

Education and Economic Development in Korea

(A Comparative Study to United States of America During 1950-1970)

Seon Ja Rhee

School of Public Health, Seoul National University

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I. INTRODUCTION

Development is today no longer the subject of one single science. By the definition of the United Nation the word 'development' means the move by a society towards self-sustaining economic growth and institutional modernization¹⁾. The peoples values and image on development usually focus on socio-demographic aspects of modernization so that some of its main indices are exposure to aspects of modern life through demonstrations of machinery, building, consumer's goods response to mass media, change of residence to urban, change from agricultural occupation to the second or third dimensions of services, literacy or the growth of per capita income etc. According to Eisenstadt modernization is the process of change towards those types of social, economical and political systems²⁾. Denis Goulet believes that the development of a nation in terms of economic, political and cultural modernization is not an absolute end but rather an important means for enriching the quality of life³⁾. However, the better quality of life

1) Dennis Goulet and Marco Walshok, "Values among Underdeveloped Marginals" *An International Quarterly: Comparative Studies in Society and History* (Vol.13, No. 4, Oct. 1971) Cambridge University Press

2) S. N. Eisenstadt : *Modernization, Protest and Change*, Prentice-Hall Inc., Englewood Cliffs, N. J. 1966.

3) Ibid 1.

is what everyone want to have and expect to his nation to provide it and the developed country implies that the people enjoy the better qualified life style than that of underdeveloped country. As the sector of the development, politics, economics, education and socio-cultural factors play interdependably to the modernization process and the term development and social change in systems or modernization are used as alternative meanings for the same subjects of study for a national development. This paper examines the relationship of educational systems and political, economical and socio-cultural aspects of development of the Republic of Korea and compares those variables to the United States in recent ten years.

II. CURRENT STATUS OF DEVELOPMENT

Korea is located in a peninsula in the east part of the China and adjacent to both of the Russia and Japan. Because of the geographical factors, Korea has been influenced by the China in politics, culture and religion. The Confusianism and Buddhism were introduced to Korea through the channel of China and those two religions are still believed approximately by two thirds of the population. The Confusianism deeply rooted in every segment of the society and has influenced to philosophy of life, extended family relationships, political attitudes, approaches to problem solving and many other aspects of Korean life. The Confusianism has taught that the young people should to obey to the old people and the old people and the men have previledge at the family life and social living. Humbleness is the virtue of life and devote oneself to his royal king, his parents, respect to old people, keep trust relationship with his friends etc, are the key moral elements of the Confusianism and this concepts ruled the society for five hundreds years and hampered to development of nation. In America the Christianity contributed to modernization of the nation because the protestant group of the people which is characterized in middle class, active intellectuals developed throughout the Europe in the period of Renaissance and the more active entrepreneurial economic groups; banking, trading and early industrialization, were participated to modernization⁴⁾. Contrast to America, the Confusianism group of Korea are rather conservative, low socio-economic, uneducated agricultural peoples. Historically, Korea had a war with China in 1894 and Russia in 1904 and the Japanese occupied the Korea and colonized from 1909-1945 and Korea had to experience another war in 1950-1953 with the communist North Korea since she declared a new nation in 1948. The reunification of Korea, reconstruction from the Korean War scar and economic growth, modernization and political democratization have been the political issues in recent ten years but none of these problems have solved yet⁵⁾. The United States has no foreign invasion since 1776 and established political stabilization and parliamentary democracy. In Korea, Seoul is the controlling

4) S.N. Eisenstadt, *Modernization: Protest and Change*, Prentice-Hall Inc., Englewood Cliffs, N.J. 1966.

