

Educational Diffusion and Uneven Regional Development

-The Case of South Korea-

Chang Yu Hong (Portland State University)

Abstract

Chang Yu Hong

South Korea has become one of the richest nations of the world after the fast industrialization and modernization led by the central government since 1960s. During this developmental process of South Korea, elites trained by highly competitive education systems in the Seoul Metropolitan Area contributed to this remarkable economic growth under the strong national plans based on growth-pole development. Nevertheless, this can be imperfect because of the ramifications resulting from the uneven resource distribution and regional discrimination that cause population congestion in Seoul and unequal national development in the local provinces. In particular, educational institutes in the local provinces have been struggling to access to opportunities of better jobs and educational resources such as study abroad programs and globalized cultural lifestyle. The trend is well indicated in the passing rate of the national judicial exam. The research reviews why Korean people prefer to move to Seoul. Thus, this paper addresses uneven resource distribution in local provinces of South Korea, in order to suggest solutions for balanced regional and national development in the future.

주제어: 지역 개발 형평성, 교육 기회와 자원 분배, 수도권 중심 거점 개발, 지방 교육 기관 육성, 지역간 평등한 문화 교육 혜택

Keywords: balanced regional development, educational diffusion and resource distribution, Seoul-oriented growth-pole development, local educational institute promotion, equal cultural and educational opportunity between regions

I. Introduction

Since 2008, South Korea has been ranked as one of the world's 15th-largest economies. However, it cannot be successful its status without improving the quality of education and sharpening the competitive edge of higher learning and research institutions. Provincial universities and research institutes have often struggled with challenges such as insufficient funding and enrolment, because most students prefer to study at universities located in Seoul.

In the 1960s and 1970s, a growth-pole strategy based on Seoul and Busan was considered to have the potential to develop the whole of South Korea, and was utilized in attempt to limit the further expansion of Seoul. In particular, South Korea has confronted diverse obstacles in its uneven growth-pole development over the past fifty years. Thus, educational preference has also been focused on Seoul.

What were the effects of urban growth pole development in South Korea? In terms of balanced regional development, this South Korea's development paradigm did not work, especially in terms of the inequality of educational opportunities and the differing degree of globalization between the provinces and the Seoul area. For instance, the likelihood of study abroad for Seoul residents has been much higher than for those living in the provinces. In particular, the educational infrastructure in Seoul provides better opportunities to enter prestigious colleges domestically or Ivy League schools in the U.S.A. Furthermore, education is a basic and significant indicator of infrastructure quality, and people seeking to improve the quality of their lives would therefore naturally seek opportunities in Seoul. However, South Korea has continued to pursue export-oriented urban-industrial growth and bipolar spatial development based on urban growth-pole theory; at the same time, both central and local governments have attempted to strengthen international links and also promote the relocation of cutting-edge industries to the provinces.

Former President Roh adopted distribution-led policies in order to mitigate inequalities between regions and promote balanced regional

development in South Korea. Despite representing a central policy goal since President Roh's inauguration in 2003, his balanced development plan was criticized for its hurried preparation. Those efforts still failed in their objectives: there was continued provincial migration to Seoul in search of job opportunities; and, as in the past, elite groups such as most ministers and politicians still overwhelmingly attend major universities in Seoul. There might be ways to reduce the inequalities between urban cities and rural communities, such as a remodeled national university system for local areas, and incentives to improve international collaborations with foreign universities. Thus, this paper will address unbalanced development in South Korea as a result of urban growth-pole theory. This study will also address the challenges of achieving balanced development within education in South Korea.

II. Growth-Pole Theory in South Korea

Following the Korean War of 1950-1953, South Korea pursued a development process based on urban industrial growth. The success of the export-led industrial strategy also seemed to avoid the practice—that was common elsewhere in Asia—of squeezing the rural sector to provide primary export products. Nevertheless, few national policies worked to reduce the disadvantage of agriculture in rural areas (Douglass, 1983).

Many scholars have discussed the implications of growth-pole theory. South Korea presents a very good example for researching the effectiveness of this theory, because since the 1970s the government has followed a growth-pole policy of unbalanced and unequal spatial development between Seoul and the provinces. In order to explain the uneven growth of South Korea, first the roots of growth-pole theory should be briefly mentioned. Growth-pole theory is rooted in the work of English economist and academic Sir William Petty (1623-1687), and associated with French economist François Perroux (1903-1987). It refers to the grouping of industries around a central core of other industries whose actions act as a catalyst for growth in

the area (Bergsman et al., 1972). In the Korean case, Seoul has played the role of the central core of for culture, education, and administration as well as industry and the economy.

