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# NAVAL POSTGRADUATE SCHOOL

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## THESIS

MILITARY EDUCATION SYSTEM AND NATIONAL  
DEVELOPMENT: THE CASE OF THE  
REPUBLIC OF KOREA ARMY

by

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March 1983

Thesis Advisor:

J. W. Creighton

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This study surveys the role of the Korean military education system in national development, and examines the interdependence between the military and society in Korea. Finally, a list of recommendations is provided for enhancing benefits from the military education system.

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Military Education System and National Development:  
The Case of the Republic of Korea Army

by

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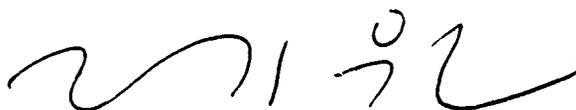
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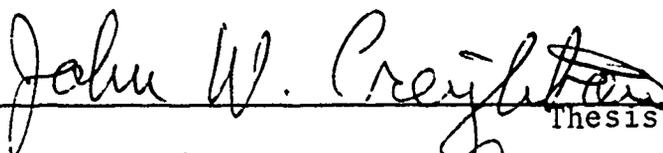
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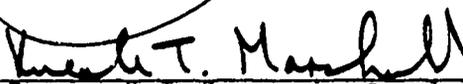
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## ABSTRACT

The primary mission of the military is to wage successful battles in war, but in peace its mission must be that of contributing to national development. This is the modern trend and tendency. In the case of Korea, the military has a double mission of contributing to the nation's development while also preventing war from breaking out by serving as the foremost line of defense against the communists.

This study surveys the role of the Korean military education system in national development, and examines the interdependence between the military and society in Korea. Finally, a list of recommendations is provided for enhancing benefits from the military education system.

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## I. INTRODUCTION

Although young among the world's military establishments, the Korean Armed Forces have achieved significant progress. The Korean military is proud of these achievements.

As Julian Corbett warned, the armed forces must meet whatever changes social and technological developments require; otherwise they will be overturned [Ref. 1].

In this connection, this study focuses on surveying the role of the Korean military education system in national development as well as on examining the interdependence between the military and society in Korea.

Right after liberation from Japanese colonial rule and occupation by the American military, the Korean people were required to establish both military and political institutions at the same time. From the very beginning, however, the Korean Armed Forces were largely established under American auspices. Unfortunately, American officials felt that Korea should only be permitted to maintain a minimum level of military strength to provide internal security and to offer "token resistance" to any invasion from the North.

No sooner had the North invaded the South than the United States directly participated in the Korean War to protect the ROK from the invasion and to maintain its security. Since then the United States has undertaken great

efforts to strengthen the Korean military and to establish a modern professional establishment by introducing the American military education system.

As a result, the Korean military and its education system were patterned after their American counterparts; therefore, as compared to civilian institutions, the Korean military became the first Westernized institution in the Korean society. In this connection, it is possible to recast the analysis of the role of the Korean military as an educational system, or institution, subject to many of the internal and external pressures of the military.

The primary mission of armed forces should be to win in battle and emerge victorious in war. In this study, however, the secondary role of the military in national development is examined. Analytically speaking, each of these military schools has a different role in different aspects of national development.

National development is a multi-dimensional concept and its complexity has proven perplexing to many observers and practitioners. According to Tsurutani, however, national development as a goal is "the attainment of a certain desired state of affairs for man and society" [Ref 2]. It is "the desired future state of affairs--a politically, socially and economically integrated society with built-in capacities for continuous adaptation and growth, and regularized

processes and methods for the resolution of conflict and the generation of change. Above all, however, it connotes promotion of the people's welfare." In other words, development means the people leading a better life as human beings than they did before.

The intention of this study is to examine how much impact and influence the Korean military education system has had on national development and to suggest some ideas for better civil-military relations in the future.

## II. MODERNIZATION AND DEVELOPMENT

The military education system in general and particularly in the Republic of Korea (ROK) can be divided into the following: First, a "school of the nation," which means that the mass army has been historically utilized as a national educational institution; and second, the technical military schools.

### A. THE KOREAN MILITARY AS A "SCHOOL OF NATION"

Many scholars argue that armed forces in transitional societies have the potential for a leading role in nation-building and modernization. Both nation-building and modernization can be achieved not only by rejecting old, traditional values and beliefs but also by adopting new ones. Most of the new values and beliefs have been imposed by or imported from the West. According to John Lovell and Eugene Kim, these new values and beliefs can be transported to most of the people in the transitional societies through two main networks of communication [Ref. 3]. One is the international network linking a given nation to its external environment. The other is an intrasocial network feeding communications internally to various parts of a society.

These communications networks can be seen as the channels of national education, or socialization. Each of these

communications networks performs its own functions for nation-building and modernization in the transitional societies. If the armed forces in transitional societies successfully perform the roles of these communications networks, the military does play a constructive role in nation-building and modernization. The armed forces of the Republic of Korea have played the role of "school of the nation" to perform a constructive role in national development.

1. International Network

The Korean military became the most important agent of social change as it imported the Western way of thinking and modern technology, machines and skills mainly from the United States and as it also spread them into every aspect of the country. In other words, as a channel of international communication, the Korean military adopted the new values and beliefs which were necessary for national development.

From the very beginning, the organizational pattern and other major aspects of the Korean armed forces were patterned after those of the United States. Moreover, Korean officers were trained by American military officers in Korea and were also sent to military schools in the United States. Because of their learning of Western techniques and experiencing of the Western way of life, the officers in the transitional societies, as Lucian Pye has argued, "have tended to emphasize a rational outlook and to champion

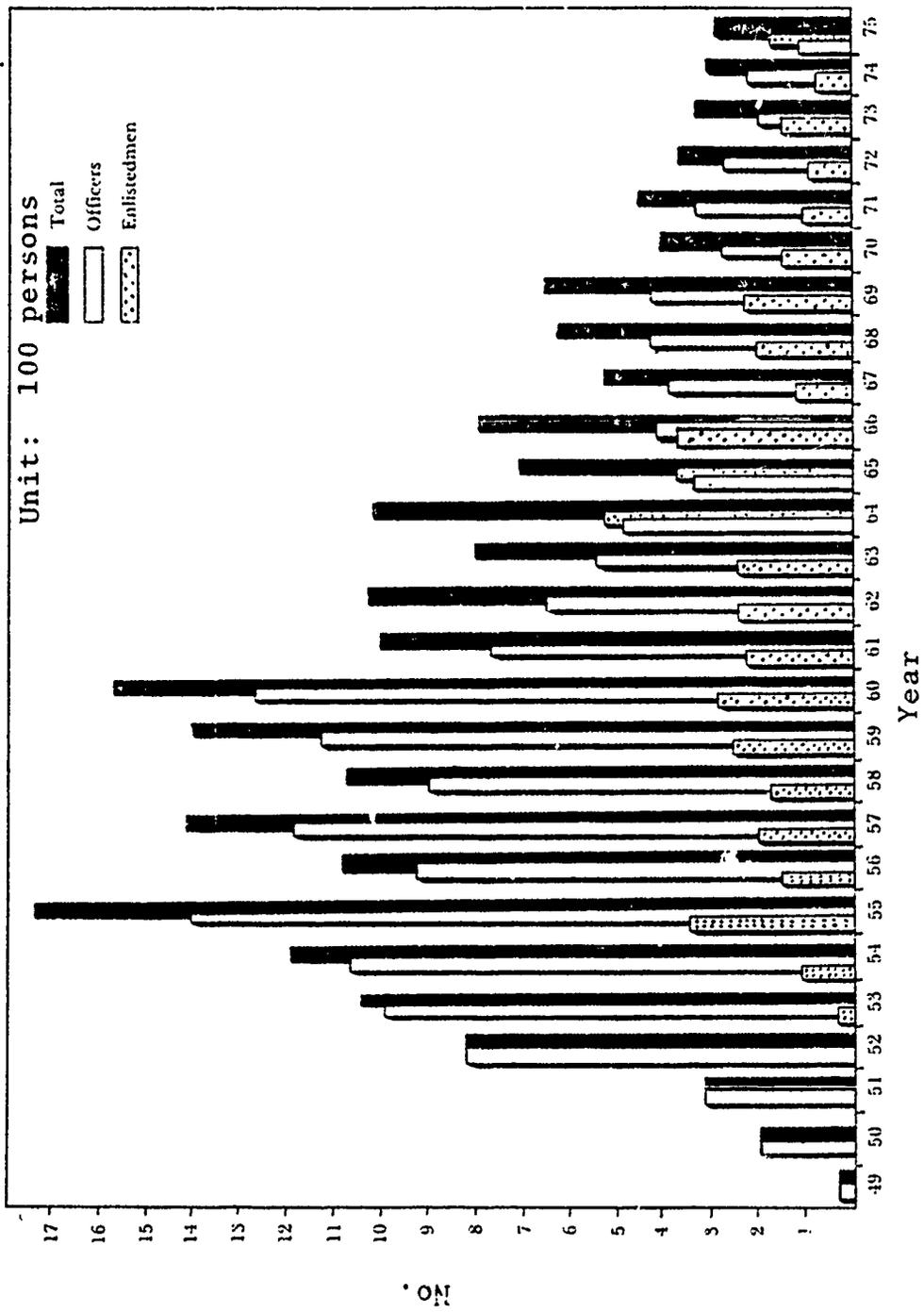
responsible change and national development" [Ref 4].

