



Part

I

Introduction

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1. Natural Environment

The Korean peninsula, located in the eastern section of the Asian continent, extends southward between 33°N and 43°N and between 124°E and 132°E. To the north, the Korean peninsula is contiguous to the northeastern part of China and Maritime Siberia along the borderlines that are formed by the Amnok (Yalu) River and the Duman (Tumen) River. To the west across the Yellow Sea lies mainland China and to the south and the west across the East Sea lie the Japanese Islands.

Throughout its history Korea has played the role of a geographic bridge between continental China and the Japanese islands and has become a geopolitical site of tension among superpowers since the late nineteenth century.

The peninsula as a whole is “tilted,” — lifted in the east and somewhat flattened in the west and south. Thus, most of Korea’s high mountains, such as Taebaek Mountains, are located on the east coast, forming the backbone of the peninsula. Off the southern tip of the peninsula lies Jeju Island.

The East Coast has a nearly unbroken precipitous shoreline. The west and south coasts have extremely irregular shorelines of submergence. The tidal difference on the coast of the Yellow Sea is huge ; the port of Incheon registers the second largest tidal difference in the world. Most of Korea’s islands are located off the southern coast, which forms an extraordinary shoreline dotted with over 2,000 islands. The land area of the peninsula is 220,000 km² and is divided into two parts — South Korea and North Korea. The latter is slightly greater in size.

The climate of the nation is temperate under the influence of a continental dry winter and a moist maritime monsoonal summer. With four distinct seasons, it shows a vast difference in temperature between winter and summer. Rainfall averages 1,200mm per year. The hottest months are July and August, and the monsoonal summer climate brings 50-60 percent of the rainfall in these months.

The Siberian wind makes most of the Korean peninsula dry and extremely cold with a lot of snow in the winter. Between winter and summer lie spring and autumn, each season bringing unique scenic beauty. Spring is referred to as the season of rejuvenation, with flowers blooming in harmonious beauty; summer shows vibrant greenery; fall is known for clear skies and the brilliant colors of tinted leaves; and winter provides a serene, snow-covered landscape.

Table 1-1. Map of Korea



2. History and Culture

According to the written history of Korea, the earliest state was founded by Dangun, the mythical progenitor of the Korean people. This tribal state, called Ancient Joseon, ended around 100 B.C. with the advent of the “Three Kingdoms” : Goguryeo in the north and Baekje and Silla in the south. The Three Kingdoms were followed by Unified Silla in 668 A.D. and Balhae which succeeded Goguryeo in the north. Thus, Korea entered a brief period of “Two Kingdoms” which ended with the fall of Balhae. In the 10th century, the Goryeo Dynasty succeeded the Unified Silla Dynasty and reigned on the Korean peninsula. The Goryeo Dynasty was succeeded by the Joseon Dynasty in 1392, which was the last kingdom in Korea. The Joseon Dynasty reigned over the Korean peninsula until 1910.

Ethnically, Koreans are one family of the Mongolian race ; they speak one common language and share a strong cultural identity. Their language, which belongs to the Ural-Altaic family, is distinct from Chinese and Japanese. They use a unique phonetic alphabet called “Hangeul,” which is characterized by its scientifically designed system that is easy to understand.

Typical Korean folk customs are shamanism and ancestor worship. Buddhism, Confucianism, and Taoism, originating from China, blended harmoniously with the traditional religions and developed unique rituals and norms that became an integral part of the Korean way of life. Buddhism has met the spiritual needs of the people, and Confucianism has served as the glue to ensure the cohesiveness of family and socio-economic hierarchies. It was in the late Joseon Dynasty that Buddhism and Confucianism began to lose their dominance, as foreign religions and cultures, led by the Roman Catholic Church, made inroads into the daily aspects of life.

Subsequently, the Dong Hak or Eastern Learning Movement erupted in protest against the surging tide of foreign culture to preserve the precious values of Koreans, which had evolved from the blending of Confucianism and Buddhism.

What is unique about the Korean culture is the intricate web of foreign and intrinsic values as they are witnessed today. Korean culture has developed through its interactions with diverse exogenous cultures. During the Three Kingdoms period, Korea transmitted Chinese characters and Buddhism to Japan. Neo-Confucianism, which was perfected by Koreans, provided the foundation for the shaping of the social and moral outlook in medieval Japan.

Today, Buddhism, Roman Catholicism, Protestantism, Cheondogyo, (a modernized religion based on Dong Hak) and so forth coexist in Korea. In

the absence of a state religion, every Korean is free to engage in the religious life of his or her choice.