The period from the mid-1960s to the mid-1970s saw rapid expansion of academic interest in growth-pole strategies, with numerous conference sessions, collected volumes and journal articles devoted to the subject (Parr, 1999). Also during this period, most developing countries, including South Korea, employed growth-pole theory in planning the development of their economies and industries. However, the scale of the growth-pole theory involved a large metropolitan area and the considerably wider region over which it had economic and social dominance, the whole entity being variously referred to as a city region, a metropolitan community, a polarized region or a metropolis-based region (Parr, 1999). The growth-pole model therefore tends to extend the range and influence of urban areas over rural areas. In practice, many people in the provinces migrated to Seoul for work and access to better opportunities.

By the 1980s, despite a steady rate of development in rural and local regions, it was still difficult to reduce the income gap between urban and rural areas. These efforts will be further described later in the paper. Actually, in Seoul, the newly added cultural components of urban lifestyle after the 1988 Seoul Olympic Games manifested the diversity derived from such a global festival (Cho, 1997). Seoul therefore experienced globalization earlier than other areas of South Korea. Additionally, from the cultural perspective, the gap between Seoul and the local areas had greatly widened, so most young people yearned to go to Seoul.

Moreover, in the 1990s, institutional reforms led to more localized political decision-making. This came to a head with the fourth defining moment in territorial development in Korea, the economic crisis of 1997. Local self-governing authorities faced greater challenges in overcoming the financial crisis to restore communities within the weak infrastructural context of rural and local areas than Seoul did. Hence, Seoul recovered from the crisis more rapidly than other regions. As a result, the urban growth-pole strategy employed by South Korea was driving people to 'The

Republic of Seoul.'

III. Educational Issues of Uneven Growth in South Korea

As a result of the failure to upgrade its education policy, Korea has struggled to achieve its dream of joining the ranks of advanced countries. It is disappointing that only two domestic higher learning institutes were included in the top 200 of the Times Education World University Rankings (Korea Times, 2008). Those two institutions are Seoul National University (SNU) and the Korea Advanced Institute of Science and Technology (KAIST). SNU was ranked 51st in 2008, up 12 places from 63rd in 2007, while KAIST ranked 132nd, up from 198 the previous year (Korea Times, 2008). The ranking shows that the nation has no world-class universities, although many local schools have promised to turn themselves into global institutions. In other words, the educational globalization of Korea has not been effective. Moreover, one can conclude that it is impossible to match the strong global competition without introducing a higher education system that is balanced and effective between Seoul and the local provinces.

The most serious problem is that many power elites within Korean society are alumni of SNU. In particular, South Korea has very strong relationships between *seonbae* (senior in school) and *hoobae* (junior in school) throughout society. In all areas of Korean society, people look towards *seonbae/hoobae* connections as the basis of powerful elite groups. The strongest concentration of power is among SNU alumni. During the Roh presidency, 20 of the 36 government ministries (55.5%) were headed by former SNU students (Chosun Ilbo, 2007). Furthermore, most lawyers attend colleges in Seoul (Table 1). In particular, the leaders of South Korea's powerful *Chaebol* (a system of family-run business conglomerates) comprise elites who attended Seoul National University. In addition, the country experienced *Chaebol*-led economic urban industrialization that was strongly supported by the central government. As a result, most headquarters of Korean companies have been located in Seoul. From the 1960s until the

1980s, the Korean Military Academy was the most powerful educational institution in Korea, because at that time it trained the country's presidents. The evidence shows, therefore, that the opportunity to attend certain schools can subsequently determine the path of one's life in Korean society.

〈Table 1〉 The No. of People Passed the Judicial Exam in 2006

Rank	University	No. of People passed the Judicial Exam
1	SNU(Seoul)	335
2	Korea University(Seoul)	143
3	Yonsei University(Seoul)	121
4	SungKyunKwan University(Seoul)	72
5	Hanyang University(Seoul)	59
6	Ehwa Women's University(Seoul)	52
7	Pusan National University(Busan)	30
8	Chonnam National University(Gwangju)	20
9	Kyongbuk National University(Daegu)	19
10	HUFS(Seoul)	17

Source: Chosun Ilbo (2006)

*The total number of successful candidate of the Korean Judicial Exam is 1,000.

