encouraged social interest in and understanding of journalism as a subject of learning.

## 2. The offering of a journalism course at Ewha Womans College

The noteworthy fact in journalism education during the Japanese occupation period is that, in 1929, journalism as a composition and grammar-related subject in liberal arts courses was opened in the senior class for two hours every week at Ewha College (Ewha College 1930: 34-37; 100 Years History of Ewha Compilation Committee 1994a: 190-191).<sup>4</sup> The section titled *80 Years History of Ewha* explained that part as follows (Jung Chung-Ryang 1967: 160-165).<sup>5</sup>

Journalism became a major course just lately in Korea, but in earlier days it was, even in name, an unfamiliar subject. However, Ewha, already in the 1930s, opened a journalism course for two hours a week only in the graduating class. The course taught them the way to write practical articles, trained them to participate in publishing the college newspaper and magazine and further let them develop the knowledge necessary to work as journalists after graduation. It made them perform the writing of articles, critiques, and essays as well as the editing by themselves, and gave comments on it.

The course taught them, as journalism education, the method of news writing

<sup>4</sup> The Department of Liberal Arts is judged to have managed with a character of English literature at Ewha Womans College during the Japanese occupation period (Lee Joon-Sik 2005). Actually, the curriculum allocated three hours a week of English grammar and composition for freshmen, two hours of English grammar for sophomores, three hours of English composition each for sophomores and juniors, and two hours of journalism for seniors, so English grammar and composition was of great importance since freshman year (Ewha College 1930: 34).

<sup>5</sup> *Ewha College Catalogue* introduced it as follows: “This course is designed to utilize the skills acquired in previous courses by developing and applying them in articles for publications in the school paper and other magazines. [Students] write various pieces from short news items to longer articles, including criticism, editorials, humorous essays and narration.” (Ewha College 1930: 37).

from straight news to columns and essays, together with theory, and as part of the lesson, the students wrote and published newspapers. The lecture was given in English, and it was remarkable in that the lecture in English was an initiative in that area undertaken during the Japanese colonial period. Also, it was meaningful that such a new and necessary course for society as journalism was taught in English.

Indeed, surveys have confirmed that Keijō Imperial University offering literary courses, Yonhee Christian College offering liberal arts, and Boseong College offering law and commerce courses did not open journalism-related courses during the Japanese occupation. Accordingly, based on these written sources, it was at Ewha Womans College that a journalism course was first opened in a regular educational institute in Korea.

At about this time, Ewha Womans College began to publish its own publications as well as periodicals through autonomous action of the student council. Among them, in 1929 a mimeo English newspaper, *The Ewha Weekly News Sheet*, began publication, and *The Ewha College Girl* was published beginning in 1930 (100 Years History of Ewha Compilation Committee 1994a: 190-191; 1994b: 557).<sup>6</sup> At first, the student mimeographed the newspaper by hand and then published by typing it after an English typewriting course was opened in 1930. *The Ewha Weekly News Sheet* contained a variety of news on professors, students, society, and religion, and *The Ewha College Girl* was created by graduating seniors and carried campus news and essays, creative writing, and critiques.<sup>7</sup> This reflects the process of learning newspaper

<sup>6</sup> The then acting president of Ewha Womans College, Van Fleet (Tenure: December, 1928-March, 1931) recorded that the weekly *The Ewha College News Sheet* was published in journalism class (Korea Womans Conference, 1929: 46, Jung Chung-Ryang 1967: 184 quoted). Meyner and Hulbert mentioned that the weekly *The Ewha College News Sheet* and the quarterly *The Ewha College Girl* were published (Korea Womans Conference 1931: 42, Jung Chung-Ryang 1967: 184 quoted).

<sup>7</sup> The weekly newspaper, which began to publish with a title of *The Ewha Weekly News Sheet* when it first started, continued to publish weekly until 1937, but with a new title of *The Ewha College News Sheet* from April 1934 (Vol.VI. No.5). *The Ewha College Girl*, which started publication in 1930, continued to publish monthly until 1940, except in 1936 and 1938 when it was published biweekly as students in liberal arts were then particularly active in their campus activities. The newspaper for practice under the title of *Ewha College Senior Notebooks* began to come out from November 1938, and

production and also improving English competency through the practice of journalism and English writing courses. Thus, journalism classes, being taught in English and offering practical training like news writing and newspaper production as well as theory, were of a practical nature.

There is another view suggesting that the first college newspaper in Korea was *Soongdae Sibō*, which began publication at Soongsil College in Pyongyang in 1912 or 1919. The newspaper continued to publish under a new title, *Soongjeon Times*, with the reorganization of the school system in 1925 and then discontinued after the college was abolished in March 1938 following protests against the Japanese compulsion to visit the Sinsa (Japanese shrine). However, it is not certain whether the newspaper was really published because no real materials or accurate records exist (Cha Bae-Keun 2004: 4-10). The first college newspaper which still exists at present is *Yeonjeon Times*, published by Yonhee Christian College on September 1, 1935. Accordingly, if the publication of *Soongdae Sibō* has not been confirmed, it can be said that the weekly English newspaper, *The Ewha Weekly News Sheet* published by Ewha Womans College in 1929, was the first college newspaper in Korea.