5) C.I. Kim and Chest Hunt, "Education and Political Development: A Comparison of Korea and Philiphines" *The Journal of Developing Areas*, (Vol. 2, April, 1968)

center of Korean's government, finance, business and education but the United States federal government delegates its power to each of the states and system itself is decentralized. During the past few years, Korea has been moved towards modernization a pace and reached the phenomenal Gross National Product growth rate 15.9 percent level in 1970 and populace is more than 90 percent literate and become almost 50 percent urbanized and visible areas of modernization are the industrial development, improved public transportation and communication systems and availability of consumer's goods⁶⁾. In 1963, Korean government adapted population control policy and it resulted in a reduction of the population growth rate from 2.8 percent to 2.5 percent (see Table I).

Decrease of the population growth rate and the rapid expansion of the manufacturing industries have played an important role as the source of initial impulse for generating the Gross National Product growth during the period of 1963-1970. As a supporting factor for these two variables there were an available skilled personnel who were employed in the small scale manufacturing industries and the public health workers who worked for the people to teach family planning methods. There were also increased oversea employment such as, construction workers, mining workers, soldiers and civilians to South Vietnam and the nurses to West Germany and Canada etc. The manufacturing industries absorbed the labor from the agricultural peasants and a half of total foreign trading income was the manufactured goods and the remainder was the income from the skilled services⁷⁾.

Lim predict that the long run growth rate for the next ten years in GNP will be 7 percent annually if the population increase rate falls from 2.5 percent to 2.0 percent so that per capita income gross domestic product doubles in 15-16 years⁸⁾. The per capita income in 1968 was \$ 163, while the United States recorded \$ 3,814 (see Table I-1). Despite the rapid economic growth, the Korean economists warn the following problems; the problem of inflation which has been risen since 1962, debt repayment for foreign loans, scarce of foreign capital resources and unfairer distribution of income etc. However, for the continuous future development of economy in Korea, industrialization should be continued and the demand for manpower will be increased. Actually the factors for economic development was the technological changes and the human capital. Human capital formation is affected primarily by investment in formal education, improved health, on-the-job training, manpower rehabilitation and migration⁹⁾. Consequently, an investment in formal education constitutes a focal point in the study of economic development and formation of human capital. Now I am going to examine the Korean educational investment.

6) Joungwon Alexander Kim, "The Republic of Korea : A Quest for New Direction" *Asian Survey* (January 1971), Berkely, California.

7) Sung-Jae Koh, "Role of the Small Scale Industries in Korean Economic Development" *Journal of Social Science and Humanities* (No. 34, June 1971) The Korean Research Center, Seoul Korea.

8) Younggil Lim, "Foreign Influence on the Economic Changes in Korea: A Survey" *Journal of Asian Studies* (Vol. XXVIII, No.1, Nov.1968).

9) Ronald A Wykistra, "Economic Development and Human Capital Formation" *The Journal of Developing Areas* (Vol. III, July 1969).

III. PATTERN OF EDUCATION IN KOREA

With the high rate of increase in population, greater demands are made each year on the educational system since 1945, especially public expenditures on education have been gradually increased from 17.2 percent of the government total expenditure in 1965 to 21.2 percent of that in 1968 (see Table I -2). Because of the GNP increase, government investment on education had increased three times from 14,622,570 Won in 1965 to 56,322,811 Won in 1968. This public expenditure distributed to the primary education 66.8 percent (see Table I -3) in 1968 and the government has increased its investment in secondary education from 7.5 percent in 1945 to 19.9 percent in 1968. Therefore, the enrollment ratio for the first level of education has reached 100 percent (6-12 yrs) and 36 percent in secondary level of education. The greater accent on higher educational development has indicated by the number of students who go on from one level to the next; 45 percent of the elementary graduates go to junior high school, 67 percent of the junior high school graduates go to the senior high school and 32 percent of the high school graduates go to the college¹⁰⁾. Also there is marked increase in female enrollment at the second level of education (see Table III-1).

