

The project, therefore, supplemented an established and effective research program. It provided, however, an impetus to an expanded program within a national policy framework that fostered the effective use of research. This project did not establish collaborative links between ORD and the Korean academic community; these had been inaugurated by presidential decree in 1971. The project did, however, begin the concept of multidisciplinary teams to work on the five priority areas of research. This was in part an innovation, although the teams have worked more to mobilize talent as needed rather than as a continuous, integrated multidisciplinary effort. The concept was not without problems, however, since in a hierarchical society such as Korea, rank and status control discussion and dissent, and position often seems more important than substance. The multidisciplinary teams became operational during the life of the project and although these early problems are now less acute, it is doubtful at this writing that the teams are as cohesive as they were at the time they were established.

There was universal agreement among Korean academicians and administrators and on the AID evaluation team that the most successful aspect of the project was the training component. Although Korea had a corps of skilled manpower, it was spread very thinly, and the project significantly enhanced the capacity of ORD to engage in research.

After approval of the project, the training component was expanded, and resident expatriate assistance truncated. In the end, 21 Ph.D. and 17 M.S. students were trained under the project, and an additional 94 received short-term training; a total of 106 participated in observation tours and conferences.

There were two major problems connected with the training and subsequent employment of trainees. The first was the adequacy of English language skills prior to overseas training. In spite of later Peace Corps assistance, the level of English caused delays in sending out trainees, thus requiring an extension of the terminal date of disbursement of the loan. ORD had responsibility for placing trainees at U.S. institutions, which created minor delays, while the International Institute of Education administered the participants' allowances.

Of more significance for the future are the changes in wage differentials between the ORD and the academic community. In the 1960s, academicians' salaries were low relative to those of civil servants. Partly in an effort to prevent student demonstrations, academic salaries were gradually raised and supplemented with research bonuses and other emoluments so that there is a highly relevant difference today between academic and ORD salaries. To retain trainees, a three-year commitment to ORD was required for each long-term participant, and to date one trainee has refunded the costs of the training to take an academic position. As the three-year commitment comes to an end, pressures to leave are building up and there may be an exodus of skilled manpower from ORD to the universities. Although those who leave may not be completely lost to ORD,