## V. EDUCATION IN JOURNALISM AND COMMUNICATION STUDIES IN THE 1950S AFTER LIBERATION

### 1. Journalism education by an irregular educational institute such as Joseon Shinmoon Hagwon (Joseon Journalism Academy)

As there was a widely recognized perception and awareness of the necessity of journalism research institutes after liberation, 11 people, including Guak Bok-San, established the Joseon Shinmun Yeonguso (Joseon Journalism Research Institute) at the beginning of January 1946 with the objective of

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was described by another name of *The Ewha College Girl* in view of its characteristics. The reason those newspapers ceased to publish was because most school events and campus activities were stopped by the control of the Japanese Government-General of Korea during the period of 1936 to 1941 (Jung Chung-Ryang 1967:184-185).

journalism research and training of journalists (Gwak Bok-San 1971; Jung Jin-Suk 1995). However, as the institute did not work on a practical level, it changed its name to Shinmun Gwahak Yunguso (Research Institute for Journalism) and expanded its size in December 1946. Baik Nak-Jun (then the president of Yonsei University) as chief and Kim Dong-Seong (then the chairman of Hapdong News Agency), Sul Eui-Sik (then the chief editor of *Dongallbo*), Jang Ee-Wook (then the president of Seoul National University), and Hyun Sang-Yoon (then the president of Korea University) as directors participated in the institute, and it grew to become a prestigious institute with a high academic level. The institute had a newspaper research office in Yonhee Christian University and received accreditation on the foundation of the Joseon Shinmoon Hagwon from the Education and Management Bureau of the Military Government of the United States on February 18, 1947.<sup>8</sup> On April 5, 1947, the Joseon Shinmoon Hagwon opened as an educational institute to train future leading workers as “reliable journalist[s]” (*Gyunghyang Shinmun (Gyunghyang Daily Newspaper)*, April 7, 1947: 3). The institute began lectures for a six-month special course by recruiting the first 60 students. The teaching staff comprised editors of newspaper companies and university professors, and the curriculum in 1947 was as follows (Jung Jin-Suk 1995: 29):

The Theory of Journalism, The History of Newspaper (Korea and West), A Comparative Journalism, An Introduction to Foreign Newspapers (U.S.A., U.S.S.R., France, Germany, and Japan), A General Theory of Editing, Newspaper Management Theory, The Practice of Journalism (the method of news gathering, the method of news writing, the method of essay writing, the method of editing), A comparative study on newspapers, The study of reporting patterns (radio-movie-magazine), The syntax of newspapers, Korean

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<sup>8</sup> The President Baik Nak-Jun of Yonhee Christian University went to China to study in 1913 during the Japanese occupation period, where he was influenced by Liang Cichao (梁啓超). Then he, while studying theology and history in the United States, came to realize that the business of press and publication played an important role in spreading Christianity in Korea. The fact that a “Newspaper Research Office of the ‘Research Institute for Journalism’” was established at Yonhee Christian University was based on his understanding and support of the press (Jung Jin-Seok 2001b: 328-352).

language and literature, The social economic history of the modern Joseon Dynasty, The political and diplomatic history of the modern Joseon Dynasty, The diplomatic history of the modern West, The diplomatic history of the Far East, The modern history of philosophy, A special course for the theory of democracy, A comparative constitution, The theory of political party, The theory of labor union, Women's matters, U.S.-Soviet politics, An economic organization, English, Russian language, Chinese language

With those subjects, a full-scale education in journalism and communication studies first began in Korea for the training of journalists. The curriculum was organized mainly under the influence of Sophia University in Japan where Gwak Bok-San studied. That is, among total 25 courses, those to be required for journalists were 9, including the method of news writing and the method of editing, and cultural subjects including languages and social science in general numbered 16 and were of comparatively greater importance. The Joseon Shinmoon Hagwon changed its name to the Seoul Shinmun Hagwon (Seoul Journalism Academy) in 1952 and trained many preliminary journalists after 1962. However, the academy, as it became difficult to grow to the status of a regular college, gradually fell into decline after the late 1950s. It was integrated into the Research Institute of Journalism and Broadcasting established by Chung-Ang University on October 11, 1969 (Gwak Bok-San 1971: 42).