〈Table 2〉 The No. of Ministries in South Korea from 1945 to 2006

Rank	University	No. of Ministries in South Korea
1	SNU	317
2	Korea University	106
3	Yonsei University	94
4	SungKyunKwan University	92
5	The Korean Military Academy	79
6	Hanyang University	71
7	Kyongbuk National University	38
8	Pusan National University	36
9	Yongnam University	35
10	HUFS	29

Source: Joongang Ilbo (2006. 9.14)

〈Table 3〉 The No. of The 18th senators of the National Assembly of South Korea

Rank	University	No. of New Senator
1	SNU	87 (29.1%)
2	Korea University	24
3	Yonsei University	19

Source: Kyoung-Hyang Shinmun (2008. 4.10)

In the end, the regionally representative manpower recruitment led by government have proved to be a failure. Data in the tables indicate continued dominance by elites within the education system, and little representation from among regional universities. Despite this severe elitism, the SNU was ranked 51st in the world in 2008, as mentioned above. Of course, it is quite difficult for Korean universities to join the ranks of the world's top universities in a short period of time. However, they must admit that they have been long on words but short on action to transform themselves into global institutions. For example, the next essay by Park, Mi-sun, who was raised and educated in the U.S.A., would show the reality of the Korean school ranking system very well.

Genuine Credentials

By Park Mi-sun

With a diploma forgery scandal hitting the nation these days, I jokingly asked my professor husband, "Are your credentials genuine?" He replied, "I, too, wonder if I am for real these days!"

It is sad to see that such a scandal is making life difficult for those whose qualifications are genuine. How dare the people involved say they have graduated from a higher institute in order to get employed?

I wonder how they work everyday knowing that they are not being true to themselves. It puts a negative image on those who are truly working because they wanted to be an educator and all the hard work they went

through to be come one.

My husband had a big dream of wanting to educate himself out of poverty. He was born in 1957 so he had to take an entrance exam to get into highschool.

He did well and was accepted into the prestigious Kyonggi HighSchool. In those days no matter what your class ranking, everyone from the school tended to go the prestigious Seoul National University.

This was not the case for myhusband. He tried twice to get into SNU but finally had to settle for Hanyang University. Hanyang was not a bad choice since it has an excellent engineering school...·.

Source: The Korea Times (2007)

Most of the problems and contradictions embedded in South Korea's rural development are closely connected with the continuing and overriding national development strategy of export-oriented industrialization (Douglass, 1983). The policy was adopted because the government regarded urban-industrialization as a primary national plan in the Seoul area. South Korea's political leaders have enacted policies that are advantageous to Seoul, because as alumni of colleges located in Seoul, they thereby gain incentives and prestige within society. In developing policies, they worked and ran for the so-called 'Republic of Seoul.' Therefore, the Saemaul movement and Green Growth Development had limited and imperfect effects in overcoming the imbalances between the urban areas and rural regions.

Local provinces have fewer opportunities to access the world. Thus, many people living in the provinces have no experience of globalization other than their knowledge of Seoul. South Korea has more than five international airports accessible to jumbo-size air fleets. However, Incheon airport, which serves the Seoul area, has retained a domestic monopoly in the scheduling of international flights. The scarcity and under-utilization of provincial infrastructure means that people from the provinces experience greater

inconvenience in accessing Incheon airport to travel abroad, and therefore have fewer opportunities to interact with other countries compared with the residents of Seoul. As seen in Table 4, the rate of travel abroad from Seoul is higher than that from any other province. In order to mitigate the issue, in 1998, the South Korea government announced its intention to establish four customs-free zones at the ports of Incheon, Kwangyang Bay, Busan, and at Kimpo Airport in Seoul, in order to promote balanced globalization throughout the country (Cha, 1998). Although the central governmental dispensations and subsidies for the Free Economic Zones, the benefits of globally connected networking and resources primarily benefited the port of the herb airport, Incheon and were not shared among the other ports (Douglass, 2000).