Table 1-2. Chronological Chart of Korea

Ancient Joseon Period	Three Kingdoms Period	Goguryeo Kingdom B.C. 37-669	Balhae 699-966	Goryeo 918-1392	Joseon 1392-1910	Japanese Rule 1910-1945	Republic of Korea 1948-
		Baekje Kingdom B.C. 18-660	Unified Silla				
		Silla Kingdom B.C. 57-935					
		1st		10th		20th century	

Table 1-3. The Korean Alphabet

Vowels	ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅣ
Consonants	[a]	[ya]	[eo]	[yeo]	[o]	[yo]	[u]	[yu]	[eu]	[i]
ㄱ (g, k)	가	갸	거	겨	고	교	구	규	그	기
ㄴ (n)	나	냐	너	녀	노	뇨	누	뉴	느	니
ㄷ (d, t)	다	댜	더	더	도	됴	두	듀	드	디
ㄹ (r, l)	라	랴	러	려	로	료	루	류	르	리
ㅁ (m)	마	먜	머	며	모	묘	무	뮤	므	미
ㅂ (b, p)	바	뵤	버	벼	보	뵤	부	뷰	브	비
ㅅ (s)	사	샤	서	셔	소	쇼	수	슈	스	시
ㅇ (ng)	아	야	어	여	오	요	우	유	으	이
ㅈ (j)	자	쟸	저	져	조	죤	주	쥬	즈	지
ㅊ (ch)	차	챤	쳐	춰	초	죤	추	츬	츠	치
ㅋ (k)	카	캬	커	켜	코	쿄	쿠	큐	크	키
ㅌ (t)	타	탸	터	텨	토	톸	투	튜	트	티
ㅍ (p)	파	푼	퍼	펴	포	표	푸	퓨	프	피
ㅎ (h)	하	햤	허	혀	호	효	후	휴	흐	히

Note: 1. The consonant “ㅇ” nowadays has double functions which were originally played by two different consonants “ㅇ” and “ㅇ”. The initial consonant “ㅇ” is a silent letter. For example, 아 is a vowel sound pronounced like ‘a’; for another example, 야 is another

- vowel sound pronounced like 'ya'. The final consonant “ㅇ” is pronounced like 'ng'. For example, 양 is pronounced like 'ang' while 양 is pronounced like 'yang'.
2. Generally 신문 is spelled in English as 'sinmun', 소나무 as 'sonamu', and 설악산 as 'Seoraksan', '안녕하십니까?' as 'annyeonghasimnikka?'
 3. In addition to the original 14 consonants, five double consonants—ㄱ(kk), ㄷ(tt), ㅍ(pp), ㅅ(ss), ㅈ(jj) — are used for making initial consonant sounds. For example, Korean use such words as 까, 떠, 뿌, 쓰 or 쯤. Various compound consonants such as, ㄱ, ㄲ, ㅋ, ㆁ, ㄷ, ㄸ, ㅌ, ㄴ, ㄹ, ㄺ, ㄻ, ㅍ, ㅑ, ㅕ, ㅗ, ㅛ, ㅜ, ㅠ, ㅡ, ㅝ, ㅞ, ㅟ, ㅠ, ㅡ, ㅣ, ㅤ, are used for making final consonant sounds. For example, there are words such as 깎, 샷, 앓, 밝, 젊, 뉘, 뉘, 읊, 읊, 읊, 읊, 읊, 읊.
 4. In addition to 10 vowels, the following vowels are used : ㅏ (ae), ㅑ (yae), ㅓ (e), ㅕ (ye), ㅗ (oe), ㅛ (wi), ㅜ (wa), ㅠ (wo), ㅞ (wae), ㅟ (we). There are words such as ګ (gae), ㅑ (yae), ㄴ (ne), etc.

The second unique feature of Korean culture is its advanced science and technology in ancient times. Wood block printing was developed during the Silla Kingdom and was perfected during the Goryeo Dynasty, when Koreans carried out the incredible feat of publishing the voluminous Tripitaka in its entirety, using over 80,000 wood block printing plates. The Koreans were the first to invent the art of movable metal type printing, preceding Gutenberg's by 200 years.

Coming into the Joseon Dynasty, metal type printing was widely used in printing books on astronomy, geography, mathematics, agriculture, sericulture, law, military strategy, literature, ethics, philosophy and history. The skills in ceramics, represented by the glazing of Goryeo celadon; the art of modern shipbuilding, represented by the “Geobukseon”; and the advanced meteorological science embodied in the world's first rain gauge bear testimony to the ingenuity of Koreans.

The creativity of Koreans demonstrated by masterpieces of painting and sculpture is the third unique aspect of their culture. Paintings on the walls of ancient tombs provide a vivid account of life styles in the Three Kingdoms period. Statues of Buddha, pagodas, and bells are other valuable legacies of the Three Kingdoms period. Buddhist art in the Three Kingdoms period, which had a profound impact on Japanese art, along with Goryeo celadon and Joseon white porcelain represent high points in the long history of Korean art.

The phonetic alphabet, called “Hangeul,” is another source of pride for Koreans. Before Hangeul was invented, Korean intellectuals used Chinese characters, and the difficulty of learning them left the masses illiterate. Deploring mass illiteracy, King Sejong the Great commissioned royal scholars to invent Hangeul and this made folklore and folk novels flourish as well as enhancing the literacy of the populace.

The end of World War II brought about liberation from the oppressive Japanese colonial rule over Korea, which, however, soon faced national division along the 38th parallel; military occupation by foreign powers ensued in both the northern half and the southern half of the peninsula, under the Soviet Union and the U.S., respectively. The United Nations General Assembly adopted a resolution calling for a general election under the supervision of a U.N. Commission. The first election in Korea took place on May 10, 1948, in the area south of the 38th parallel, and the Government of the Republic of Korea was inaugurated on August 15, 1948.