In this connection, it is true that the ROK armed forces have played an important part in shaping attitudes toward modernity and the drive for economic development.

In addition, through the modernized organization and various schools in the Korean armed forces, the Korean officers acquired the management skills and ability to lead the troops and to make decisions. As they experienced leadership from lower-level units (companies, battalions and regiments) to upper-level units (divisions and corps), officers learned to practice various processes of decision-making by considering alternatives of action. It is true that, after the 1961 military revolution, the military administrative and management system had a great influence upon developing that of the civilian sector.

This argument can be supported, although indirectly, with the empirical data, which show that a substantial number of selected officers and enlisted men were sent to the United States for instruction at various American civil or military institutions. The number of Korean soldiers trained in the USA each year is shown in Figure 1, which indicates that the total number of Korean soldiers educated abroad was 11,423 during the period between 1949 and 1975. However, Figure 1 shows that the trend has changed. The number during the period from 1951 to 1960 was twice that of the period

Figure 1: Statistical Comparison between the Number of Enlisted Men and Officers who Studied Abroad (1949-1975)



Source: From the compiled file of the Defense Ministry

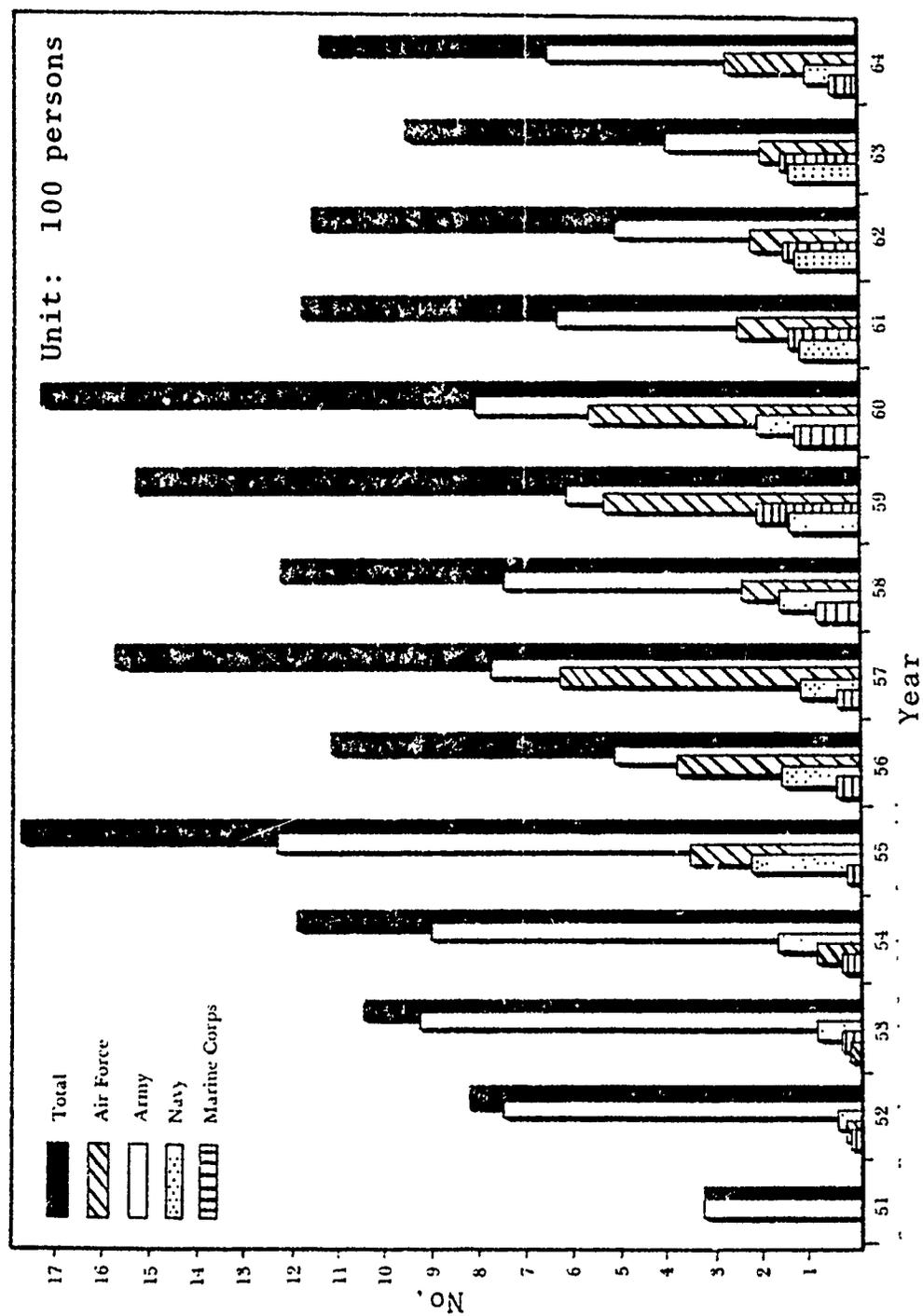
between 1961 and 1970, and the latter was also twice that of the period from 1971 to 1975. The average annual number of Korean soldiers educated abroad during the period from 1951 to 1960 was 702; the number during the period between 1961 and 1970 was 360; and that during the period from 1971 to 1975 was 157. Although the number has been reduced dramatically, the quality of military training has also been changed. In the 1970's, the majority of these officers attended advanced technical training courses, as compared to the 1950's when the majority attended the basic and advanced courses at branch schools.

Moreover, if the total number of Korean soldiers who just visited and/or made a brief trip to the USA is considered, as shown in Figure 2, about 16,939 Korean soldiers visited the USA during the period from 1951 to 1964. In other words, the annual average number of all the Korean soldiers who visited the USA from 1951 to 1964 is about 1,210. Although indirectly, these data sufficiently show that the Korean military did play a great role in introducing new values and skills, especially during the early period of national development.