Meanwhile, in February 1950, the weekly Minsaengbosa held a lecture on journalism for students who hoped to become journalists at a fee of 500 won per week (*Donga Ilbo*, February 10, 1950). The subjects (lecturers in charge) included The general theory of journalism (Sul Eu-Sik), An introduction to telecommunication (Jun Hong-Jin), The theory of news value (Jo Yeon-Sang), Society and the journalist (Song Ji-Young), The future of journalism (Hong Jong-In), and The theory of newspaper editing (Woo Seung-Gyu). That the lectures on the basic theory and practice of journalism were then separately delivered in parallel with the Joseon Jeonsu Hagwon meant that there were many would-be journalists. In addition, the understanding of journalism was expanded into society through such courses.

## 2. The offering of journalism and communication studies-related subjects at universities

### 1) *The journalism subject at Ewha Womans University*

In the case of Ewha Womans University, journalism as a subject was included in the regular curriculum of liberal arts during the Japanese occupation and then in English language and literature after liberation. In the curriculum of English language and literature in 1948, journalism, as a major credit number 435-436, opened three-credit classes in two terms each year in the fourth form (Ewha Womans University 1948: 11-13). Thus, one can say that journalism carried a great deal of weight. A guide to the curriculum indicated that the school taught news writing for newspapers and magazines and newspaper production, and also, as part of lesson, the students published university newspapers by themselves under a tutor's guidance.

In 1953, the name of the subject was 「Journalism in English」 (credit number: E411-412, and at three-credit for three hours' lesson), and it was introduced for students" to acquire the theoretical and practical aspects of journalism in the first semester, and, in the second semester, to publish the university's weekly newspaper with the preceding lessons and to have discussion and comments on it." The university's guide in English during 1956 to 1957 indicated that the name of the subject was written in English as" Journalism (6 credits)" and the course was offered only to the fourth grade in the Department of English Language and Literature. It seemed that more thorough instruction was given to students for a year in the fourth grade to ensure that they could produce a newspaper (Ewha Womans University 1956: 59).

At that time, the professor was an American, Miss Crane, who studied journalism at the University of Missouri and majored in theology in Scaritt College (Ewha Womans University 1953: 6, 55). From 1958 to 1959, Professor Kim Se-Young held the chair for the course. She had worked as a journalist for the *Korea Times* after graduation from Ewha Womans University and then studied journalism as a minor in the United States.<sup>9</sup> The professor in charge

<sup>9</sup> Kim Se-Young, who became a full-time professor in the Department of English

of the journalism class in the Department of English Language and Literature was replaced with an American in the 1960s and the class was open until 1971 (Ewha Womans University (1960-1973), see the Department of English Language and Literature).

Like these professors, who lectured on journalism in English in the Department of English Language and Literature at Ewha Womans University, others had formally majored in journalism in the United States. From the beginning, the School of Journalism at the University of Missouri where Professor Crane studied especially emphasized mixing the practice of producing newspapers and magazines with theory (Cha Bae-Kern 1982). The objective of journalism education in the literature department in Ewha Womans College during the Japanese colonial period as well as in the Department of English Literature after liberation was similar to that of the University of Missouri. Journalism was offered as a practical course to help students go into society as journalists rather than to study the discipline.

Ewha Womans University also opened a three-credit 「Journalism」 course in the Department of Korean Language and Literature to educate would-be woman journalists (Ewha Womans University (1953-1964), see the Department of Korean Language and Literature). In 1953, a three-credit journalism course was opened in the junior class of the Department of Korean Language and Literature, and the university catalogue said that this subject “prepares for a correct knowledge of the general aspects of journalism through making comments from various angles on each field of knowledge concerning the journalism development and its function” (50). The catalogue explained that students would edit and produce their own university newspaper, *Eedaehagbo*, through practice. At first, Professor Choi Wan-Bok was in charge of the course, and after 1960 Professor Lee Hae-Chang, who specialized in journalism, held the chair of the course until its abolition in 1964. Choi Wan-Bok had been a professor at Ewha Womans University since 1945 and then studied journalism at the University of Missouri for one year in 1952. After his return in 1953, he worked for the executive editor and also

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Language and Literature just after his return from abroad in 1955, made preparations to establish the Department of Journalism under the direction of President Kim Hwal-Lan, and then worked as its acting dean in April 1960.

vice president of the *Korea Times* and at the end of that year he returned to Ewha Womans University (Hong Sun-Il et al. 2003: 280, footnote 28). Accordingly, the journalism course of the Department of Korean Language and Literature in the 1950s might have had an educational objective similar to that of the University of Missouri and content similar to that of the Department of English Language and Literature.

Like this, Ewha Womans University recognized relatively early the necessity of journalism education (Kim Young-Hee 2011: 32-33).<sup>10</sup> The far-sighted chief of university administration, per Kim Dong-Cheol's appraisal, must have played an important role in establishing the journalism department at Ewha Womans University as the third department of journalism among Korean universities (Kim Dong-Chul 1990: I-5).