On Sunday, June 25, 1950, without warning or declaration of war, the North Korean troops invaded the unprepared South across the 38th parallel, and thus the Korean War broke out. It ended with the 1953 armistice. But the two hostile forces are still deployed along the 155-mile demilitarized zone (DMZ), which replaced the 38th parallel. However, South Korea has recently made serious attempts at opening a dialog with North Korea. Korea is striving consistently for the ultimate goal of national unification under the three principles of autonomous, democratic, and peaceful unification. Meanwhile in the international setting, Korea has established official diplomatic relations with 179 countries.

Korea is a constitutional republic. The executive, the legislative, and the judiciary constitute the three branches of government under the President. The legislature is unicameral and the judiciary is composed of the lower court, the court of appeal and the Supreme Court. The nation is divided into 16 administrative units: seven metropolitan cities — Seoul, Busan, Daegu, Daejeon, Gwangju, Incheon and Ulsan — and nine provinces.

3. Society and Economy

The industrialization and urbanization of Korean society has accelerated during the last three decades resulting in dramatically diminishing the importance of agriculture in society, forcing rural areas to suffer population decrease and relative underdevelopment vis-a-vis urban areas, which have seen expansion, concentration of industrial facilities, and overpopulation.

Korea was able to join the leading group among developing countries despite its poor natural resources thanks largely to the five government-led five-year economic development plans implemented since the early 1960s and the industrialization strategy focusing upon export industries. Korea's biggest trade partners are the U.S., Japan, and China, and the size of its exports reached 179 billion dollars in 2000.

The government of Korea has pressed for the development of heavy and chemical industries, high technology and the expansion of exports. Despite oil shocks, Korea has made steady progress in industrialization. A marked progress was registered in cement, iron-steel, shipbuilding, automobile and machinery production. In sum, the Korean economy since 1962 has accomplished quantitative growth based upon long-term planning for economic development.

But rapid economic growth has also brought about several problems. In the midst of rapid change in social structure, a new task arose: to overcome the unequal distribution of wealth and the inefficient distribution of resources, on the one hand, and to simultaneously press for growth, on the other. To meet such a task, the Seventh Economic Development Plan for the period of 1992-1996 was established with basic goals for the twenty-first century, which were to seek on advanced economy and society and to pursue national reunification. But the Plan was soon replaced by the Five Year Plan for the New Economy for the 1993-1997 period advanced by the government of former President Kim Young-sam. The New Economy plan had as its main aim the maximization of growth potential through reform of the economic system. The economic goal for the year 2001 is to elevate national competitiveness by recovering economic vitality based upon the market economy system and thereby build a base for the advanced economy of the twenty-first century.

Coping with economic hardship on a national scale caused by the foreign currency crisis in late 1997, Korea has spearheaded strong structural reform in four major areas: finance, private corporations, the public sector, and labor. Constructing the infrastructure for the information age is another crucial task in a country where over 23 million people are accessing the Internet as of 2001.

Growing national power enabled Korea to host and successfully stage the Asian Games in 1986 and the Olympics in 1988. 160 countries took part in the Olympics and they sent 13,000 athletes. Korea won fourth place in the number of medals, which showed the momentum of her remarkable political, economic, social and cultural progress. Five years later, the global

festival "Daejeon EXPO '93" was participated in by 108 nations and 33 international organizations. It became the ground for concord and cultural exchange among nations and showed the harmony of tradition, technology, culture and modern science. In 2002, Korea will co-host with Japan the World Cup soccer match, which will be yet another opportunity for further opening Korea to the world.

Table 1-4. GNP Growth and Industrial Structure

Sectors	Year	1990	1992	1993	1996	1997	1998	1999	2000
	Unit								(tentative calculation)
GNP	in billion won	178,628.3	245,387.7	277,107.5	417,108.4	450,853.3	4,443,665	4,827,442	5,170,968
Growth Rate	%	9.5	5.4	5.5	6.8	5.0	-6.7	10.9	8.8
Per Capita GNP	U.S. \$	5,886	7,183	7,811	11,380	10,307	6,723	8,551	9,628
Industrial Structure	Agriculture, Forestry & Fishery	8.5	7.4	6.7	5.8	5.4	4.9	5.1	4.6
	Mining & Manufacturing	29.6	29.3	29.3	29.3	29.3	31.2	31.1	31.8
	SOC & Others	61.9	63.3	64.0	64.9	65.3	63.9	63.9	63.6

* The source : The Bank of Korea

As of 2001, the population in Korea is approximately 47 million, with nearly a quarter of the people living in Seoul. As a result of lengthened life expectancy (70.6 years for men and 78.1 for women as of 2000) and sustained implementation of birth control, the elderly population above age 65 grew at a rate of over 7 percent, signalling the beginning of the aging society, as defined by the UN. Korea's population density is the third in the world, but overseas migration is rapidly increasing recently due to hopes for better education and employment opportunities elsewhere. As the traditional family system, in which many generations lived together, changed into the nuclear family, the housing shortage became serious in urban areas. To cope with the problem, many apartments have been and are being built in many large metropolitan areas across the country. Also, there are many newly-built cities around Seoul, where modern apartments and other convenient facilities can be found.