## 2. Intrasocial Network

As an intrasocial network, the Korean military has continued to play a direct educational role. The Korean military has become a melting pot in which regional and

Figure 2: Total Number of Officers and Enlisted Men who Studied and/or Visited Abroad (1957-1964)



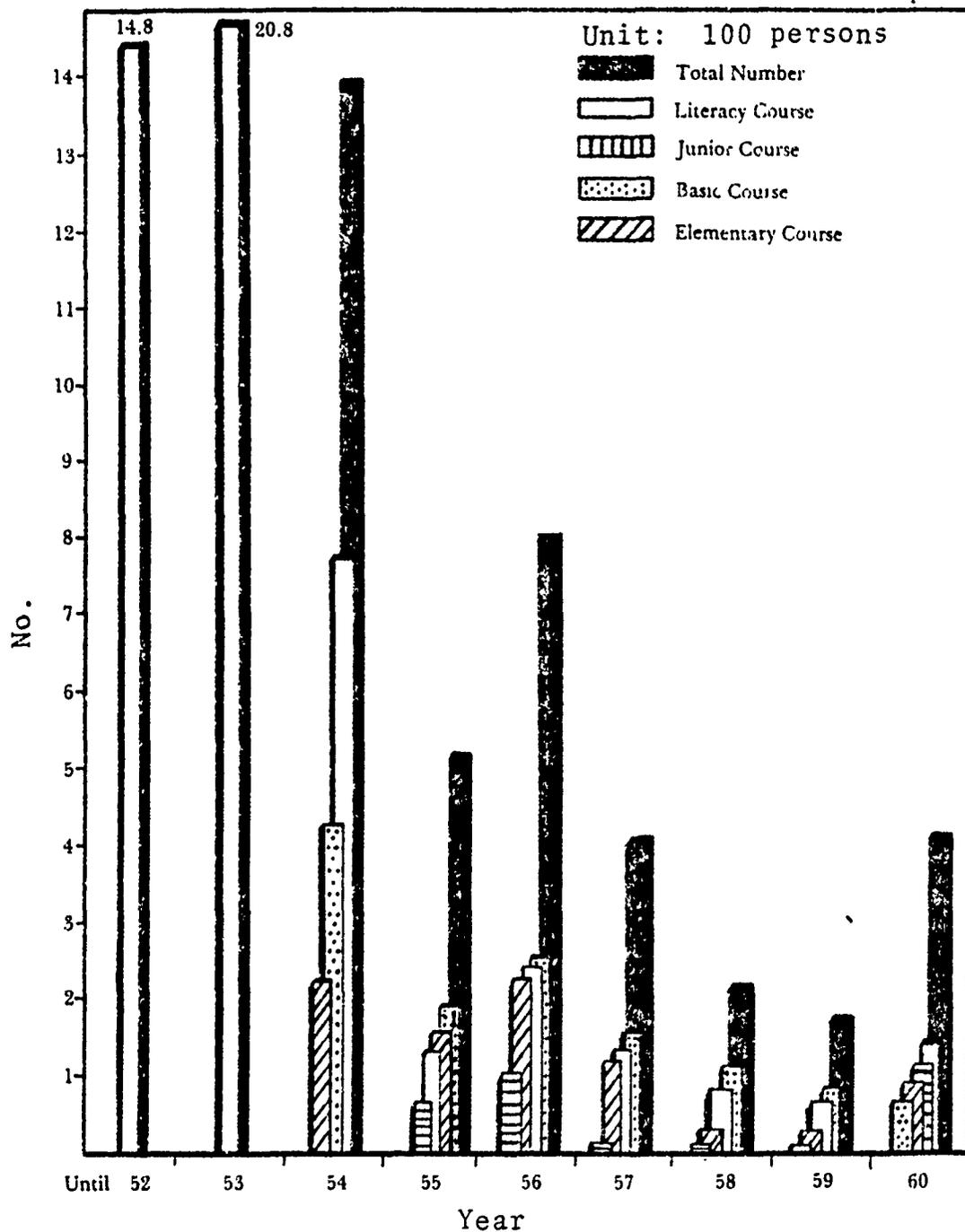
Source: From the compiled file of the Defense Ministry

social characteristics disappear, and has cultivated a more responsible nationalism, which leads the young to make sacrifices to achieve national goals of security and development. As a result, through a process of acculturation, Korean soldiers have been members of a large, modernized organization.

The military must also play an important role in the socialization of youth. Military service provides a first significant step toward independence and adulthood for the young soldiers who have to live removed from civilian society. Moreover, the Korean military has been successful in indoctrinating anti-communism among the young soldiers. The discharged soldiers have had a significant influence in deterring the infiltration of communism into every other aspect of the Korean society. As a result, the good soldier becomes a good citizen and also, to some extent, a modernized man.

A significant number of young Koreans had acquired literacy in the military by the end of the 1960's and had also been exposed to higher levels of education at the same time. Figure 3 shows that an annual average of 111,318 young soldiers got basic education in the Korean Army from 1952 to 1955; that the annual average dropped to 14,021 during the period between 1956 and 1960; and that the annual average during the 1960's dropped to 7,192. The important

Figure 3: Public Education in the ROK Army until 1960



Source: From the compiled file of the Defense Ministry

fact is that, in the late 1950's, about 20 percent of the enlisted men acquired literacy in the ROK Army.

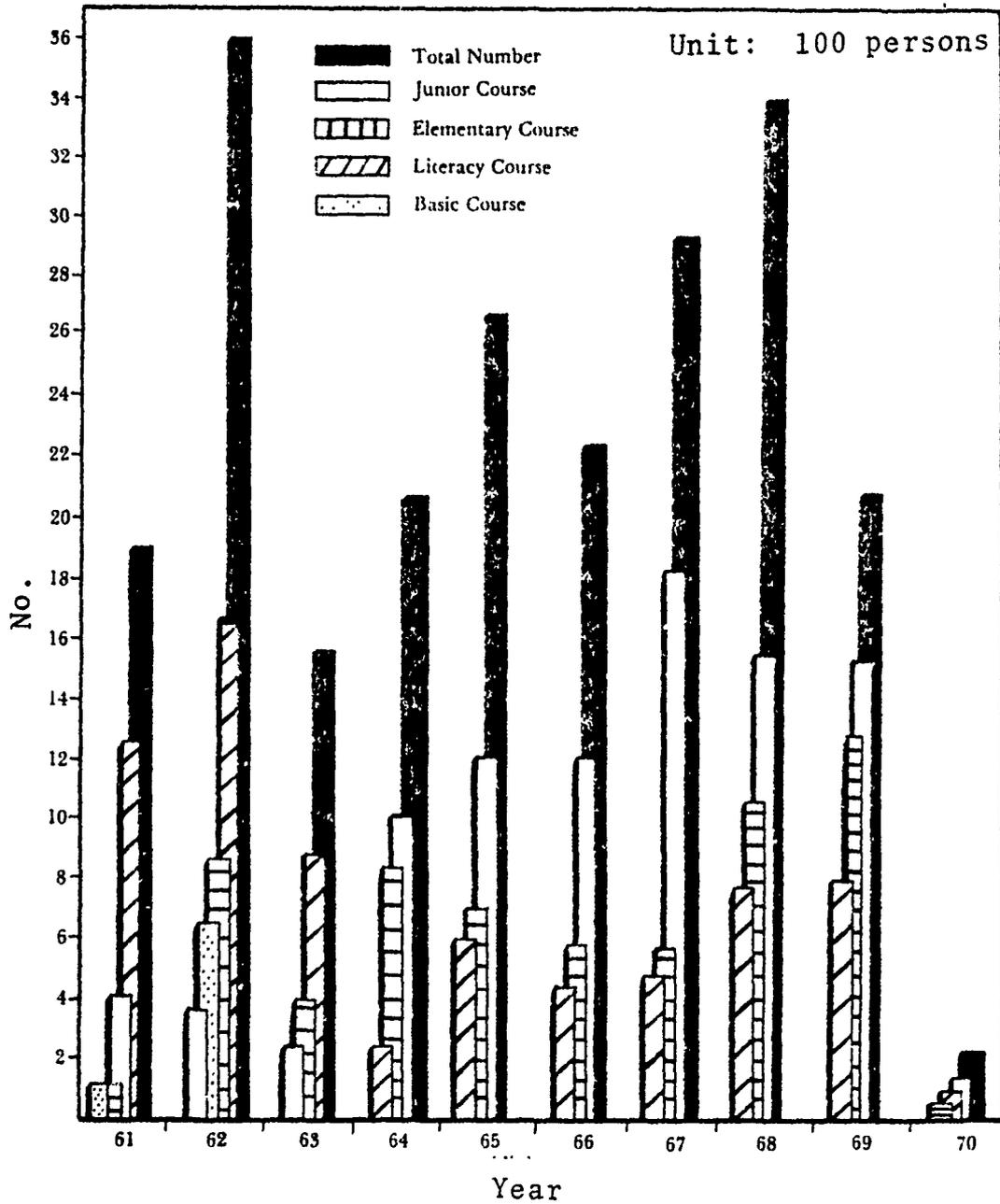
Since 1954, the Korean Army has assumed a larger role in exposing young people to higher education. As Figure 4 shows, in the 1950's, an annual average number of 12,489 soldiers received an elementary school level of education, a course which lasted twelve weeks; and in the 1960's, the annual number was 6,439. Moreover, an annual average of 9,576 soldiers received a junior high school level of education during the 1960's. This junior high school course required fifteen weeks. Accordingly, John Lovell and Eugene Kim have evaluated the role of military education in Korea:

Not only have several hundred thousand Koreans been exposed to skills, ideas, and values stemming from a common institutional origin, but thousands of other Koreans have been exposed to the changed or reinforced perspectives of the military men. Military education and indoctrination, in other words, would seem to have an important cumulative impact [Ref. 1].