1. Primary Education

The primary education in Korea is compulsory education and nearly all the elementary schools are public schools. It requires six years and the curriculum is standardized by the Ministry of Education. The teacher/pupil ratio in elementary school is 1 : 60 and most of schools run on two or three shift system because of the shortage of teachers and classroom availability. The primary school teachers are graduates from the teacher's junior college (two years after high school) or the previous normal school graduates (equivalent to high school). The female teacher proportion is 26 percent in primary education (see Table III) and this is equivalent to the female student proportion in higher education.

2. Secondary Education

With the increase of student enrollment as 36 percent in 1968, there was an increase in private schools in secondary level of education. Forty percent of junior high schools and 45 percent of senior high schools in Korea are run by the private institutions¹¹⁾. The private funds came mostly from missionaries. The missionaries came to Korea during the Japanese control and have increased after 1945 when the American came to Korea. The private schools are located in cities and public schools are located in rural and they

10) Princeton N. Lyman, "Student and Politics in Indonesia and Korea" *Pacific Affairs* (Vol. 38, Fall and Winter 1965-1966) p.287. - "Long-Term Projection for Education in the Republic of Korea", Report of the UNESCO Regional Advisory Team for Educational Planning in Asia, Bangkok, 1965.

11) Princeton N. Lyman, "Students and Politics in Indonesia and Korea" *Pacific Affairs* (Vol. 38, No. 3, Fall and Winter 1965-1966).

are the schools of commerce, industry or agriculture, technical or vocational. The female student enrollment has been increased but it is still low. Only 37 percent of the students are female and this tells that Korean people give priority to boys on educational opportunities (see Annex II for some characteristic point on secondary education in Korea).

3. Adult Education

Short term training programs have been initiated for the adults because of the demand in economic industrialization and development. For example, health aides training program started by the Ministry of Health for middle school or high school graduate girls for nine months training for the purpose of population control in 1963 and continues it up to today. As a part of military training they trained soldiers in construction, communication, and transportation skills for the eligible soldiers. This military education contributed not only to adult education and economic development but also to reduction of illiteracy in 1950's because the military training started with the reading and writing before to teach the handling skills of rifle for the uneducated young man. Also as an adult education, Korean government has emphasized in-service training programs for the government employees throughout the country. These in-service training program run from a week to three months and government supports finance and pays salaries during the training period and gives a benefit for promotion priority for the completed officials. This in-service training is very intensive and teaches up-to-date knowledges and skills. The Korean government and military services realized the Adam Smith's note the more the people are instructed, the less likely they are to produce disorder.

4. The College and University Education

There are approximately 40 colleges and universities in Korea and 20 percent of them are the public schools. During the period of 1945—1965 there was an increase of 18 times in student enrollment and a 500 percent increase in faculty. This tells about shortage of faculty and quality of education in Korea¹²⁾. Because the 80 percent of the colleges or universities run by the private institutions, even though their primary purpose or interest was not commercial benefit, they tried to maximize the student enrollment and minimize the dismissals as a result of dependency on tuition in their operation of schools. Consequently, there are limited library facilities and laboratory equipments and resource materials for the students. Quality of private universities is one of the problems and there are also urban and rural differences.

5. Graduate Education

The universities and colleges pay less attention to the graduate schools compare to undergraduate programs. Less than 5 percent of the undergraduates go to the graduate schools and graduate programs emphasize independent study because of small number of

12) Princeton N. Lyman, "Students and Politics in Indonesia and Korea" *Pacific Affairs* (Vol. 38, No.3, Fall and Winter 1965-1966).

student and faculty time. But there are quite amount of student enrollment in field of public health, journalism, business administration, public administration and education.

6. International Education

Since 1948, Fulbright, UNESCO, Colombo Plan, Population Council, WHO, USAID provide a lot of opportunities for out-of-country study in agriculture, medicine, nursing, economic planning, engineering etc. The recipients of those scholarships were the professors of the university or the high ranking government officials. They played a role as a leader and contributed a lot to develop the nation's economy. But recently, the young bright new graduates from the college or universities came to America or Europe for their advanced study in graduate level or upper and did not returned. In field of engineering, medicine, nursing are losing their intellectuals and so called 'brain drain' resulted and government searches for solution of problems.