In principle, labor problems are settled through the cooperation of labor and management; the rights of the laborers are guaranteed and labor unions are organized in the majority of work places. Social security systems, such as the retirement allowance system, medical insurance system, industrial

accident compensation system and various other insurance systems, have been developed. Efforts are being made to protect and support those who need special care — children, the disabled, the elderly and women. Efforts are also being made to increase employment and personal income through vocational training and job placement services.

Table 1-5. Population Trend

	Population ¹⁾			Sex ratio ²⁾	Population growth rate	Population density
	Total	Males	Females			
1960	25,012	12,551	12,462	100.7	-	254.1
1965	28,705	14,453	14,252	101.4	2.57	291.6
1970	32,241	16,309	15,932	102.4	2.21	327.4
1975	35,281	17,766	17,515	101.4	1.70	357.1
1980	38,124	19,236	18,888	101.8	1.57	385.1
1985	40,806	20,576	20,230	101.7	0.99	411.6
1990	42,869	21,568	21,301	101.3	0.99	431.8
1995	45,093	22,705	22,388	101.4	1.01	454.3
1996	45,545	22,939	22,606	101.5	1.00	458.6
1997	45,991	23,170	22,821	101.5	0.98	462.8
1998	46,430	23,396	23,033	101.6	0.95	467.2
1999	46,858	23,617	23,241	101.6	0.92	471.3
2000	47,275	23,831	23,443	101.7	0.89	475.4
2001	47,676	24,038	23,638	101.7	0.85	479.5

1) Mid-year population estimates.

2) Males per 100 females. Source : National Statistical Office.

4. Contribution of Education to National Development

Koreans are widely known to have a great zeal for education. In the absence of other kinds of resources, the quality human resource produced through education stands out as the crucial factor behind Korea's political, economic, social, and cultural development.

A. Political Development

In relation to political development, education has played a major role in laying the foundations upon which democratic principles and democratic

institutions are based. Specifically, education has served as a means of political socialization through promoting knowledge, changing behavior patterns and shaping attitudes toward values, the nation and the world. It created public awareness of political participation. It also improved the quality and ability of the political leaders as well as produced politicians, administrative officials, members of political parties, journalists and so on.

B. Economic Development

Education has been the major source of trained manpower in the various fields and the levels of skills needed for economic development and is credited with contributing to the total increase of GNP. The trained manpower, together with the higher professional manpower, has contributed to the improvement of productivity and the enhancement of the industrial structure. It has also contributed to the improvement of living standards and the promotion of the nation's welfare due to the increase in opportunities for employment and disposable income. It has contributed to economic development through the expansion of the education industry. The quantitative expansion and the qualitative furtherance of education have created a great demand for teachers, facilities and various kinds of educational equipment and materials, which has played a direct role in economic growth.

C. Social and Cultural Development

Education has contributed to the internalization of the new values of the Korean people by giving them an orientation towards the future and instilling a sense of commitment to modernization and citizenship. It has also contributed to the increase in social mobility. The hierarchical social structure of Korea has changed as a result of increased educational opportunity, so that the middle class has expanded and upward social mobility has increased. From a cultural perspective, education has played its role in the rediscovery and appreciation of traditional values in confrontation with new waves of foreign cultures. Its aim is to establish a new synthesis of Korean culture which will contribute to national development and the advance of human civilization.

Chapter 2. Development of Education

1. Pre-Modern Education (4th Century ~ 19th Century)

From the Three Kingdoms to the Joseon Dynasty, Confucianism was a stimulus to the formalization of haphazard efforts for education into a systematic institution to prepare a group of youngsters from the upper class to become government officials.

In the year 372, Goguryeo founded the “Taehak,” which is known as the earliest form of a formal educational institute, followed by “Gukhak” during Unified Silla, “Gukjagam” during the Goryeo Dynasty and “Seonggyungwan” during the Joseon Dynasty. These schools were actually the places where children from the upper class prepared themselves for the entrance to the bureaucracy, the most favored employment in ancient times. During the Goryeo and the Joseon Dynasty, the capital cities were home for many schools such as “Obuhakdang” and other private schools, and the provinces had “Hyanggyo,” all of which served the educational needs of the population below the upper class. The Goryeo Dynasty endeavored to promote learning by forming a scholarship fund such as “Yanghyeongo”; this was followed by the Joseon Dynasty that saw the establishment of libraries and academic research institutes such as “Gyujanggak” and “Jiphyeonjeon.”

The most prominent private educational institutions were the “12-do(Sibi-do)” of the Goryeo Dynasty and the “Seoweon” of the late Joseon Dynasty, which were comparable in their level of instruction to the highest educational institutions run by the state. For education for the common people, the Goguryeo Kingdom had already established various “Gyeongdang,” which offered training mainly in martial arts and reading ancient scriptures. Gyeongdang developed into “Seodang” during the Goryeo Dynasty, functioning as the most prevalent basic institution for instruction. Seodang existed in almost all local areas in the late years of the Joseon Dynasty, contributing greatly to the education and indoctrination of the local residents. Undergoing transformation and renovation Seodang continued to play a role as local educational institutes long after the modern school system was introduced.