## 2) *The journalism subject at Yonhee Christian University*

In the case of Yonhee Christian University, 「Journalism I」, credit number 522 according to the curriculum table, was first included as a course in the Department of Korean Language and Literature in 1946 (The Commemoration Committee for the 80th Anniversary of Yonsei University 1969: 407). As a six-credit course for three hours each week, the weight of credit was rather high. Gwak Bok-San explained that he held the chair of 「An Introduction to Journalism,」 which was opened in a tent classroom in the refuge in Busan from the fall semester in 1952 and continued with other lecturers after returning to Seoul (Gwak Bok-San 1971: 71). However the lecture on journalism at Yonhee Christian University, according to the record, might have begun in 1946. As stated earlier, Yonhee Christian University also

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<sup>10</sup> At the time when President Kim Hwal-Lan of Ewha Womans University was a professor of Ewha Womans College, journalism had been already included in the curriculum of liberal arts. Also she worked, a short period of three months (August-November 1950), for the Public Information Minister (Kim Young-Hee 2010: 333). While working at the minister's office, she started the publication of a private English newspaper named *The Korea Times* in November 1, 1950. It aimed to inform rapidly the UN troops of the war situation, and further correctly inform the world of the real state of Korea as well. In addition, she engaged in people-to-people diplomatic activities with combatant nations by organizing the Wartime Diplomatic Alliance for public relations in 1951. It is judged that she recognized through these activities the dire need of the education of women journalists.

recognized the necessity of the opening of a journalism course, considering that the chief of the Research Institute of Journalism was Baik Nak-Joon, the president of Yonhee Christian University, and the Newspaper Research Office was installed in the university. The course then stopped for a while and later Go Je-Gyeong took charge of it (Jung Jin-Suk 2001a: 524).<sup>11</sup> Also, the opening of 「Journalism II」 can be possibly inferred from the notation of 「Journalism I」. It is noticeable that the Department of Korean Literature at Yonhee Christian University opened a journalism course as Ewha Womans University did. This matter will be reviewed in the conclusion.

However, seeing that journalism was not shown in the curriculum of the Department of Korean Language and Literature in 1959, it seems not to have been opened during the 1950s (see Yonsei University 1959).<sup>12</sup> Meanwhile, a three-credit class in 「JOURNALISM」 was included to the second-year class in politics in 1959, but not in 1960 (Yonsei University 1959: 241). According to the University Bulletin in 1961, a three-credit class in 「Journalism」 as a preliminary course of the second grade and a three-credit class in 「Public Opinion」 as an elective major course of the third grade were opened in the Department of Political Diplomacy of the College of Law and Politics (Yonsei University 1961: 298). The opening of such courses might be related to the Department of Mass Communication being established in the College of Law and Politics of Yonsei University in 1972.

### 3) *The journalism subject at Seoul National University*

「An Introduction to Journalism」 was first opened in the College of Liberal Arts, Seoul National University in April 1949, and the lecture was given by Gwak Bok-San but stopped at the breakout of the Korean War. After returning to Seoul, Gwak Bok-San held the chair of the class for two years (Gwak Bok-San 1971: 42). Then Lee Hae-Chang, Gwak Bok-San's junior in university, was in charge for two years (Im Geun-Soo 1977: 15; Lee Hae-Chang 1978: 19). 「The Principle of Newspaper」 was included in the curriculum of the Department

<sup>11</sup> Shin Woo-Sik (1993: 38) said that Go Je-Gyung delivered a lecture on journalism at the College of Liberal Arts of Yonsei University from 1965 to 1978, but it is not certain when the lecture was reopened.

<sup>12</sup> No curricula data from 1947 to 1958 are left at Yonhee Christian University (Yonsei University since 1957).

of Sociology of the College of Liberal Arts, Seoul National University in 1953, and the professor in charge was Lee Hae-Chang (The College of Liberal Arts, Seoul National University 1953: 97). As Lee Hae-Chang had left to study in Germany in 1956 (Kim Young-Hee 2009), Gwak Bok-San seemed to take charge of the course again (Kang Hyun-Dew 1994: 9). In addition, 「Public Opinion and Propaganda」 was opened in the Department of Sociology in 1952 and Professor Byeon Si-Min was its chair (Publication Committee for 50 Years History of the Department of Sociology, Seoul National University 1996: 51-53). This subject was judged to be the first time such a course was opened in Korea.

The phenomenon of mass communication in the 1950s aroused intense scholarly interest with professors, with Lee Sang-Baik and Lee Man-Gap as central figures in the Department of Sociology (Publication Committee for 50 Years History of the Department of Sociology, Seoul National University 1996: 69-70). Actually, Lee Sang-Baik had also published such papers as “Sociological Study on Newspapers” (Public Opinion and Newspaper) (1949) and “「Journalism」 and 「Academism」” (1953). Under such scholarly interest, 「The Theory of Mass Communication」 by Cheon Gwan-Woo was opened from 1955 in addition to the course by Gwak Bok-San (Seoul National University 1955: 87; Kang Hyun-Dew 1994: 9).<sup>13</sup> Kang Hyun-Dew said that he had taken both of the courses: 「An Introduction to Journalism」 by Gwak Bok-San and 「The Theory of Mass Communication」 by Cheon Gwan-Woo.<sup>14</sup> According to him, 「An Introduction to Journalism」, as a massive cultural course for the student majoring in liberal arts, addressed practical journalism to mainly understand the characteristics of newspapers. In contrast, 「The Theory of Mass Communication」, as a small-scale course for the student

<sup>13</sup> It was indicated as “Mass Communication” in English in the *Seoul National University Catalogue*, 1955 edition, and as “Mass . Communication” in Korean in the 1959-1960 edition.