IV. CONCLUSION

There was marked increase in government investment in education and economic development during the past ten years in Korea. But she still possesses the problem of shortage of teachers or faculty, low enrollment in second and higher level education and low quality and facilities in private educational institutions and low proportion of female student and faculty, difference between urban and rural institutions and brain drain suffering in international education.

Annex 1.

Organization of School System in Korea*

Grade	Age	U.S.A. System:				
18	24	College or University		Graduate Study	Higher Level Education	
17	23					
16	22					
15	21					
14	20					
13	19	Vocational & Teacher's Jr. College		Junior College	Secondary Level	
12	18	Senior High School including Vocational High School				Technical School
11	17	Junior High School		Civic High School		Elementary Level
10	16					
9	15					
8	14	Elementary School			Pre-School Level	
7	13					
6	12					
5	11					
4	10	Pre-school or Kindergarten				Pre-School Level
3	9					
2	8					
1	7	Pre-school or Kindergarten			Pre-School Level	
	6					

*Chung, "Educational Philosophy of Schools in Korea", Mimeographed Student's Copy, University of Minnesota.

**Annex 2. Some Comparative Check Points at the Secondary Level Education in United States
of America and Republic of Korea**

Point of Comparison	United States*	Republic of Korea**
1. Main purpose	Development of the individual	Development of the individual
2. Organization	Decentralized control	Centralized control
3. Uniformity of program	Wide variation	Standardized program
4. Nature of program	Variety of general education courses & special courses according to interest & ability	Standardied general education cou- rces & special courses according to interest and ability are limited
a) Proportion taking straight academic program	20-25%	70-80%
b) Special provision for the talented	Enrichment or fast sections for the talented	None
c) Emphasis on science	Small emphasis (25% mathe- matics and science in last 3 years)	Equal balanced emphasis with language, social science and arts (35-40% of mathematics and science through six years of study)
d) Foreign language	Language is optional usually not more than 2 or 3 years	English is required for six years ^s and either German or French is required in last three years
e) Mathematics	Optional, but on the average only through elementary algebra	Required for all for six years but optional for advanced algebra, geometry, trigonometry for the student who want to study social science or humanities at the college in last three years
f) Humanities	English language & American literature extensively taught	Korean language & Korean literat- ure extensively taught
g) Social Studies	Social studies fully taught but geography somewhat neglected	Social studies fully taught includ- ing Korean and world history, geography, civil law and home economics for girls
h) Shopwork	Only a or two courses except in vocational program	"Commerce" course is option except in vocational program
5. Schedule		
a) School year	Early September to early June	Early March to next Feb. (Summer break from late July to August for a month and winter vacation in January for a month)

b) School week	Five days	Six days
c) Class hour per week in academic subject	16	30-34
d) Hour of home work per night	2	1-2
6. Guidance & Counseling	Wide spread-individual and group guidance are available in many schools and increasing	No formal program, Senior teachers or class room charge teachers do counselling in individual base.
7. Examination		
a) Types	No standard exam. Essay or objective	No standard exam. Essay or objective
b) Used as measuring instrument	Good	Good
8. Teachers		
a) Supply	Shortage	Shortage(?)
b) length of train	4-5 years after high school	4 years after high school
c) Teaching loads	24 hrs a week	24 hrs or more a week
d) Prestige of teacher and salary	Equivalent to skilled worker's salary and medium to low	Equivalent to junior staff administrator's salary and medium
e) No. of applicant to training	1 to 1	2 to 1
f) Cost of training	Student pays tuition and living expenses except for a few on scholarship	Tuition is free for all stuents but student pays living expenses
9. Teachers participation in research	Voluntary-infrequent	Voluntary-infrequent
10. Use of teaching aids	Many teaching aids are available but use is optional, not very extensive & not developed in relation to textbook	Limited teaching aids available and use
11. Prospects of going on to higher education	Higher education open to all at student's own expenses- low tuition at tax supported institutions & scholarships	Higher education open to all at student's own expenses for those who have passed in the qualifying examine which is offered by Ministry of Education to college apply.