Wonhyo of the Silla Dynasty, Ahn Hyang of the Goryeo Dynasty, Yi Hwang (T'oegye) and Yi I (Yulgok) of the Joseon Dynasty were great philosophers. In particular, Yi Hwang was widely known among the Confucian philosophers and his academic theory is still widely studied in other countries as well as in Korea, Japan and the USA.

Table 2-1. Educational Institutions in the Pre-Modern Age

Classification Dynasty	Public Institutions		Private Institutions	
	Higher	Middle	Middle	Lower
Goguryeo	Taehak(372)			Gyeongdang
Unified Silla	Gukhak(682)			
Goryeo	Gukjagam(992)	Hakdang Hyanggyo	Sib-i-do (12 Schools)	Seodang
Joseon	Seonggyungwan (1398)	Hakdang Hyanggyo	Seoweon	Seodang

* The number in () means the year of establishment.

2. Advent of Modern Education (1880 ~ 1945)

The forerunners of modern schools include Weonsan Academy (1883), (the first private school), the government-established English School (1883) and Yugyeong Gongweon (1886-1894), Paejae Academy (1885) and Ehwa Girls School (1886): the latter two were both Christian mission schools. Among these schools, Weonsan Academy was particularly significant in that it was founded out of patriotic zeal by the local Koreans of the port city open to the foreign ships. The English School and Yugyeong Gongweon, established by the government, reflected its determination to adopt new ideas from Western civilization. Paejae Academy and Ehwa Girls School were the places where Western education was introduced by foreign missionaries.

As part of the enlightenment movement aimed at modernization and following the West after the opening of Korean ports, King Gojong declared an edict on education for the nation's future in 1895. In it he stressed the importance of education, focusing on intelligence, virtue, and physical ability for the ultimate goals of training competent persons and promoting national revival. Based upon the spirit of the edict, modern schools in many forms such as primary schools, normal schools, and vocational schools were established in Seoul and other regions by the government as well as by citizens.

From this period onward many private mission schools founded by Western missionaries began to appear nationwide not just in Seoul but in provincial cities such as Pyeongyang and Daegu. These schools taught the subjects needed for missionary activities such as the Bible, drama, English,

Table 2-2. Early Modern Schools, 1883 ~ 1908

Year of Foundation	National		Private		Mission	
	Name	Location	Name	Location	Name	Location
1883	English School	Seoul	Wonsan Haksa	Wonsan		
1885					Kwanghye-won	Seoul
1885					Paejae Academy	Seoul
1886	Yukyong Kongwon	Seoul			Ewha Girls	Seoul
1886					Kyongsin Girls	Seoul
1894					Kwangsong	Pyeongyang
1894					Chong-ui Girls	Pyeongyang
1894					Sungdok	Pyeongyang
1894					Chongshin Girls	Seoul
1895	Hansong Foreign Language	Seoul	Hungwha	Seoul	Ilsein Girls	Dongnae
1895	Hansong Normal	Seoul				
1895	Sungkyunkwan	Seoul				
1895	Hansong Primary	Seoul				
1896			Chunggyo-uisuk	Seoul	Chongjin	Pyeongyang
1897			Chongsun Girls	Seoul	Sungsil	Pyeongyang
1897					Yonghwa Girls	Inchon
1897					Shinkun	Seoul
1898			Sungsun Girls	Seoul	Paehwa Girls	Seoul
1898					Maenga Hakgyo	Pyeongyang
1899	Hansong Middle	Seoul	Chomjin	Pyeongyang		
1899	Kyongsong Medical	Seoul				
1899	Hansong Commercial and Technical	Seoul				
1900	Hansong High	Seoul				
1900	Military Academy	Seoul				
1901			Nagkyon-uisuk	Seoul		
1903					Sung-ui Girls	Pyeongyang
1903					Lushi Girls	Weonsan
1903					Jongmyong	Mokpo
1904			Chungyon Hakwon	Seoul	Hoslon Girls	Gaeseong
1904					Jinsong Girls	Weonsan
1905			Yangjong-euisuk	Seoul		
1905			Posong	Seoul		
1906			Hwimun-euisuk	Seoul	Kyesong	Daegu
1906			Chinmyong Girls	Seoul	Sinsong	Seoncheon
1906			Sookmyong Girls	Seoul	Posong Girls	Seoncheon
1906			Chungdong	Seoul	Ui-myong	Anju
1906			Hyonsan	Yangyang	Hanyong	Gaeseong
1907			Taesong	Pyeongyang	Yakhyon	Seoul
1907			Osan	Chongju	Supia Girls	Gwangju
1907			Kwangshin	Seoul	Sinmyong Girls	Daegu
1907			Changhun	Seoul	Kichon Girls	Chonju
1907			Yangsang	Anak		
1908	Hansong Higher Girls	Seoul	Dongdok Girls	Seoul	Sinhung	Chongju
1908			Poin	Seoul	Changsin	Masan

and music; simultaneously they also taught practical subjects such as the Korean language, ethics, and science. At that time, national leaders who resisted the Japanese intrusion pressed for the ‘movement to save the nation through education’ by erecting numerous schools in Seoul and through the provinces, such as Honghwa School, Osan School, Jeomjin School, and Daeseong School. They represented the Korean patriotic enlightenment movement aimed at recovering national sovereignty. Higher education institutions of the period include government-erected ones like Gyeongseong Medical School and junior colleges founded by private citizens such as Boseong College, Chosun Christian College, and Sungsil College. This period is justifiably called the dawn of modern education in Korea, when numerous schools in modern form were built for the first time with the goals of saving the nation and recovering national sovereignty through the power of education.