〈Table 4〉 The Local Experience Rate of Travel Abroad

Local Area	The Rate of Travel Abroad (2007) - More than 15 years old
Seoul	18.2 %
Busan	11.8 %
Taegu	10.6 %
Kangwon	11.8%
Chungbuk	10.9%
Chonnam	9.4%
Jeju	12.5%

Source: KOSIS (Korean Statistical Information Service, 2007)

Development of the regional economy is essential to improve the educational system and the quality of amenities in local provinces. However, local provinces face a further challenge in expanding their opportunities to engage in global economic trade in order to surpass Seoul. According to Tables 5 and 6, in 2003, opportunities to study abroad as part of the Korean Government's National Scholarship program were mainly granted to students of SNU and university located in Seoul.

〈Table 5〉 The National Scholarship for Study Abroad in 2003 (Colleges)

Rank	University	No. of the Student Accepted to the National Scholarship
1	SNU	72
2	HUFS	22
3	Korea University	14

Source: Seoul Economic Ilbo (2003. 9.21)

〈Table 6〉 The National Scholarship for Study Abroad in 2003 (Region)

Rank	Area	No. of the Student Accepted to the National Scholarship
1	Seoul	159
2	Local Provinces	56

Source: Seoul Economic Ilbo (2003. 9.21)

The Korean government has planned to strengthen the existing training for Korean teachers of English at primary and secondary schools as part of its plan to upgrade the nation's English education. As part of this policy, teachers had more opportunities to study teaching methodologies during overseas training programs under the project drawn up by the Lee Myung-bak administration, because the government believed that higher quality teachers would help reduce the number of students going abroad to study English (The Korea Times, April 2008). However, this program has been criticized because most opportunities tended to be granted to teachers based in Seoul.

Over the last eight years, Korea has seen a more than 11-fold increase in the number of primary and secondary students going overseas to study. According to the Education Ministry, a total of 29,511 students under the age of 19 went overseas to study in 2006, up from 1,562 in 1998. Among them were 13,814 elementary school students, 9,246 middle school students and 6,451 high schools students (KOSIS, 2007). From a regional perspective, Seoul also had the greatest number of high school students that went abroad to study (7,954; see Table 7). Thus, first the Park Geun-Hye government should prioritize measures to reform the elitist, SNU-led educational system and establish a balanced system of education between Seoul and local areas.

〈Table 7〉 The No. of High School Student Studied Abroad in 2006

Rank	University	No. of Ministries in South Korea
1	Seoul	7,954
2	Gyeonggi Province	6,961
3	Busan	985
4	Daegu	814
5	Incheon	813
6	Daejeon	776

Source: Naeil Ilbo (2008. 4.4)

South Korea's higher education system faces another challenge. Due to soaring costs of private education, children from low-income families in rural areas face a new dilemma, as their parents are unable to afford expensive private lessons. Generally, the gap between per capita rural and urban incomes remains large, even though urban and rural household incomes are nearly equal. As a result, rural/urban work-related inequalities remain high, and migration continues at a rapid pace, with Seoul growing at twice the rate of the national population at the end of the 1970s (Douglass, 1983). As a result, these children will fall behind at school. The poorly designed education policy under the past administration has only created a race to the bottom in public schools (The Korea Times, 2008). In 2003, richest 10 percent of households in Seoul spent 407,000 won on private education, which was 4.8 times the average amount (85,000 won) spent by the poorest 10 percent. Private education expenses, including tuitions for private tutoring, cram schools, art institutes and study handbooks, grew 25 percent annually between 1998 and 2003 (KOSIS, 2007).

〈Table 8〉 Annual Private Educational Cost Per a Person in 2007

	National	Seoul	Mega City	Small City	Rural Area
Cost	\$222	\$284	\$220	\$228	\$121
Rate of Participation	77.0%	80.6%	79.0%	77.5%	66.4%

Source: KOSIS

According to Douglass (2000), migration to the cities (shown in Table 8)

was part of a rural push, related to Korea's very high population density. Migration to cities, notably to Seoul, was directed to low quality of educational services or, among well-educated elites, to limited access to professional education in the hope of gaining employment as a public official in the provincial areas (Douglass, 2000). The government poorly prepared to cope with rapid urban population growth in terms of SNU-led biased educational system. In particular, education policy has been driven by worries that the elite high schools had turned into preparatory schools for SNU, and most elementary school students have to go to private cram schools. Furthermore, the ministry was concerned that each city and provincial government had been embroiled in excessive competition to open new elite high schools in each local area, which were focused on achieving high admission rates to SNU (The Korea times, 2008). Consequently, reformation of the national educational system should aim to achieve balanced territorial development for the future of the provinces outside of metropolitan South Korea.