*United States- Henry Chaunce, "Some Comparative Check Points Between U.S.A. and U.S.S.R, in Secondary Education" *Comparative Education Review* 1959 (Vol. 2, No. 3)

**Korea- Data based on personal experience as a student in 1955-1961 at the education in Korea.

Table 1-1. Comparison of Population Increase
by Year 1950-1960*

United States and Republic of Korea		
	United States	Korea
Pop. 1950	152,271,000	20,513,000
1955	165,931,000	21,424,000
1960	180,684,000	24,695,000
1965	194,592,000	28,377,000
1966	196,920,000	29,086,000
1967	199,118,000	29,784,000
1968	201,152,000	33,470,000
1969	203,216,000	31,139,000
Annual Increase Rate		
1963-1969	1.2%	2.5%
Population Density		
by year of 1969	22/km ³	316/km ³

*Source: Compiled from UNESCO Statistical Yearbook 1970.

Table 1-2. Estimates of Total and Per
Capita Income**
United States and Republic of Korea

U.S.A. 1969	Total income	775,000\$
	Per capita Income	3,814
R.O.K. 1968	Total income	4,975
	Per capita income	163

**Source: UN Statistical Yearbook 1970.

Table 1-3. Public Expenditure on Education in the United States and
Republic of Korea by Year.

Year	Recurity Expenditure	Teacher's Salary in percent of Recu. Expen.	Capital	Total	As Percent of GNP	As Percent of Gov't Expenditure
	Won		Won	Won		—
R.O.K.* 1964	16,246,296	57.0	1,382,820	17,692,116	2.5	
1965	13,183,489	77.8	1,439,081	14,622,570	1.8	17.2
1966	17,868,125	78.9	3,275,188	21,143,313	2.0	16.2
1967	24,019,453	77.2	5,767,013	29,785,466	2.4	18.1
1968	46,096,691	78.0	10,253,120	56,322,811	3.6	21.2
	\$		\$	\$		
U.S.A. 1964	26,362,000	—	6,351,000	32,713,000	5.1	18.8
1965	29,476,000	—	7,211,000	36,687,000	5.3	19.5
1966	32,850,000	—	7,350,000	40,200,000	5.3	15.6
1967	37,650,000	—	7,650,000	45,300,000	5.6	16.0
1968	42,985,000	—	8,315,000	51,300,000	5.8	16.6

*Public Expenditure only.

Source: UNESCO Statistical Yearbook 1970.

Table 1—4. Percent Distribution of Public Expenditure on Education by Level of Education in United States and Republic of Korea

Year	Pre-school & First Level		Second Level						Third Level Others			
			General		Vocation.		Tech.					
	USA	ROK	USA	ROK	USA	ROK	USA	ROK	USA	ROK	USA	ROK
1951	83.9%	—	—	—	—	—	—	—	11.7	—	—	—
1954	—	63.8	—	3.7	—	0.5	—	3.3	25.6	—	1.5	—
1961	80.4	43.9	—	16.1	—	4.3	—	0.7	19.6	14.4	—	0.7
1965	74.1	66.4	—	22.2	—	—	—	—	25.9	11.2	—	0.2
1966	73.3	72.3	—	22.8	—	0.1	—	—	26.7	4.4	—	0.1
1968	70.7	66.8	—	19.9	—	—	—	—	29.3	8.0	—	0.3

Source: UNESCO Statistical Yearbook 1968 and 1970.