However, the independent development of Korea’s modern education was interrupted for 35 years by the forced annexation of Korea by Japan in 1910. The Japanese authority started colonial education through the coercive transplanting of the education system of Japan proper to Korea, exemplified by such measures as the Chosun Educational Decree and the Private School Decree. The colonial educational decrees, which underwent several revisions, were not designed to bring about educational development in Korea; each new revision showed further sophistication in Japan’s oppressive education policy in the colony.

In the 1930s and 1940s, Koreans were forbidden to use the Korean language. Instead, they were forced to use the Japanese language under the Japanese plan to obliterate the cultural identity of Koreans. Korean history was excluded from the curriculum. Koreans were forced to learn only Japanese history. Moreover, Koreans were obliged to change their names into Japanese names. In order to maintain their colonial rule, Japanese colonialists demanded loyalty and submission from the Korean people. They limited the opportunities for education because they thought it very dangerous to spread education among the Koreans. Thus, the standard of education was low on the whole.

3. Education after 1945 (Post-Liberation Period)

A. Foundation of Democratic Education (1945-1950s)

Korea was liberated on August 15, 1945, a day of great meaning for Koreans.

It was the turning point from a colonial political system to a democratic one and from a closed society to an open one, where people could enjoy the opportunity for education, which the Japanese had denied them. Efforts were made to develop Korean education through teaching and spreading the Korean language.

In order to lay the foundation of democratic education after liberation, education policies were directed toward 1) the compilation and distribution of primary school textbooks, 2) supplementary in-service training for teachers, 3) reform of the school ladder system from a multiple to a single track system following a 6-3-3-4 pattern, 4) adult education for literacy, 5) the decentralization of educational administration, 6) the implementation of compulsory education, 7) the incremental expansion of educational opportunities for secondary and higher education, and 8) the creation of teachers colleges.

The Constitution promulgated shortly after the inauguration of the Republic of Korea included provisions entitling every citizen to free elementary education and equal opportunity for further education. Within the framework of the Constitution, the Education Law was legislated and promulgated in 1949. The newly-legislated Education Law prescribed the ideals and goals of education and specified principles and criteria to guide the administration and management of the educational system.

Among them, the provision for educational autonomy and the implementation of compulsory education attracted the greatest public attention, for educational autonomy is the key factor for the realization of democratic education. It is aimed at separating educational administration from general administration, thus ensuring its detachment from political influence. After years of efforts, educational administration has gained autonomy. The provision for free compulsory education has become the cornerstone in realizing equal opportunity for education through guaranteeing the right of the people to education by law.

B. Expansion of Democratic Education in the 1950s

Even in the midst of the tragic Korean War, education continued without a break in makeshift barracks and outdoor classrooms. While going through the dark days, education became inclined toward functional orientation, emphasizing its role in the revival of Korean education to fulfil the missions of overcoming the national crisis and leading in the reconstruction. The “Wartime Emergency Education Act,” promulgated in 1951, showed the

people’s strong determination in that they did not stop educating their children even in the confusion of war.

Efforts were made to improve education through 1) the reorganization of the secondary school system, 2) the national standard admission test for junior high school applicants, 3) the establishment of national and public universities, 4) the initiation of the curriculum revision project, 5) the raising of the quality of teachers, 6) the improvement of educational facilities, 7) the extension of compulsory education and so forth. It necessitated frequent reappraisal of educational needs, ideals, methods and contents and improving them on the basis of revealed weaknesses and defects. Free compulsory education, the implementation of which was deferred due to the Korean War, was implemented in 1959, and 96 percent of the relevant age group population were sent to school.

The revision of curriculum, taking the national characteristics at that time into consideration, emphasized moral education, anti-communist education and vocational education. Vocational education, in particular, reflected the nation’s need to expedite economic growth as a way out of the war-stricken poverty, so training programs were implemented on a massive scale from 1952 to 1958 to produce and refresh vocational education teachers. The Five-Year Plan for the Development of Vocational Education was laid out for implementation in 1958.

Table 2-3. Elementary School Education, 1945-2001

Year Classification	1945	1960	1970	1980	1990	2000	2001
Schools	2,834	4,496	5,961	6,487	6,335	5,267	5,322
Index	100	158	210	229	224	186	188
Teachers	19,729	61,605	101,095	119,064	136,800	140,000	142,715
Index	100	312	512	603	693	710	723
Students	1,366,685	3,622,685	5,794,301	5,658,002	4,868,520	4,019,991	4,089,429
Index	100	265	420	414	356	294	299

C. Quantitative Expansion in the 1960s

As the United Nations designated the 1960s as “the decade of development,” the span of ten years witnessed considerable economic growth in Korea. With the rapid economic growth, tremendous changes took place in many spheres of life. With those changes, efforts were made to produce

changes and progress in rapid quantitative growth in the education sector.