<sup>14</sup> Chun Gwan-Woo, who worked for the Daehan News Agency as a journalist during the days of refuge at Busan in 1951, had the opportunity to study mass communication at the University of Minnesota in the United States with the support of UNESCO funds from September 1952 to May 1953 (Kim Young-Hee and Park Yong-Gyu 2011: 397), and published a writing explaining the concept of mass communication (Chun Gwan-Woo 1955).

majoring in sociology, involved the science of communication in America, such as theory of mass communication, formation of public opinion, and the effect theory of mass media, and began in the 1940s.

In this respect, Kang Hyun-Dew (1994: 10) evaluated the character of journalism and communication studies education after the late 1950s, which was formed under the scholarly circumstance of the Department of Sociology, Seoul National University, as quoted below.<sup>15</sup> This evaluation provides meaningful implications for determining the objective and character of the early journalism education in Korea. This issue will be reviewed in the conclusion.

In university education in Korea, there was such a journalism and communication studies course as “sociological theory of mass communication” along with “practical journalism” from the start. The practical journalism class was thereafter discontinued, and the sociological 「Theory of Mass Communication」 class was covered by Cheon Gwan-Woo, Hong Seung-Myeon in the 1960s, then Kim Gyu-Hwan in 1961. Also, the latter, taking the opportunity of the establishment of the Institute for Communication Studies in 1964<sup>16</sup> and Graduate School of Journalism in 1968 at Seoul National University, developed free-standing journalism and communication studies as a new social scientific academic system.

#### *4) The principle of journalism and the theory of public opinion and propaganda at Chung-Ang University*

In the case of Chung-Ang University where the Department of Journalism was the second to be established in Korea (in 1958), the journalism subject had been opened since the mid-1950s. 「The Principle of Journalism」 and 「The Theory of Public Opinion & Propaganda」 as a selective major had been opened in the curriculum of the Department of Political Science and Diplomacy in the College of Law and Politics, Chung-Ang University, since 1955 after the revision in 1954 (60 Years History of Chung-Ang University

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<sup>15</sup> Hong Seung-Myun mentioned in the quote, who became a managing editor in the *Hankook Ilbo* (*Hankook Daily Newspaper*) at the young age of 32 on March 1958, had studied journalism at Stanford University with the support of Asia Foundation from October 1958 (Kim Young-Hee and Park Young-Gyu 2011: 447).

<sup>16</sup> The correct year is 1963 instead of 1964, which might be a typing error.

Compilation Committee 1964: 212-213).<sup>17</sup> 「The Principle of Journalism」 was a four-credit course, two credits each semester for the second grade, and more than four credits each semester among four subjects, including 「The History of Economy」, 「English Conversation」, and 「Korean Political and Diplomatic History」, were to be selectively taken. 「The Theory of Public Opinion & Propaganda」 was a four-credit course, two credits each semester for the third grade, and more than four credits among three subjects, including 「The Lecture in German Text」 and 「The Theory of International Economy」, were to be selectively taken. The opening of these two courses in the Department of Political Science and Diplomacy reflected in itself an interest in and understanding of journalism, and the Department of Journalism might have been established as its extension. These courses continued until the establishment of the Department of Journalism in 1958.

##### 5) *The mass communications subject at Korea University*

In the case of Korea University, it is difficult to be sure without information on the curriculum in the first half of the 1950s, but it is assumed that the journalism course, seeing that it was not included in the guide to the curriculum of the *Korea University Catalogue 4292 Year* in 1958, must not have been opened before that time. A four-credit 「Mass-Communications」 was opened as a selective course for the fourth grade in the Departments of Politics, Korean Language and Literature, and English Language and Literature according to the *University Catalogue in English* in 1957 and 1959 (Korea University 1957: 81, 91, 100; 1959: 90, 98, 187). The Korean name of this subject, referring to the *Korea University Catalogue 4294-4295* in 1961, might be 「Shinmunhag」. In 1961, 「Mass-Communications」(Special Lecture on Politics) (72) in the Department of Korean Literature, 「Special Lecture on Politics (「mass-communications」) (75) in the Department of English Language and Literature of the College of Liberal Arts, and 「Mass Communications」 in the Department of Political Diplomacy of the College of Politics and Economics were opened (117). Four credits for four hours a week were established for all three courses as selective courses for the first semester of the fourth grade.