Table 1—5. Annual Increase Rate of GNP in Korea*

Year	Increase Rate of GNP
1957	8.8 percent
1958	5.5
1959	4.4
1960	2.3
1961	4.2
1962	2.8
1963	9.1
1964	—
1965	—
1966	9.3
1967	9.4
1968	13.1
1969	15.9

*Source: Research Department, Bank of Korea, *Economic Statistics Yearbook 1969* Seoul Korea from Sung-Jae Koh,, "Role of the Small Scale Industries in Korean Economic Development" *Journal of Social Science and Humanities* (No. 34, June 1971), The Korean Research Center, Seoul Korea.

Table 2. School Enrollment Ratios for the First and Second Level of Education United States and Republic of Korea

Year	First & Second level (6—17)		First level (6—12)		Second level (13—17)	
	USA	ROK	USA	ROK	USA	ROK
1950	100	52	110	83	77	16
1955	98	61	104	89	84	29
1960	98	65	102	96	86	27
1965*	101	72	104	100	96	34
1966*	101	73	105	102	95	34
1967*	101	74	103	104	97	34
1968*	107	75	102	105	100	36

*School enrollment ratio is the percent enrolled of corresponding population of school age as defined for each country. Because of almost universal education among the school age population at the first level the adjusted enrollment ratio is exceeded 100 if the actual age distribution of pupils spread over outside the official school ages.

Source: Compiled from UNESCO Statistical Yearbook 1970.

Table 2—1. Enrollment Ratios by Age in First and Second Level of Education in Republic of Korea: 1962 & 1967

Age yr	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1962 total	84.1	96.7	100	96.3	97.0	90.3	66.0	56.7	43.2	23.2	6.5	1.4	.3	.05
1st level	84.1	96.7	100	96.3	97.0	86.4	48.5	22.0	8.1	2.8	—	—	—	—
2nd level—	—	—	—	—	—	3.9	18.3	34.6	35.1	20.4	6.5	1.4	.3	.05
1967 total	86.3	99.1	100	100	100	100	60.8	59.6	50.6	34.8	21.9	13.3	7.8	2.7
1st level	86.3	99.1	100	100	100	98.6	43.4	15.5	3.6	.6	—	—	—	—
2nd level	—	—	—	—	—	2.4	17.4	44.1	47.0	34.2	21.9	13.3	7.8	2.7

Source: Compiled from UNESCO Statistical Yearbook 1970.

Table 3. Comparison of Pupil/Teacher Ratio at the First Level Education United States and Republic of Korea

Year	U.S.A.	R.O.K.	No. of Teachers	Pupils	Institutions
1950	33	56	47,248 (Female %)	2,669,494 (F%)	3,942
1955	34	62	47,348(17)	2,947,736(42)	4,295
1960	—	58	62,207(22)	3,621,267(45)	4,646
1965	28	62	79,164(26)	4,642,345(48)	5,125
1967	27	60	89,277(26)	5,382,500(48)	5,418
1968	26	60	92,530(26)	5,548,577(48)	5,601

Source: UNESCO Statistical Yearbook 1970.

Table 3—1. Pupil/Teacher Ratio at the Second Level Education in Republic of Korea

Year	Total Teachers	Pupil Enrolled	Percent Female Enrolled General. Vocat. Normal.		
1950	15,369 (Female %)	436,175 (F%)	21	3	23
1955	20,374 (6%)	951,876(19)	22	3	33
1960	23,898 (—)	818,855(26)	27	15	41
1965	34,360 (14)	1,201,197(35)	37	24	—
1967	38,067 (—)	1,375,019(33)	38	26	—
1968	42,460 (14)	1,519,243(37)	38	27	—

Source: UNESCO Statistical Yearbook 1970.

Table 4. Number of Student per 100,000 Population at the Third Level of Education U.S.A. and R.O.K.