The most outstanding feature of educational development in Korea was its quantitative expansion in the 1960s. The completion of the six-year compulsory education plan enabled all relevant age group children to enroll in schools, and the number of secondary school students tripled compared with the previous decade. With the trend toward the universalization of secondary education, the higher education population increased more rapidly than that of any other level of education.

Such a rapid growth of school population inevitably resulted in overcrowded classrooms, oversized schools, a shortage of fully qualified teachers and educational facilities, and excessive competition in the college entrance exam. These acted as reasons for the reform of the entrance examination system to normalize education at all school levels.

In order to be in harmony with political and social changes, many educational reforms were carried out to democratize educational institutions, decentralize educational administration and improve the quality of education.

Amid the rapid current of changes, efforts were made to articulate the goals of education in the changing social context. These culminated in the promulgation of the National Charter of Education on December 5, 1968, which set the tone for educational goals in the years to come.

In 1962, normal high schools were upgraded to two-year colleges of education where elementary school teachers were trained. In the same year, institutions training secondary school teachers were upgraded to four-year teachers' colleges.

The Institute for the Study of Educational Administration Attached to the College of Education at Seoul National University was established for the in-service training of educational administrators. In 1963, the Graduate School of Education was established to carry out the functions of teachers' in-service training and teacher education. In addition to these, various in-service training courses were offered to improve the quality of the teachers and to further the teachers' professionalism.

To normalize primary school education, the middle school entrance examination was abolished in 1968. In the meantime, a study was conducted of the college entrance examination, with the resultant institutionalization of a standard examination as a preliminary screening mechanism in October 1968. It was the result of the strong will to normalize high school education which put the emphasis on providing the knowledge and skills needed for passing tests.

Table 2-4. Middle School Education, 1945-2001

Year Classification	1945	1960	1970	1980	1990	2000	2001
Schools	166	1,053	1,608	2,121	2,470	2,731	2,770
Index	100	634	968	1,277	1,488	1,646	1,669
Teachers	1,186	13,053	31,207	54,858	89,719	92,589	193,385
Index	100	1,100	2,631	4,625	7,565	7,807	7,874
Students	80,828	528,593	1,318,808	2,471,997	2,275,751	1,860,539	1,831,152
Index	100	654	1,631	3,058	2,815	2,302	2,265

Table 2-5. High School Education, 1951-2001

Year Classification	1951	1960	1970	1980	1990	2000	2001
Schools	307	640	889	1,353	1,683	1,957	1,969
Index	100	208	289	435	548	637	641
Teachers	1,720	9,627	19,854	50,948	92,683	104,351	104,314
Index	100	559	1,154	2,962	5,389	8,344	6,065
Students	40,271	273,434	590,382	1,696,792	2,283,806	2,071,468	1,911,173
Index	100	678	1,466	4,213	5,671	5,144	4,746

Table 2-6. Higher Education, 1945-2001

Year Classification	1945	1960	1970	1980	1990	2000	2001
Schools	19	85	232	357	556	1,184	1,261
Index	100	450	1,220	1,879	2,926	6,232	6,637
Teachers	1,490	3,808	10,435	20,900	41,920	79,136	83,116
Index	100	260	700	1,400	2,813	5,311	5,578
Students	7,819	101,041	201,436	615,452	1,490,809	3,363,549	3,500,560
Index	100	1,290	2,586	7,871	19,066	43,018	44,770

D. Educational Reform in the 1970s

The 1970s are characterized as the “decade of fundamental reform” in the economy and in education. In the educational sector, reforms were directed toward the supreme goal of producing self-directed and future-oriented Koreans.

Foremost among educational reforms was the comprehensive scheme to normalize elementary and secondary education. The abolition of the middle school entrance examination eliminated a narrow bottleneck leading to high school. Middle school education was reduced to preparation for entrance to high school, and any attempt to reform middle school education was predicated on the reform of the high school entrance examination. The new system limits the choice of high school to those who live in the same residential district only and assignment to a high school is made through lottery assignment. The system was implemented on a gradual basis, beginning in 1974. While the new system commends itself for relieving competitive entrance to a few top high schools, it brought new problems. These came from the differences between equalized areas and non-equalized areas.

Coming into the 1970s, a debate was warming up over government control of higher education. Therefore, educational reforms were directed toward its emancipation from government control. Seoul National University embarked on an ambitious development plan, and the implementation of the plan brought together scattered colleges into one campus and gave a renewed impetus to other innovative efforts. Pilot programs were developed by a consortium of universities, with specific reference to the emerging needs of the industrialized society. The innovation featured 1) the lowering of the number of credits required for graduation, 2) the requirement that more credits should be obtained in minor fields of specialization, 3) the recruitment of students into broad fields of study rather than into specific majors, 4) the adoption of the early graduation system by ability and so on.

This decade also saw the diversification of institutes of higher education. As junior colleges took a larger share of tertiary education, their programs were diversified to meet industrial needs. This necessitated that the years of schooling vary from two to three years.

The rapid process of economic and social change gave birth to new concepts such as lifelong education and adult education. The opening of the Air and Correspondence College in 1972 was recognized and described as a delayed means of releasing the strain of the narrow bottleneck leading to tertiary education. In 1974, Air and Correspondence high schools were established.