<sup>17</sup> In the case of Chung-Ang University, no data for curricula before 1955 are left.

In this way, Korea University opened the mass communications subject in 1956 or 1957. This course was opened as a selective course of the Department of Political Diplomacy and, therefore, the course was likely introduced as a special lecture in the Department of both Korean Language and Literature and English Language and Literature. Professor Oh Joo-Hwan is likely to have held the chair of the courses.<sup>18</sup> At Korea University, the reason why the Department of Journalism and Broadcasting belonged to the College of Politics and Economics before it stood alone as the School of Journalism and Mass Communication (the School of Media & Communication at present), similar to the case of Chung-Ang University and Yonsei University, might be that the Department of Journalism and Broadcasting was established by developing the journalism subject in the Department of Political Diplomacy. *It is noticeable that* the journalism subject was opened in the Department of Korean Language and Literature at Korea University, at Ewha Womans University, and at Yonhee Christian University, and also in the Department of English Language and Literature at Ewha Womans University.

### 3. The curriculum of the Department of Journalism in the 1950s

#### 1) *The curriculum of the Department of Journalism at Hongik College*

After the establishment of the first Republic of Korea, the Law of Education was enacted on December 31, 1947. The detailed regulation for application of the law had been prepared by 1950, but its implementation was delayed due to the outbreak of the Korean War. The enforcement ordinance of the law was eventually determined at a cabinet meeting in April 1952 (Subcommittee of Higher Education under the Council of Education Policy in the Ministry of Education 1973: 338, 342). According to the university-related clause, all the Departments of Korean Language and Literature, English Language and Literature, German Language and Literature, Chinese Literature, Russian

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<sup>18</sup> Oh Joo-Hwan worked as a lecturer in the latter part of the 1950s (Korea University 1957: 73), and was appointed as a research assistant professor at the College of Law and Politics in 1959, then as a vice professor at the College of Liberal Arts and Science in 1963, and as a professor of the Department of Mass Communication in 1965, when he took the lead in establishing the Department (100 Years History of Korea University Compilation Committee 2006: 641).

Literature, Psychology, Sociology, Anthropology, Education, Politics, and Journalism were included in the Division of Liberal Arts (*Donga Ilbo*, June 12, 1950: 2). The establishment of a journalism department at universities was thus possible with the enactment of the Education Law and its detailed regulations after the establishment of the First Republic.

The establishment of the Department of Journalism at Hongik College in March 1954 might have resulted from the readjustment of relevant laws and regulations, together with the spreading of social recognition of the need for a regular department at colleges. The newspaper reported that “as Hongik College, on the application for the establishment of the Department of Journalism to study ‘journalism,’ received an approval formally from the Ministry of Education last September, the lecture will begin at the next semester” (*Chosun Ilbo*, March 12, 1954 Morning’s Editio: 2). Gwak Bok-San was appointed as the first head, and Im Geun-Soo, Choi Joon, and Kim Gwang-Seop, who had been conducting lectures together at Seoul Shinmoon Hagwon, became full-time lecturers (Gwak Bok-San 1971: 43). They were the first professors who majored in journalism in Korea (Jung Jin-Suk 2001a: 525). The curriculum of the first department of journalism in Korea is shown in Table 2 (Cha Bae-Keun 1987: 54).<sup>19</sup> However, the Department of Journalism at Hongik College was abolished in December 1961 by the ‘Decree of Standards for the Establishment of Universities and Colleges’ after the military coup on May 16, and the enrolled students were transferred to the Department of Journalism at Chung-Ang University. The graduates before the close of the department were said to number 51.

Looking into the curriculum of the Department of Journalism at Hongik College, all 42 subjects were compulsory, of which journalism-related subjects were 26 and the remaining 16 were 9 for cultural subjects such as Korean, English, and Korean History and 7 for the liberal arts and social science such as An Introduction to Law, Sociology, Politics, and Literature. The first grade took a two-credit journalism class as a major course and cultural courses for the remainder, and the second grade took 5 courses for the major and 7 for humanities and social science. For the third and fourth grade, the curriculum

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<sup>19</sup> As of the present, this is the only data for curricula of the Department of Journalism at Hongik College as no other record of the 1950s exists.