Year	U.S.A. No. (F%)	R.O.K. No. (F%)
1950	1,508 (32)	126 (11)
1955	1,606 (34)	365 (11)
1960	1,983 (37)	400 (17)
1965	2,840 (39)	500 (25)
1966	3,245 (40)	603 (—)
1967	3,471 (40)	574 (25)
1968	3,735 (40)	566 (26)

Source: UNESCO Statistical Yearbook 1970.

Table 4—1. Number of Graduates per 100,000 Population at the Third Level of Education U.S.A. and R.O.K.

Year	U.S.A.	R.O.K.
1957	256	67
1960	272	68
1965	365	124
1966	461	139
1968	515	—

Source: UNESCO Statistical Yearbook 1970.

Table 4—2. Percent Distribution of Student by Field of Study at the Third Level of Education in Republic of Korea

Year	Humanities Education Fine Arts	Law Social Science	Natural Science	Engineering Medicine Agriculture
	F%	F%	F%	F%
1965	25(46)	35(8)	11(22)	29(24)
1962	25(47)	38(25)	8(11)	29(17)
1965	29(55)	24(9)	9(18)	38(18)
1967	28(54)	24(12)	8(15)	40(19)
1968*	29(—)	22(—)	8(—)	41(—)

Source: UNESCO Statistical Yearbook 1969 and 1970.

*Calculated based on following data from UNESCO Statistical Yearbook 1970 :

1968		No. of Student Enrolled	
			%
	Humanities	19,746	
	Education	20,423	
	Fine Arts	6,878	
		47,047	29
	Law	6,034	
	Social Science	29,321	
		35,355	22
	Natural Science	13,742	
		13,742	8
	Engineering	42,251	
	Medicine	15,097	
	Agriculture	13,426	
		70,774	41
	Total	166,938	100

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한국과 미국의 경제성장 및 교육발전에 대한 비교연구
(1950년부터 1970년까지를 중심으로)

이 선 자

서울대학교 보건대학원

발전이란 말은 한 국가나 사회가 교육적, 경제적, 사회문화적 및 정치적으로 안정된 기조를 확립하여 국민 전체가 생을 영위함에 있어서 경제적으로 부족함이 없이 윤택하고 각종 사회적 제도가 참 삶을 추구할 수 있는 방향으로 변천되어 가는 과정을 뜻한다.

본 연구는 발전과 번영을 위해 약진하고 있는 대한민국의 최근 20년간의 발전과정 (1950년부터 1970년까지)을 경제적 측면과 교육적 측면에서 미국의 것과를 비교하기 위하여 유네스코 통계 연감에 의하여 그 자료를 분석 검토하였다.

본 연구에서 한국은 경제성장율이 늘어남에 따라서 교육비 투자가 증가되었고 따라서 초등교육과정은 1965년도에서부터 취학율이 100%를 상회하게 되었으나 중등교육은 1968년도에 취학율이 겨우 36%로 아직도 저조하며 여학생 취학율은 초등교육에서는 남녀의 차이가 없으나 중등

교육에서는 1/3선으로 떨어지고 있으며 특히 여선생님의 남선생님에 대한 비율은 중등교육과정에서 겨우 14%밖에 안되고 인구 10만당 대학졸업생수는 1968년을 기준으로 볼 때 계속 증가되어 왔으나 미국이 3,735명(그중 40%는 여학생임)인데 비하여 한국은 566명(여학생은 26%)으로 고등교육의 혜택을 받는 물이 아직도 미국에 비해서 낮고 초등교육과정에서 학생과 선생님의 비율을 보면은 한국은 60:1인데 비하여 미국은 26:1로써 미국보다 높고 따라서 한국은 교직원 부족과 시설 미비, 농촌과 도시간의 차이 및 고등교육 혜택의 불균형 및 여성교육의 기회가 남성에 비해 낮고 해외 유학의 경우 본국 귀환율이 적어서 지도자 양성이 문제되고 있다. 그러나 한국은 1960년대에 급격한 경제성장과 함께 교육투자도 증가되었고 따라서 발전을 거듭하여 계속하고 있다.