IV. Challenges of South Korea for Balanced Educational Development

The former Roh Moo-Hyun government of South Korea announced a new law school education system. It is aimed at maintaining a regionally balanced development when the government gave permission to only 25 universities of each province including Seoul to open law schools. President Roh stated that the government should focus on balanced regional development through the distribution of the law schools and government administration was required to consider a regionally balanced allocation under the policy addressing the law school system.

At the same time, the government limited the collective number of law schools to 15 in the Seoul and Kyonggi province area. To balance development between the Seoul area and the provinces, there are a relatively large number of universities that have Departments of Law in the

Seoul area. Eventually, each locally based major national university received the right to maintain law schools, but many private colleges in Seoul failed to retain theirs. President Roh said the core of balanced regional development lay in fostering competitiveness of the universities, in order to promote knowledge-oriented development nationwide in the provincial areas. So far, the local allocated law school system seems to be very effective in providing an incentive to settle issues of balanced development between Seoul and the provinces. However, this requires patience, continuing planning and contemplation for the future.

〈Table 9〉 The Number of Students Accepted to SNU

Rank	Name of High school	No. of Students who got Admission to SNU
1	Seoul Art High school (Seoul)	88
2	Daewon High school of Foreign Language (Seoul)	65
3	Myongduk High school of Foreign Language (Seoul)	43
4	Seoul Science High School (Seoul)	37
5	Sunhwa Art High School (Seoul)	33
6	Traditional Folk Music High School (Seoul)	27
6	Korean Science Genius School (Seoul)	27
8	Hwi-mun High School (Seoul)	25
9	Sekwang High School (Chungbuk)	23
9	Dongsan High School (An-san)	23
9	Yongdong High School (Seoul)	23
12	Hanyong High school of Foreign Language (Seoul)	21

Source: Chosun Ilbo (2006)

〈Table 10〉 The No. of Transferred Students

Age	From Seoul to Chonnam Province	From Chonnam Province to Seoul
15-19	94	183
20-24	181	478
25-29	241	397

Source: KOSIS

*Between Seoul and Chonnam Province (Age 15-29) in 2008 Feb.

Most high school students prefer studying in so-called 'In Seoul Universities,' universities located in Seoul (not Seoul National University). Due to uneven educational resource distribution, there are, however, more advantages for Seoul area residents than local students to enter SNU as well as 'In Seoul Universities' (Table 9). Therefore, many high school students want to transfer to high schools in Seoul because the high schools in Seoul have more probability entering into SNU according to statistics and they would like to go to SNU (Table 10). In response, there is a public opinion that the Ministry of Education should abolish SNU and then South Korea may be able to attain balanced regional development for both Seoul and the provinces. This seems to be too much of a radical policy. However, the government needs to consider partial amendment to the educational system's orientation towards and concentration in Seoul. It might be possible to have SNU give up its undergraduate courses and retain only graduate schools under the control of the central government. Moreover, if local national universities or local private colleges are granted recognition for getting a job in the public sector or the government and enter graduate schools; many parents will let their children go to local universities. In addition, it might be possible to integrate all of the national universities in South Korea including Seoul National University (SNU) and Pusan National University (PNU). This is in order for there to be only one national university system in South Korea. If they succeed in doing this, opportunities for local communities in the provinces will be improved much more in terms heading towards balanced development. In addition, the government should encourage private prestigious universities in Seoul to move out to local provinces and to research with local universities.

Globalization can be another solution for balanced development in South Korea. To accomplish effective globalization, foreign language skills are required. For example, English is the most popular language to do business and study in the world. In case the government invests more money into local provinces that pursue becoming global town. Furthermore, the demand for early study abroad and language courses abroad, along with English education in the private sector, has been sharply increasing in Korea.

However, English proficiency in Korea remains at middle to low levels whereas the nation tops the worlds in the amount of money spent on private English education, or an annual 15 trillion Korean Won, as of 2005 (Park and Choi, 2008). Jeju island plans to build 'The Jeju English-only Town' in Seogwipo-si that is a beautiful place in Southern Jeju (Table 10). The town plans to provide educational facilities including twelve English-only schools, seven elementary, four middle and one international high school. There will be an English Education Center and foreign educational institutions, as well as dormitories, along with supporting facilities, including residential, commercial, public and cultural facilities (Park and Choi, 2008). According to the plan, the English Education Center will undertake the functions for innovation and R&D of English education of Korea. In addition, this town will attract foreign educational institutions in order to create a quality environment for English education (Park and Choi, 2008).