### 3. The Other Contributions

The other undeniable contributions of the Korean military have been made through its non-military use, which includes road-building, public works, agriculture, transportation, and hygiene. The Korean military has also been utilized to cope with frequent natural disasters because it is well equipped to deal with them. An example is the Seoul-Pusan Highway project carried out by the ROK Army. The

Figure 4: Public Education  
in the ROK Army, 1961-1970



Source: From the compiled file of the Defense Ministry

Army built the most dangerous and difficult part of 31.1 kilometers. For the three years from 1968 to 1970, in order to build the Highway, the ROK Army mobilized 255 military technicians every day. In addition, the Army also exploited military equipment: 4,037 bulldozers, 1,022 dump trucks, and 1,799 compressors.

Finally, since the early 1970's, the Korean military has adopted a policy to help in the New Village Movement in the rural areas of Korea. The military has educated soldiers to cultivate efficiently and to lead people in the villages, just before they are discharged. This non-military use policy by the Korean armed forces has greatly contributed to the nation's modernization and has enhanced the military image in the minds of the Korean people.

## B. THE KOREAN MILITARY TECHNICAL SCHOOLS AS MODERNIZING AGENCIES

### 1. Military Occupational Specialties (MOS)

All the new armies in the transitional societies are equipped with new guns and machines from the very beginning; they have to acquire the new skills of machine operation and the advanced techniques of personnel management. These skills and techniques are either in short supply or non-existent in their societies. Hence, as the previous section has shown, these new armies have imported new industrial skills from the West and then, in turn, introduced them into the civilian economy.

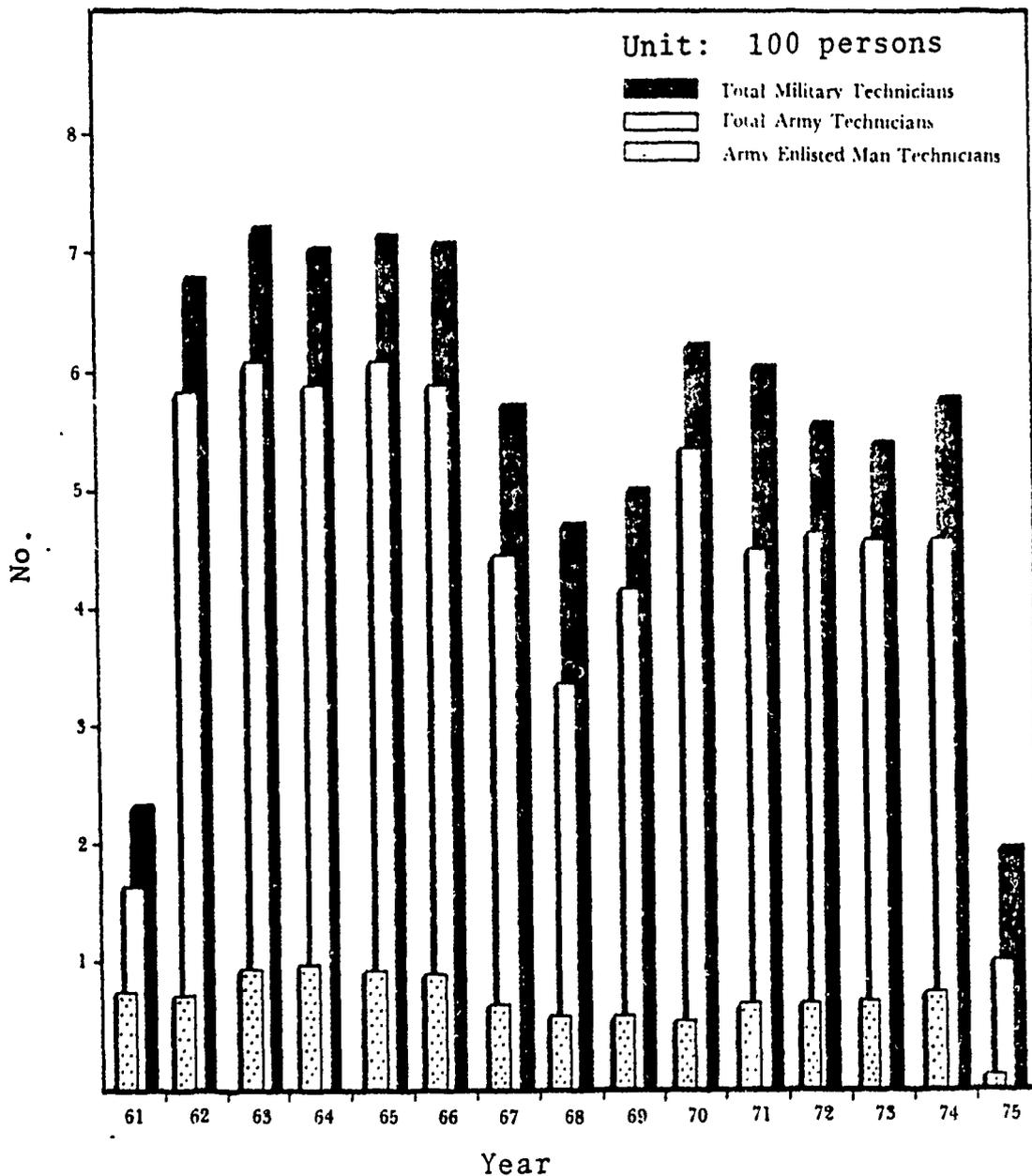
Each year, the ROK Army is returning several hundred thousand young men to civilian life after their compulsory years in the service. Thus, Korean society benefits from this national resource of young people who are trained in modern skills and techniques. The more industrialized the Korean society becomes, the more trained personnel it needs. Moreover, most of the MOS's in the Navy and Air Force can directly be transferred into the society which lacks the schools and institutions to teach them. As both military and society move toward modernization together, it is possible that the skills required by the military will be overlapped by those in the technological society as never before. In Korean society, the military will remain an important instrument for youth socialization and a significant agency for technical manpower in the future. It is true that, according to Kwon Doo-Young, the military has a great advantage in teaching skills and techniques for the following reasons:

First, most of the enlisted men are of the age group appropriate for vocational training. Secondly, there is a good chance for utilizing modern equipment and skills imported by military aid. Third, vocational training can be done with comparatively small expense through utilization of the existing organization and equipment [Ref. 1].

## 2. Korean Military Technical Schools

Figure 5 shows the total number of military technicians trained at all the ROK military technical schools during the period between 1961 and 1975.

Figure 5: Technicians Trained at All the Military Technical Schools and Those at All the Army Technical Schools (1961-1975)



Source: From the compiled file of the Ministry of Defense

Korean military technical schools were established in the early period of the new ROK Army; they were primarily patterned after those of their American counterparts. By June 1949, the military special and technical schools were: the Combat Intelligence School, Signal School, Engineer School, Artillery School, Ordnance School, Military Police School and Band School. Later the Quartermaster School, Medical School, Finance School, Infantry School, and a Command and General Staff College were added. During 1951 and 1952, the Adjutant General School and Armor School were established. By 1962, new technical and special schools had been added: the Women's Army Corps School, Army Nurses School, Chemical School, Army Aviation School, and Logistics School.