To support educational reforms and policy formulation, research institutes on the national level were inaugurated. In 1972, the Korea Educational Development Institute was founded with the goal of exploring a new system of education feasible in the unique setting of Korea and relevant to new educational needs. It not only seeks to resolve problems besetting Korean

education but also tries to get at the root of problems from a long-term perspective.

E. Qualitative Development in the 1980s

The innovative efforts of the previous decade to modernize the educational system were carried over into the 1980s, particularly in the efforts for educational normalization and improvement of educational quality. The government of the Fifth Republic promoted an educational policy which stressed that success in educating a nation's citizen can be the prime force for national development. In this light, provisions for promoting lifelong education were provided in the Constitution, educational innovation was chosen as one of the four major standards of state policy, and diverse policy measures were implemented for the purposes of reforming educational practice and improving educational quality.

The formation of a sound personality through education was set as one of the nation's top priorities. Education aimed to perfect character and develop a humane perspective was given a new emphasis. Science education was to prepare youths for living with the advancing frontiers of science and technology. Lifelong education was to prepare them for the future by fostering self-directed learning.

On July 30, 1980, the government published a method for solving the problem of overheated private tutoring and for normalizing school education. The immediate effect of educational reform was felt in the chronic problem of private lessons, which had grown tremendously as parents and students sought added insurance for passing the competitive examinations. To lessen its harmful and excessive influence on the examinees, the entrance examination system was reformed, as part of a series of reforms. The main entrance examination was abolished; achievement in high school was given a heavier weight in determining eligibility; the curriculum was readjusted in terms of work-load; day-long instruction was established at universities; enrollment quotas including those of the Air and Correspondence College were expanded; broadcasting programs increased their share of total programs; teachers colleges were upgraded to four-year colleges; the educational tax was created to finance educational reforms; physical facilities at universities were expanded and renovated; and teachers were given incentives.

More noteworthy was the establishment of the Commission for Educational Reform to determine the framework of educational reforms. The



Commission was inaugurated as the consultative body for the President and was terminated in March 1985. Later, it was replaced by the Advisory Council for Educational Policy in 1988. To assist the President in educational matters, the Presidential Commission on Education was established in February 1989, and was continued until 1992.

F. Human Education Preparing for the Future Society in the 1990s and Beyond

Korean education in the 1990s emphasized human education preparing for the future on the basis of the pursuit of quality in education in the 1980s. Effective December 27, 1990, the Ministry of Education streamlined its organization with the clarification of its role. New laws for the promotion of local autonomy were legislated in March 1991, and the district offices of education were inaugurated at the provincial level, setting a new benchmark in the democratization and localization of education. The sixth revised curriculum was approved and promulgated in 1992 and was implemented in 1995. Efforts were also made to implement educational reforms which would aim at instilling values and perspectives viable in the 21st century.

The bachelor's degree examination program for the self-educated, recognized as a college education equivalent, was formally launched in 1990. After a four-year study, in order to normalize high school education and extend university autonomy, a new system for the college admissions test was announced in April 1991, and it was implemented in 1994. Riding on the current of reforms in the society at large and in response to the aspirations of the people, the government set up and ran the Commission on Education Reform to create the "New Korea."

The Commission is an advisory organ to the President which was placed in charge of determining the fundamental directions of education for the twenty-first century and reviewing both short- and long-term educational development plans and the progress of educational reform at the national level. On February 25, 1994, the Commission was founded with 25 persons characterized by their strong support for educational reform. The Commission, on September 5, 1994, reported to the President on eleven tasks of educational reform including "increasing educational finance," "strengthening the international competitiveness of university education," and "elevating the autonomy and responsibility of private schools." In an attempt to form the base of the "New Korea, New Education" system that symbolizes the globalization of Korea, the Commission had the eleven tasks

reviewed by five sub-committees and collected opinions from diverse sectors of society through public hearings and conferences of experts and on March 31, 1995, announced the "Reform Measures to Establish the New Education System" to lead to the age of globalization and the information age.

The "People's Government" inaugurated in 1998 continued the educational policies initiated by its predecessor, transcending the change of political regimes, intent upon seeking consistency in educational policy, and establishing and implementing new educational measures for coping with the newly rising situation and social changes. As part of the effort to continue educational reform, on July 24, 1998, the government established the "Presidential Commission for the New Educational Community," an advisory organ to the President.

Preserving the fundamental spirit of educational reform upheld by the former regime, the Presidential Commission focused upon reviewing and assessing the progress of educational reform, publicizing, and offering training for reform, and enlivening civic movements for the promotion of reform. The Commission intended to generate changes in schools and local communities by forming educational communities participated in by people in various areas of society such as teachers, parents, citizens' associations, and local neighborhoods and by promoting a bottom-up educational reform that is grounded in the real field of education.

The Commission ended its activity on July 11, 2000, with its report to the President on educational reform measures. During the Commission's active term, specific activities of educational reform had been managed mainly by four sub-committees: the first sub-committee was in charge of reviewing and evaluating the progress of educational reform in elementary and secondary schools and publicizing reform through diverse activities including training courses; the second sub-committee sought measures to improve lifelong vocational education; the third sub-committee, supported civic movements for the educational community; and the fourth, the university sub-committee, worked to establish measures to improve the university education system's ability to cope with the knowledge-based society.