〈Table 11〉 Basic Directions to Jeju English-only Town Establishment

Goal	Strategy	Implementation
1) Saving cost of private education and Controlling foreign currency outflow	1) Creating a high-quality low-cost educational environment	1) Providing top-class educational environment as a substitute to the demand for study abroad
2) Devising education program linking education to daily life	2) Introducing the concept of an English-spoken city	2) Creating an English-only Town settlement
3) Presenting a new operation model aimed at overcoming problems with existing English Villages	3) Presenting various for-profit models	3) Securing self-sufficiency and consistency by devising for-profit models 4) Providing support for low-income class

Source: KRIHS Gazette (April 2008, Vol. 31)

One university plans to introduce English-only programs for freshmen this

year. Selected students will study all classes only in English. In line with the President's emphasis on English, Dongguk University will require more professors to conduct lectures in English. In addition, the college aims to increase the number of English-only lectures to 30 percent of the total from the current 4.5 percent, as well as the number of foreign professors (The Korea Times, 2008). It has two campuses: Seoul and Kyongju (Kyongbuk province). At the same time, the university also aims to further its globalization project to educate and train their students as international and global specialists. Thus, so far the school has been working with overseas universities mainly in Asia, but it will expand its scope to Europe and America. Kyongju campus is quite far from Seoul, but it is a good place to become the headquarters of international and global education. For this reason, it has a number of historical and tourist sites and a lot of foreigners visit Kyongju every year. Dongguk University has recently signed with University of Texas at Dallas in the United States for dual degrees MBA courses and plans to send about 10 students there for the fall semester this year (The Korea Times, 2008). Students who go to Kyongju campus of Dongguk University will be very successful global professional beyond weak characteristic as a local university.

V. Conclusion

South Koreans are famous for their enthusiasm and anxiety for education that has been a driving force behind the nation's brilliant economic achievement. However, the country lags far behind when it comes to education quality and competitiveness. In other words, this means that Korea cannot take a second leap forward to realize its dream of joining the ranks of advanced countries without upgrading its education policy (Korea Times, 2008).

South Korea has developed amazingly quickly over the past several decades, but it still faces the elusive problem of balancing national growth and development. People from the provinces have been migrating to Seoul to

obtain more and better amenities and opportunities for education and engaging in the globalizing economy. The shape of South Korea's development caused imbalances between Seoul and local areas. Douglass (2000) suggests four policy strategies below for generating a new flow of balanced development in South Korea.

Promoting Seoul as a world city in Northeast Asia:

Reducing regional imbalance:

Localizing and democratizing economic planning and development:

Generating positive rural-urban synergies in regional development.

(Douglass, 2000)

De facto, South Korea is one of the countries in the world where the major urban center is located, both economically and geopolitically, in the wrong place. Due to the centralization to Seoul, unbalanced education resulted from and the uneven educational system has caused diverse biased urban development problems in South Korea. Given its locational and geographical handicaps, it is surprising that the bipolar pattern of Korea's national space-economy did not appreciably slow the growth of the Capital Region, which continued at a pace faster than that of any other region in the nation (Douglass, 2000). To overcome the weak point of location of the urban area in South Korea, the Roh government planned a blueprint for balanced regional development. This would include a balanced law school allocation in local province and the construction of the administrative town. It would be aimed toward enhancing the competitiveness and quality of life of people in the capital as well as provincial areas through relocation of some administrative agencies to the rural and local provinces.

As a result of the governmental efforts, more schools will be built to attract parents to provincial areas, and many well-known universities which can lead South Korea to move to local areas and find more space and campuses with aesthetic scenery. Furthermore, the central government needs to amend the national university system including SNU. Also, private institutes that which relatively rely on supplementary fund from

government also should be reorganized and reformed. At the same time, local universities should challenge to globalize and train their students being international specialists by global program connected with foreign colleges. In addition, if many students and people decide to move to local areas for educational incentives, collected human resources and economy power from them can be motive power to create synergy effect. It is hoped that the Park Geun-Hye government can deal with the balanced development issue so that people who live in rural areas don't feel inferiority to urban residents on account of the gap between the urban and rural areas. No one can deny the importance of balanced and even development for equilibrium of territorial amenity.

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접수일(2014년 8월 20일)

수정일자(2014년 9월 22일)

게재확정일(2014년 10월 15일)