As of 1981, the ROK Army had about 16 schools and institutions at which Korean soldiers learned various skills and techniques. Currently, these schools teach about 221 courses for primary MOS's.

### III. KOREAN OFFICER EDUCATION SYSTEM AND MILITARY PROFESSIONALISM

#### A. TRAINING, EDUCATION, AND PROFESSIONALISM

The officer education system is generally designed to provide training to develop specific and applicable skills in the field, and it must provide education to develop critical judgment and military professionalism.

Despite the fact that both functions are integral parts of a professional school system, there has been conflict between the two aspects of officer production--education and training. Military training is assumed to produce loyalty, leadership and technical proficiency, while education is supposed to disperse effort into often unnecessary and irrelevant intellectual pursuits, i.e., education develops independent and original thought.

If this supposed dichotomy is relevant, the educational function of a professional school system cultivates the role of socialization, while the training function develops practical and applicable skills. Therefore, military professionalism must cope with training requirements for the future based upon the tasks the nation wants the military to perform and a forecast of technological change. It must also rely upon the role socialization function for which the nation wishes to prepare the military officers.

Accordingly, professionalism is considered the most important variable to characterize the pattern of civil-military relations, particularly in transitional societies. In order to review the interactions between military professionalism and civil-military relations, the concept of military professionalism and its contribution to meeting the civil-military relations problem in Korea must be examined. The Korean officer corps has been much more professionalized in the 1980's than in the past two decades, and the professionalization of the officer corps has significantly relied upon the development and quality of the Korean military officer school system.

The professional education of the officer school system is supposed to prepare the officers being educated for roles in that profession. The military profession has many of the same characteristics as the other professions. However, it has several unique characteristics which other professions, such as law or medicine, do not have. Compared to others, the military profession is a strictly hierarchical, bureaucratic public profession. Generally speaking, therefore, the military education system has to develop personal qualities of character and leadership, military training, general education, and professional education. However, there have been debates about which of these developments are more relevant to improving the military professionalism of the military corps.

In this connection, this study examines the Korean military professional school system and how its curricula have been adjusted to new demands for the military professionalism of the Korean armed forces.

## B. THE KOREAN MILITARY PROFESSIONAL SCHOOL SYSTEM

### 1. Introduction

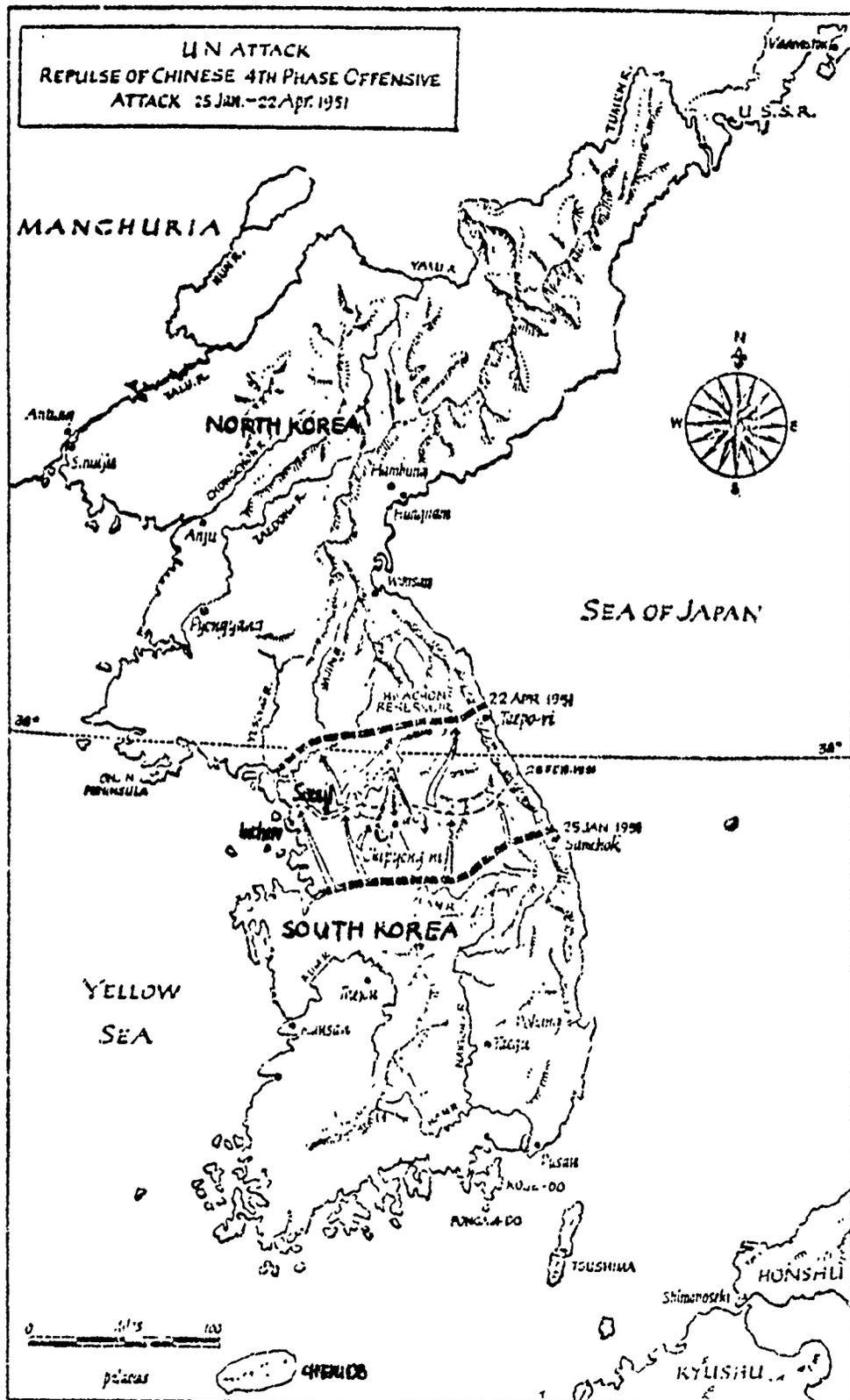
The period between late 1951 and early 1952 marked the turning point in the ROK Army's improvement of the training and education program in the officer schools. When the front line was in stalemate and the battle was moved to the negotiation table in July, 1951, the Korean Military Assistance Group (KMAG) implemented several measures to strengthen the ROK Army which had been weakened in the battle. As far as military education was concerned, schools which had been closed since the North Korean invasion were relocated and reopened. In this period, the military education system of the ROK Army began a new phase, establishing several military professional schools. In order to provide a more efficient training environment, the Korean Army Training Center, including the Infantry, Artillery and Signal Schools, was set up at Kwangju in Southern Korea. During the winter of 1951, the Officer Candidate School course was extended from eighteen to twenty-four weeks. The Command and General Staff College was reopened at Taegu on December 11, 1951. Most importantly, on October 30, 1951, the Korean

Military Academy (KMA) was reopened with B.S. degree programs in a new location at Chinhae.

Since then, the military professional schools of the ROK Army have changed and improved to produce qualified officers to carry out their mission of national security. Because of limited data, a detailed examination of the development of all the officer schools is impossible. However, a brief description of the officer school system begun in 1980 and a review of how the curriculum of the Korean Military Academy, which was patterned after West Point, has been developed is presented.

As far as civil-military relations are concerned, the KMA, as a commissioning school, plays a great role in the socialization of the officer corps in the ROK Army. Despite the limited data, a detailed description of the case of the Korean Military Academy, in terms of career commitment, professional ethos, and curriculum is possible. In the ROK Army, the Korean Military Academy has been the main source of career officers because of the high degree of career commitment by its graduates and the distinctive ethos inculcated in them. In addition, the Academy is also responsible for both character development and intellectual growth; it tends to maintain a more controlled environment than the civilian university. It is true, however, that there have been changes in the academic and military science curriculum and in the cadet regulations in order to provide

Figure 6: Map of Korea



Source: The Truman-MacArthur Controversy [Ref. 6]

the knowledge, skill requirements, and character development of the future officer.