Table 2. Curriculum at Hongik College (Year 1955)

Grade	Compulsory Course (Credit)	Elective Course (Credit)
1	Korean (4), English (2), Chinese (2), Korean History (2), History of Culture (2), An Introduction to Natural Science (2), Philosophy (2), Second Foreign Language (2), Gymnastics (1), Journalism (2)	An Introduction to Literature (2), English Grammar (2), Psychology (2)
2	Theory of Newspaper (2), Principle of Journalism (2), Theory of News Gathering (2), History of Korean Newspapers (2), English for Newspaper (2), An Introduction to Law (2), Sociology (2), An Introduction to Politics (2), Social Psychology (2), An Introduction to Economics (2), An Introduction to Literature (2), Diplomatic History (2)	Constitution (2), Economic Policy (2), Public International Law (2), Practice of News Writing (2), Gymnastics (1)
3	Theory of Newspaper Editing (2), Communication Theory (2), Newspaper Management Theory (2), Mechanical Engineering for Newspaper (2), English for Newspaper (1), Journalism Practice A (4), Study of Current Issues (2), Textual Exposition of Foreign Papers (2), Journalism Practice B (2), Theory of Publication & Magazine (2)	An Introduction to Economics (2), International Law (4), Syntax (2), Theory of News Gathering (2), History of Western Press (2)
4	Press Ethics and Legislation (2), Theory of Public Opinion & Propaganda (2), Theory of Publication & Magazine (2), Newspaper Practice (2), Practice of News Writing B (1), Practice of Editorial Writing (1), Practice of Editing B (1), A Comparative Study of Newspaper (1), Textual Exposition of Foreign Books (2), English for Newspaper (2)	Science of Public Administration (4), Theory of Political Party (4), Theory of the State (4), A Comparative Theory of Government (4), Korean Political History (4), Constitutional History (4)

was composed of journalism-related subjects only. In the case of major subjects, practical courses such as News Gathering, Editing, The Practice of Editorial Writing, and The Practice of Editing, along with theory such as The Principles of Journalism, Press Ethics, and Legislation, were emphasized, and also five English courses such as English for Newspaper and Exposition of Foreign Books were of rather great importance. The practical courses were offered mainly to the fourth graders so that they could receive effective help in getting a job. There were 19 selective courses and, among them, 4 for major-related subjects with the remaining 15 mostly for other social science-

related subjects. Broadcasting-related subjects like radio and television were not provided. In the curriculum of the Department of Journalism at Hongik College, great weight was given to humanities and social science rather than the major and also major courses were newspaper-oriented, with an emphasis on practice and English. The similarity to Joseon Shinmoon Hagwon might be a result of influence from Gwak Bok-San, the dean of the department.

2) *The curriculum of the Department of Journalism at Chung-Ang University*

At Chung-Ang University, the Department of Journalism, belonging to the

**Table 3.** Curriculum just after the Establishment of Journalism Department at Chung-Ang University

Grade	Semester	Course
1	1	
	2	
2	1	Constitution (4), An Introduction to Economics (4), An Introduction to Politics (4), Current English(I) (1), Textual Exposition of Journalism in English(I) (1)
	2	An Introduction to Journalism (4), An Introduction to Sociology (4), An Introduction to Literature (4), Current English(I) (1), Textual Exposition of Journalism in English(I) (1)
3	1	Theory of Public Opinion & Propaganda (4), Communication Theory (2), Method of Social Survey (2), Practice of News Writing (2), Textual Exposition of Journalism in English(II) (1), Current English(II) (1), Domestic and Foreign Affairs (1)
	2	Theory of Newspaper Editing (2), Theory of News Gathering and Expression (4), Theory of Movie and Drama (4), Theory of Broadcasting and Television (4), Theory of Newspaper Photos (2), Textual Exposition of Journalism in English(II) (1), Current English(II) (1), Domestic and Foreign Affairs (1)
4	1	Practice of News Writing (2), Theory of Publication (2), Theory of Magazine (2), Theory of Advertisement (2), Newspaper Ethics and Legislation (2)
	2	Mechanical Engineering for Newspaper (2), Newspaper Management Theory (2)
Selective Subject		Chosen from any subject of other departments

College of Law and Politics, was established in April 1958. Professor Gwak Bok-San was transferred from Hongik College and inaugurated as dean of the department and Professors Choi Joon and Im Geun-Soo also participated (Cha Bae-Keun 1987: 54). Thus, the curriculum displayed a tendency similar to that of Hongik College, as shown in Table 3. As the Department of Journalism was abolished at Hongik College, the Department of Journalism (changing its name to the Department of Mass Communication under instruction of the Ministry of Education in 1969, and then to the Division of Mass Communication at present) at Chung-Ang University is the oldest among all the existing journalism-related departments (divisions) in Korea.

The curriculum of the Department of Journalism at Chung-Ang University was as shown in Table 3, and the majors were all compulsory subjects while the optional subjects were at the discretion of students, to be chosen from among the subjects of other departments (The Compilation Committee for 60 Years History of Chung-Ang University 1978: 214-215). Seeing that no majors were offered to the first grade, they might have been allowed to take the cultural subjects only. There were 32 compulsory subjects, of which 5, such as Constitution, An Introduction to Economics, and An Introduction to Sociology, were from humanities and social science, and the remaining 27 were journalism-related. In the case of the Department of Journalism at Chung-Ang University, since English courses such as Current English and An Exposition of Journalism in English offered only eight credits for nine subjects, it is assumed to have emphasized them in light of the courses being given all of the four semesters of the second and third grade. There were three practical courses: Practice of News Writing, News Gathering, and Theory of Expression. Courses that had not been offered at Hongik College, such as Theory of Drama and Movie, Theory of Broadcasting and Television, and Theory of News Photos, were newly organized. Twenty-seven journalism-related subjects were the same as those listed in the curriculum of the Department of Journalism at Hongik College, and an emphasis on English was also similar. Even though both had the same department name, the Department at Chung-Ang University, by adding new courses such as Theory of Broadcasting and Television, Theory of News Photos, and Theory of Advertisement had a distinct difference in that the subjects extended from the newspaper to overall mass communication.