## 2. The Socialization Aspects

The socialization aspects are vital in the development of the personal qualities of character and leadership. The Academy's every activity is devoted to producing professional officers. The Academy's sole purpose is clearly shown in the mission of the Korean Military Academy: "Educate, train and inspire the cadets so that each graduate has the qualities and attributes essential to progressive and continuing development as an officer of the regular Army" [Ref. 7]. All of the Academy's activities are devoted to producing professional officers who will be qualified to cope with the ever-changing problems of national security, in external as well as internal dimensions.

As far as the development of military leadership is concerned, the definition of a good officer is explicitly shown in the KMA motto and creed. The Academy's motto is "Wisdom, Benevolence and Bravery." The cadet creed is as follows:

1. I will dedicate myself to my country and people.
2. I will always live in honor and loyalty.
3. I will choose righteousness in defiance of indolence and dishonor.

For the role socialization as a good officer, the Academy adopts two control systems. One is the officer guiding system, which consists of tactical officers. These

are chosen from outstanding combat army officers who have commanded companies. They are charged to conduct themselves so as to present a good model to the cadets and to guide them to grow as good soldiers. The disciplinary system is designed to provide strong reinforcement of the values of duty, obedience, responsibility, frugality, and moral virtue. These are the most highly respected values and personal characteristics in the Korean Army.

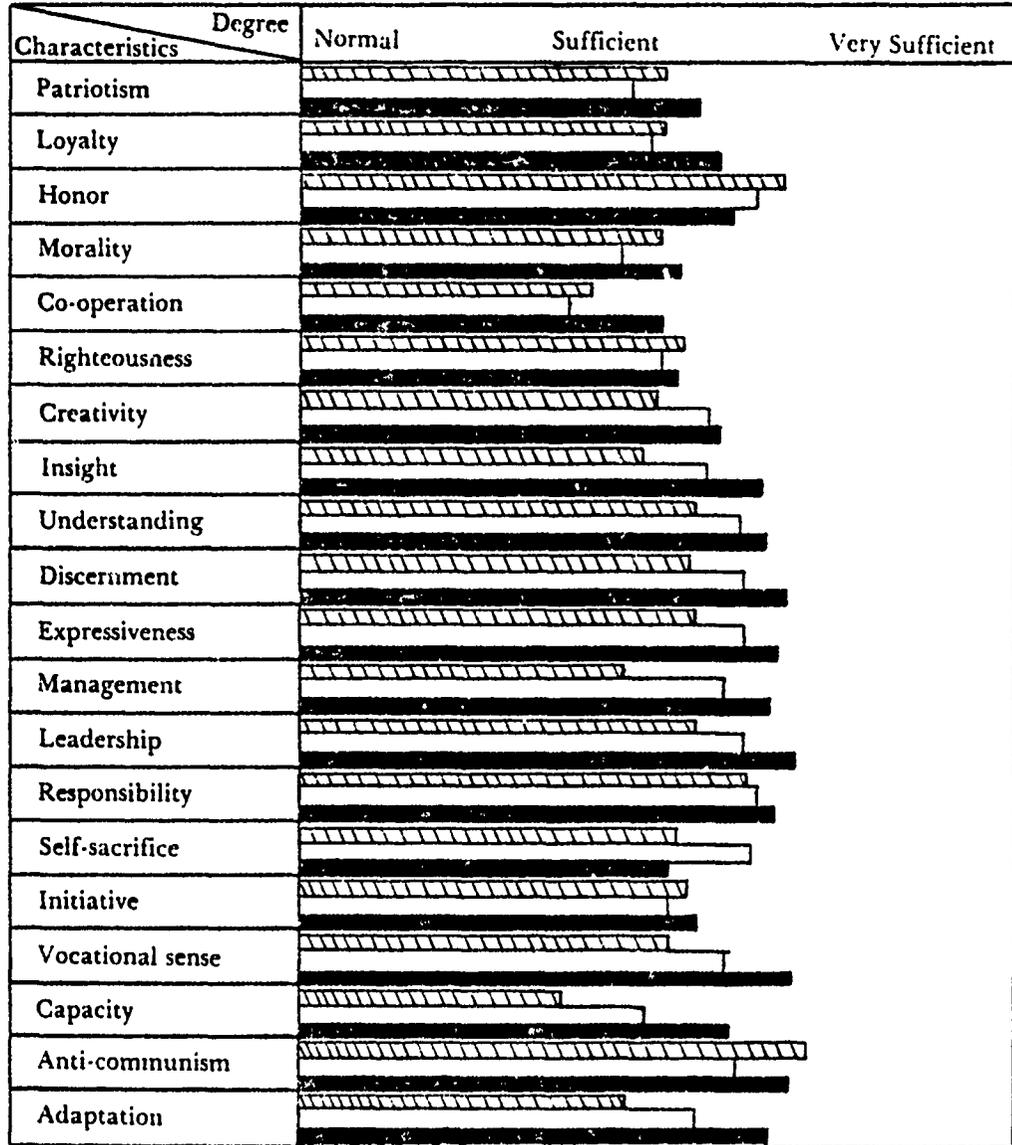
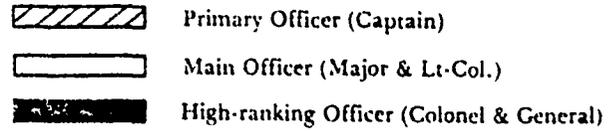
The other is the set of cadet self-governing activities. These are more important for the role socialization in the Korean Military Academy than the former. The purpose of these activities is to enhance self-control and to cultivate leadership. They consist of three systems: the Self-Service System, the Honor System and the Alumni Committee. First, under the Self-Service System, the Cadet Corps is operated by seniors who, by rotation, take the positions of command and staff. Second, under the Honor System, which is also operated by the cadets themselves, the system prescribes the Honor Code by which the cadets live: "A cadet will not lie, cheat, or tolerate those who do." The Cadet Honor Committee is responsible for introducing new cadets to the Honor Code and System as well as for enforcing the Code. Any intentional violation of the Code becomes ground for expulsion. Third, the Alumni Committee is organized, immediately after admission, for promotion of friendship and mutual help among the classmates who will share the holy

mission of defending the nation. Both the cadets and graduates of the Korean Military Academy are proud of the self-governing system and honor system. The good results of these systems are shown in Figure 7, which indicates that the KMA graduates are highly recognized for such characteristics as honor, righteousness, leadership and responsibility as compared to others.

### 3. KMA's Curriculum and Its Changes

Since the Academy's establishment in 1951, there have been significant changes in course content. Several reasons may be given for these changes in the Korean Military Academy's curriculum, 16 changes up to the present time. The first reason is that the KMA has tried to Koreanize the curriculum, which was patterned after that of West Point. It is true that, from 1952 to 1957, the Academy had a KMAG advisory team, which consisted mainly of graduates of West Point. Since the withdrawal of the advisors, major changes have occurred. Figure 8 shows the major changes in the KMA's curricula dimension. Second, the Academy has been criticized for too much emphasis on conformity and uniformity and for too little attention to the individual cadet's interests and abilities. It is also true that the intense competition and demands made on the cadets' time are detrimental to thought development and intellectual growth. According to a survey carried out by a study group for the development of the KMA's curriculum, as shown in Figure 7, KMA graduates

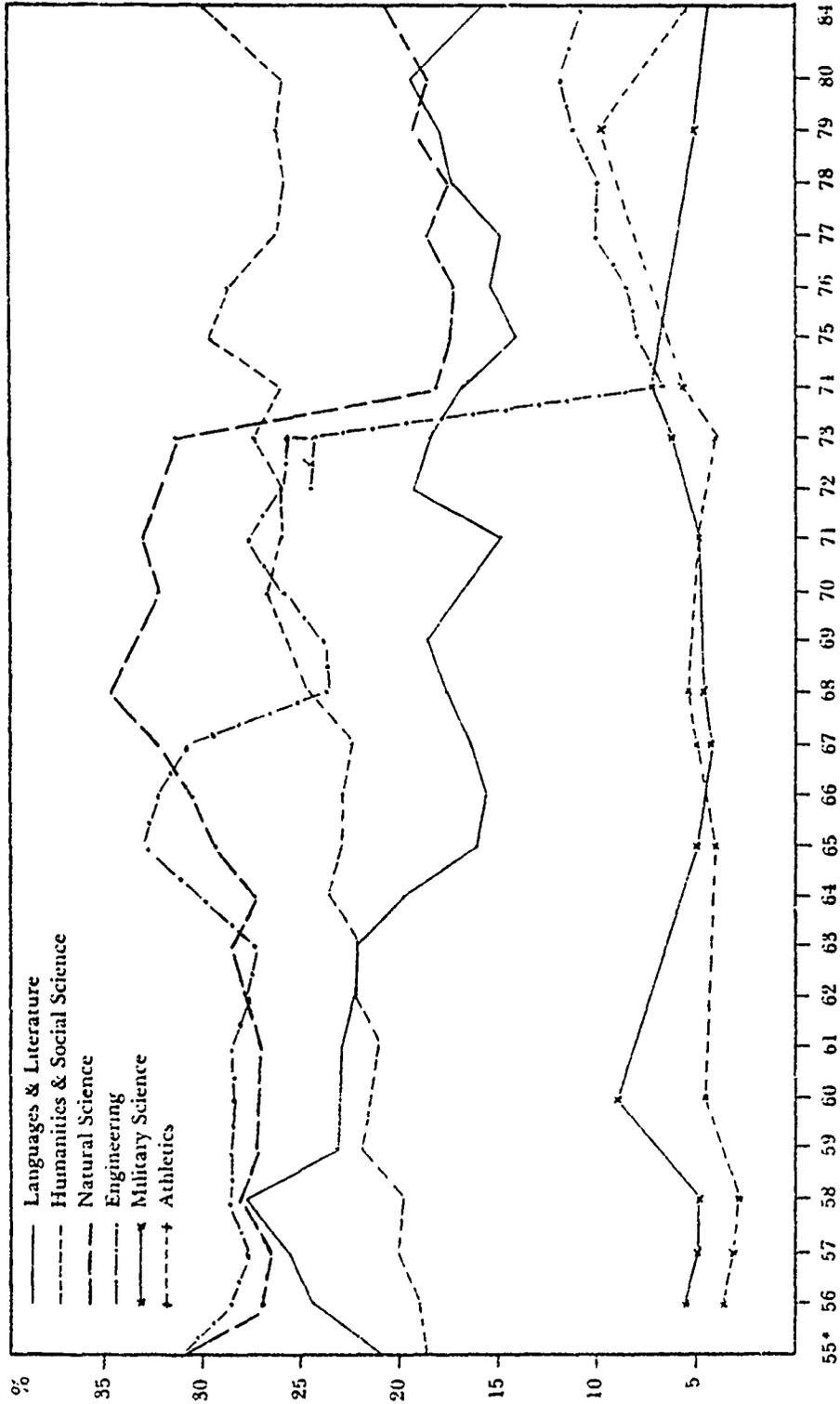
Figure 7: Characteristics of KMA Graduates



Note: In this diagram, 1 to 5 points were awarded, the five steps meaning Very Insufficient, Insufficient, Normal, Sufficient, Very Sufficient. After multiplying the points and the numbers of respective respondents, the mean values were calculated.

KMA, Yusa Nisilwha Gewhaik [Plan for the Development of the Korean Military Academy (forthcoming)]

Figure 8: Evolution of Curricula Dimensions at the KMA, 1952-1981



\* Graduation year of the class.

Source: KMA, Yuksa Nisilwaha Gewhaik [Plan for the Development of the KMA (forthcoming)]

are prominent in such characteristics as honor, justice, responsibility and anti-communism; however, they are lacking in those of management capacity, adaptability and flexibility. Third, the KMA has also been adapted to social and educational changes outside the Academy. The general level of education of the enlisted men has increased; the military consists of more literate, mechanically proficient and technically oriented manpower than ever before.

Fourth, the Academy must adapt to the changed civil-military relations and recognize that the military has been required to participate in the formulation of national security policies and to assist in implementing them. This has required broad knowledge and competence in many diverse public fields. Accordingly, as Figure 8 shows, the curriculum time devoted to social science and liberal arts tends to increase while that devoted to natural science and engineering tends to decrease.

Generally speaking, the rapid evolution of the military profession resulting from the changed environment of education and politico-military relations has caused the KMA to modify its curriculum. In order to adapt to cadet abilities and interests, the Academy provides a degree of academic flexibility in the curriculum. Moreover, the Academy gives some privileges to the honors cadets and graduates to increase motivation: "Graduates are allowed to apply for civil service as Fifth Class officials after

5 years of service in the army. Honors graduates are given an opportunity to study in a foreign or in a domestic graduate school for advanced degrees. A few cadets with excellent grades are sent to the military academy of West Germany" [Ref. 8].

During the actual academic year, military instruction is at a minimum. An analysis of the cumulative percentages in Figure 8 reveals that military science occupies only five percent of curriculum time. However, two months during the summer are devoted solely to military training. Summer training focuses on basic combat and unit organization for freshmen; squad tactics and combat principles for sophomores; ranger training and instructor development for juniors; and branch tactics, on-the-job training and general knowledge for seniors. Physical education is designed for the cadet to cultivate his physical and mental ability through martial arts (Tae Kwon Do, Judo or Swordsmanship) and sports. Particularly in the martial arts, everyone is required to obtain a black belt. Moreover, extracurricular activities are designed to allow the cadet to develop his unique hobbies and interests. The trend in major academic extracurricular activities at the Academy is clearly toward satisfying diverse interests and views on contemporary issues of national security. If all the hours of instruction are considered, the four-year curriculum seems evenly divided between academic subjects and military training.

Figure 8 shows the changed patterns of the curriculum at the Korean Military Academy over the thirty-year period, even though it does not catch all the detailed modifications of the curriculum. Figure 8 also reveals four distinct phases in the curriculum fluctuation at the Korean Military Academy. The first phase covers 1952 to 1960; the second, 1961 to 1969; the third, 1970 to 1980; and the fourth phase began in 1981.

During the first phase, between 1952 and 1960, despite some minor modifications, the emphasis in the curriculum was on mathematics and science, patterned on the West Point model. Analysis of cumulative percentages reveals that about 55 percent of curriculum time was spent on natural and applied sciences, and that about 24 percent was devoted to languages. The KMA also adopted the so-called Thayer system, through which Thayer made West Point a first-class engineering school which pioneered in technical education. Thayer rejected the classics, which were the basis of contemporary education; he based West Point's curriculum on mathematics. It is possible that the KMAG advisors used the Thayer system to establish a copy of West Point at the Korean Military Academy.

The year 1961 marked the turning point in the KMA's curriculum. The fifteenth Superintendent worried about the heavy load of general subjects, the lack of self-study hours, and the lack of emphasis on the humanities and social

sciences in the contemporary curriculum. Hence, he ordered a review of the overall education system. As a result, significant changes were made. One was a reduction of credits in both the natural and applied sciences and well as in English. The other was to create elective courses for the seniors although at a negligible curricular time of four hours. However, the creation of elective courses was the most important event, indicating the KMA's recognition of the cadets' diverse interests and views on national security matters.

During the second phase, 1961 to 1969, there was another curriculum change because of the changed environment of national security. For example, in 1962 the curriculum time given to general subjects was decreased and that given to military science was increased. In 1964 a new course, Critique of Communism, of four credit hours was created for the seniors although the total credit hours of general subjects were reduced from 201.5 to 187.5. This was designed to cultivate anti-communism as the ideology of the armed forces. Moreover, in 1969, a system of electives was established, and the credit hours devoted to electives were increased to 15. This elective system began to provide greater academic flexibility in the curriculum. The continuous reduction in the credit hours of general subjects tends to increase both self-study hours and cadet responsibilities.