## VI. CONCLUSION - CHARACTERISTICS OF THE EARLY EDUCATION IN JOURNALISM AND COMMUNICATION STUDIES IN KOREA

This study, along with the works confirming when and what courses the early journalism education began to offer in Korea, aimed to review journalism education's historical meaning and characteristics. It summarizes and evaluates the previous discussions.

Based on a document survey, the necessity of journalism education continued to be suggested from the Japanese occupation period up to the early 1950s. The common result of discussions was journalism theory that studied the newspaper phenomenon scientifically, which would form the foundation of practical journalism for the training of excellent and desirable journalists. Therefore, the study of and education in journalism at colleges was necessary. Likewise, the early journalism and communication studies in Korea investigated newspaper journalism.

It was after the Japanese colonial period that journalism-related subjects were included in curricula. The first journalism education in Korea began in the Department of Social Affairs of Joseon Jeonsu Hagwon, which was an irregular education institute attached to Boseong College, in October 1925. Also, journalism was included in nine large-scale lecture courses in which famous professors at the college participated. Based on such cases, the social interest in journalism during the Japanese occupation period was very high, and journalism was thought to be recognized *as a field of study* in Korean society of the mid-1920s.

Ewha Womans College from among the regular education institutes in Korea first opened and began to teach journalism as a curriculum subject. Journalism as a curriculum subject of liberal arts at Ewha Womans College was opened and in English at the fourth grade in 1929. Universities that opened a journalism-related curriculum increasingly appeared after liberation, and all of the six universities subject to survey opened a journalism-related class. The journalism class was opened in the Department of English Language and Literature of Ewha Womans University and also in the Department of Korean Language and Literature of Yonhee Christian

University after liberation, in the 1950s in the Department of both English and Korean Language and Literature at Ewha Womans University, and after the middle of the 1950s in the Department of Political Diplomacy of Chung-Ang University, the Department of Political Diplomacy, Korean Language and Literature, and English Language and Literature of Korea University, and Department of Political Diplomacy of Yonsei University. The reason a journalism class was opened in the Department of English Language and Literature, Korean Language and Literature, and Political Diplomacy before the journalism-related regular department was established might be that many students had a desire to become journalists. Accordingly, the opening of a journalism class can be evaluated not for the study, but for the practical use, that is, it was intended to teach practical journalism with the purpose of helping students get jobs as journalists.

The other thing worthy of notice in connection with the characteristics of early journalism education in Korea is that Joseon Shinmoon Hagwon, which began to teach journalism to train journalists after liberation, as well as the Department of Journalism at both Hongik College and Chung-Ang University, which were established in the 1950s, were all set up under Professor Gwak Bok-San's ideas and plans. Thus, they had something in common, including an emphasis on cultural subjects in the curriculum and much consideration of practical courses and textual exposition in English. The early journalism education at the three institutes, being much influenced by Gwak Bok-San's academic trend, represents its nature as practical education for journalist training.

At Seoul National University, the Department of Sociology opened a journalism class in 1949. Then, although 「The Principle of Newspapers」 with practical journalism characteristics stopped in the latter part of the 1950s, 「The Theory of Mass Communication」 was established in 1955 and began to teach theoretical and social scientific journalism and communication studies for sociology majors. Thus, one can say that journalism education in Korea originated from 「The Theory of Mass Communication」 in the Department of Sociology, Seoul National University, in 1955. Since then, the Institute for Communication Studies in 1963 and the Graduate School of Journalism in 1968 were founded at Seoul National University at the instigation of Professor Kim Gyu-Hwan, who emphasized the importance of the social

scientific study of mass communication; such an educational direction thus became mainstream journalistic education in Korea (Yang Seung-Mok 2005). Education in journalism and communication studies focusing on the study rather than the practice began to prevail when researchers returned to Korean universities after having studied in the West, including the United States and Germany. Of course, as the number of departments (divisions) expanding the weight of practical subjects has been increasing in Korea since 1990s, further discussion on subsequent aspects will be required.

This study will be meaningful in that it ascertained the previously unknown educational content of journalism and communication studies during the Japanese occupation, determined the facts up to the 1950s after liberation, and reviewed the meaning of journalism education. However, it leaves something to be desired due to the limitations of remaining historical records. It is hoped these findings will be supplemented with new findings in other literature.

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