As Figure 8 shows, an analysis of cumulative percentages reveals that curriculum time devoted to languages was dropped to about 16 percent from almost 24 percent in the first phase and that devoted to social sciences was increased by about five percent. If all the minor modifications in the KMA's curriculum are considered, during the second phase, the curriculum time of natural and applied sciences remained the same as that in the first phase. Accordingly, despite the moderate increase in curriculum time given to social sciences at the expense of that given to languages, the emphasis on the natural and applied sciences remained unchanged until early 1970.

The third phase began in 1970, when the curriculum was modified toward two tracks--sciences and liberal arts. This modification, along with that of the entrance requirements, had to be adopted to recruit better and more high school students of liberal arts major than those of science majors. Until then high school science majors had a great advantage in the entrance examination. Accordingly, the entrance requirements and the curriculum at the Korean Military Academy had to be changed to reduce the science and engineering emphasis of the 1950's and 1960's. Moreover, in 1972, the Academy began to emphasize the courses focusing on anti-communism, nationalism, Korean democracy, modernization, self-defense, and other national security

matters. This emphasis seemed to reflect national objectives under the Yushine regime.

In terms of overall emphasis during the third period, 1970 to 1980, the curriculum at the KMA had clearly been dominated by the humanities and social sciences. An analysis of cumulative percentages reads as follows: compulsory humanities and social sciences received 26.4 percent of curricular emphasis; compulsory basic sciences, 16.6 percent; compulsory languages, 14.8 percent; compulsory applied sciences, 9.8 percent; and majors and electives about 32 percent. It must be recognized that during the third phase, the curriculum at the KMA was no longer comparable to that of West Point. The curriculum began to emphasize subjects related to Korean problems of military and national security.

The year 1981 marks the beginning of a new era at the KMA in the development of the curriculum and other educational systems. Lieutenant General Kim was appointed the 27th Superintendent, the first KMA graduate to be so appointed. Since his inauguration, General Kim has attempted to accomplish further development of the Academy to cope with the challenges of the Twenty-first Century. The Academy is trying to maximize efficiency in school operation, to modernize the Academy environment and facilities, and to improve the quality of education.

As far as the modification of the curriculum is concerned, major changes are as follows: increasing time

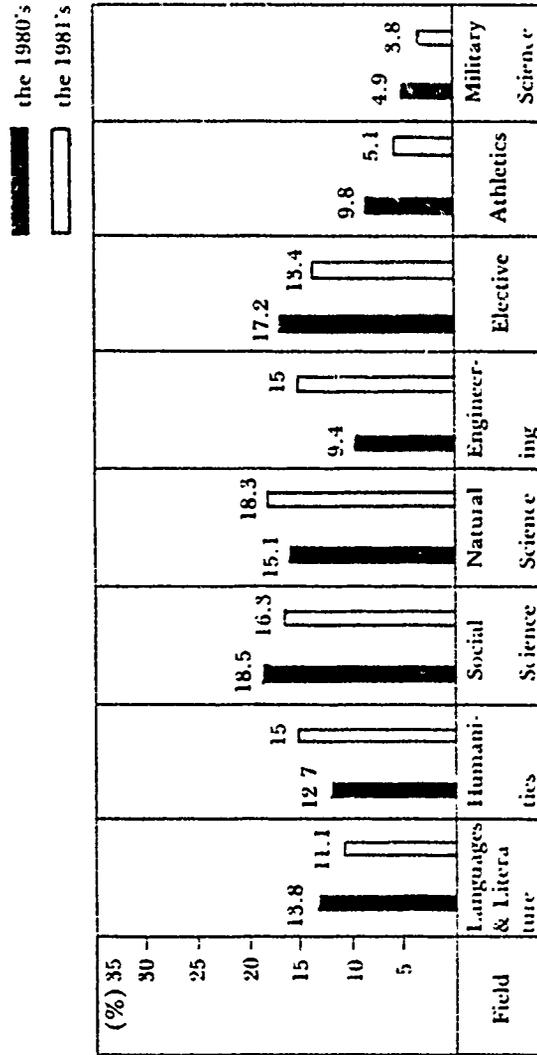
devoted to basic liberal arts and natural sciences; organizing the sequence and inter-dependence among all the subjects; enforcing and organizing the subjects related to military affairs; abolishing the two-track system (science and liberal arts); shifting from a major system to an elective system; and reducing credit hours and subjects in number.

Accordingly, the shift in curriculum emphasis from the curriculum of 1980 to that of 1981 is shown in Figure 9. Figure 8 shows that the new curriculum has clearly been dominated by the humanities and social sciences: 31.3 percent of the curriculum emphasis is devoted to them, as compared to only 18.8 percent in 1952, 22.4 percent in 1961, 26.1 percent in 1970, and 21.3 percent in 1980.

In the case of attention to the humanities and social sciences, there was a steady upward trend until 1981. It is worth noting that a good deal of attention is given to military history, leadership, national defense, national ethics, and other subjects connected to military professional affairs (see Figures 9 and 10). An upward trend in the humanities and social sciences has systematically exposed members of the military elite to a broad range of politico-military subjects; therefore, it seems that they will maintain respect for the legitimate responsibility of civilian political institutions and the authority of civilian leaders.

In conclusion, the present curriculum at the Korean Military Academy seems appropriate for developing in the

Figure 9: Comparison of Curriculum Emphasis Between the 1980 and 1981 Curricula



Source: KMA, Yuksa Negilwaha Gewhaik [Plan for the Development of the KMA (forthcoming)]

Figure 10: Academic Program, 1981

Course Class	Common Required Course	Elective Courses
4 Senior	Military History, Leadership, Ordnance Eng & Weapon Syst., Civil Eng., National Defense.	Area of Concentration National Security, Humanities, Foreign Languages, Natural Sciences, Engineering
3 Junior	Economics, Law, Electrical Eng., Thermo Fluid, Dynamics, Management	
2 Sophomore	Sociology, Philosophy, Foreign Languages, Physics, Graphics, Environmental Science, Computer, Statistics, Calculus.	
1 Freshman	Korean, English, Mathematics, Chemistry, Korean Hist., Psychology, National Ethics, World Hist.	

Source: KMA, Korean Military Academy, 1981.

cadets the intellectual knowledge and personal characteristics  
for the integrated civil-military relationship the Korean  
nation desires.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### A. CONCLUSION

As discussed in the previous sections, the Korean military not only introduced the modern thought, technology and knowledge required in the process of national development and modernization to the civilian sectors but also built roads, bridges and buildings. Especially, it conducted a national educational crusade against illiteracy to increase education to the high school level and, in military technical schools, taught the technology and knowledge required in the industrialization process.

However, its facilities and equipments remain yet to be fully utilized for both military and national development. To enhance both, the future task of the Korean military should be to concentrate on the area of national spiritual education in a broad sense. The process of industrialization requires new technology and knowledge; as a result, industrialization must be accompanied by changes in the people's beliefs and value systems. The role of young military personnel in the transitional societies should be more strongly emphasized. They must be educated so that all the young men share an equal socialization process. Accordingly, the following suggestions are made so that the Korean military may contribute to the national development

as well as to the national security more effectively than ever before.

#### B. RECOMMENDATIONS FOR THE FUTURE

In order for all the enlisted men to become socialized as good citizens, first, necessary subjects such as Korean history, national ethics, and national geography should be included in the curriculum of military spiritual education.

Second, to fulfill this purpose of education, the military education system must be reorganized and strengthened rather than remaining dependent on civilian institutions. That is, the military, as a national institution, must independently publish the necessary textbooks and scholarly magazines and operate the broadcasting networks necessary for military education and publicity.

Third, in the military schools, not only the technology necessary for carrying out military missions should be taught but also the professional skills which are lacking in the civil sector. Civilian institutions cannot produce the required skills and technology in certain fields because of the imbalance of cost and benefit.

Finally, and most importantly, to achieve the military education system described above, a professional officer corps should be trained and fostered to understand the overall aspects of national security rather than to be a group of military professionals in a narrow sense. Accordingly,

it is appropriate that the number of subjects in the fields of humanities and social sciences has been increased in the curriculum at the military professional schools of the Korean officer corps.

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