

# Thirty Years of an Institution Building –The Case of Graduate School of Public Administration of Seoul National University★

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## I. Introductory Remarks

### A. A Tradition of Review

The year of 1989 marks the Thirtieth Anniversary of the founding of Graduate School of Public Administration of Seoul National University(GSPA, SNU). The School was established in 1959 and for every 10th anniversary, we have commemorated it and have written several articles reviewing performances of various aspects of the School's program and, at the same time, setting new goals for the next decade.<sup>(1)</sup> As such, writing articles for retrospective and prospective purposes has become a tradition to be continued with the proud history of the School.

An article written in 1979 for a review of performances of the past twenty years since the founding of the GSPA and for a setting of its new goals for the 1980's stated that,

When we commemorate the Thirtieth Anniversary of GSPA in 1989, it is hoped that the goals set now in this article serve as a kind of measure against which to evaluate the performances of GSPA during the decade of 1980's.

In accordance with such hope and above mentioned tradition, we will use the

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same format as used before for an evaluative description of historical performances and for setting the goals for GSPA during the next decade of 1990's.

### **B. Self-Critical Perspective For Retropect and Prospect**

Although we shall follow the same format of description as was used by the previous review articles, we are going to evaluate the development of GSPA from a self-critical perspective, hoping to have more realistic appraisal of the School.

In a broader sense, the ultimate goal of the Graduate School of Public Administration can be summed up as "to educate the students at both the pre-entry and post-entry levels of Senior Administrators with a master's program of public administration of a universal-global excellence." In order to attain such a goal, at least the following three conditions should be met in combination.

#### (1) Levels of Knowledge

There can be three levels of knowledge to be pursued for an attainment of universal excellence in an education of public administration.<sup>(2)</sup>

1. To disseminate existing knowledge
2. To participate in a dialogue with contributors to the production of new knowledge
3. To be recognized internationally as a contributor to new knowledge

Among the above three levels of knowledge, the GSPA aspires to attain the third level with its own specialized fields of research and education.

#### (2) Academic Degree and Professional Education

Professional education today should be a combined program of academic education and professional training. Therefore, a master's degree in public administration should become one of the requisite qualifications for an appointment to a position or rank of the civil service if the teaching of public administration for a training of senior civil service is to be truly recognized as a professional education. Generally, a license or qualification is required to practice in a professional field. Although the civil service is not a profession as such which requires a license, modern government functions cannot be performed without some specialized training at an advanced academic level.

One of the methods of verifying qualifications for an appointment to civil service position is an examination. There may be several ways to relate such an examination with the professional education of public administration.

First, candidates for civil service examinations prepare themselves through independent studies or at the private preparatory schools.

Second, an academic degree is required as a pre-requisite to take examination for certain rank of the civil service.

Third, the graduates of a particular educational institution are given priority for appointment to civil service at the appropriate ranks.

The initial plan of the GSPA was to institutionalize the linkage between the graduate education of public administration and appointment of senior civil service by the third method mentioned above, but until the present, even the second method is not adopted by government. And thus, there are cleavages between academic education of public administration and professional training of government officials.

### (3) Linkage with the University Organizational System

There can be various types of educational institutions for training civil servants.

First, preparatory schools with no ties with either government or university.

Second, degree or non-degree programs run by government ministries.

Third, a program as an integral part of the university organizational system.

There may be several types of institutions at university, but we will not discuss them here.

In the light of the above considerations, the goal of the Graduate School of Public Administration can be stated as follows:

- (a) To be recognized internationally as a contributor to new knowledge
- (b) To offer master's degree holders to government service and Ph. D. degree holders to universities and research institutes
- (c) To grow and develop as a professional school as an integral institute of Seoul National University.

As will be described later in this paper, the Graduate School of Public Administration of Seoul National University played a pioneering role as a professional school in Korea and made significant contributions to government and academic fields.

And then, have the goals of the School been smoothly or satisfactorily achieved? It seems not. For this reason, the present writer is trying to review the past history and future prospect of the School from a self-critical perspective.

Past thirty years of the history of Graduate School of Public Administration of Seoul National University reflect both the glory of Seoul National University and turmoils of history of Korean politics and higher education. If the establishment of the school was a product of the particular historical moment of Korea which urgently needed development recovering from the devastation of the Korean war, then the thirty years afterwards could be described as a period during which the School survived and grew with enduring efforts within somewhat unfavorable climate of the university culture.

The successive political changes of Korea demanded competent agents of development and such a factor contributed greatly to the development of the School.

However, control oriented government policy, expedient response of the universities to the government policies, and self-centered image of the university held by the members of the universities worked as some obstacles in the growth of the School. For these reasons, we are sometimes surprised to find out that the School is not as highly regarded externally as much as we ourselves are proud of the contributions we have made towards the development of the nation.

## **II. History of the First Two Decades(1959—1979)**

### **A. Foundation of the First Decade (1959—1969)**

#### (1) Mission of the Graduate School of Public Administration

The Graduate School of Public Administration was established at SNU in 1959 “to train senior administrators through education of public administration.” It was recognized that the School had dual historical mission, namely, first to establish public administration as an academic discipline which was urgently needed for Korea to enter into a development stage and second to nurture a new type of bureaucrats to serve as the agents of national development for a new era.<sup>(3)</sup> Those missions could not be carried out by simply adding GSPA as a new unit to the existing educational units. Establishment of GSPA was rather a declaration of a will “to create new corps of scholars in an almost hostile academic climate,” and “to create new type of bureaucrats within a bureaucracy which was dominated by traditional norms and precedents.”<sup>(4)</sup>

#### (2) Institution-Building as a Professional Graduate School

The missions of “creating a group of new scholars” and “developing a new type of government bureaucrats” during the late 1950’s in Korea, in conjunction with those factors as the political situation, American technical and economic assistance, and foresighted leadership, were crystalized as the Graduate School of Public Administration.

First, during the early period of the School, the emphasis was inevitably given to the dissemination of the existing knowledge of public administration. In cooperation with the University of Minnesota, new scholars were trained and management orientation of American public administration was widely disseminated in Korea by those scholars. The media of dissemination were textbooks and journals. During the late period of the first decade, there were active dialogues with the creators of new knowledge(i.e, Development Administration) through international academic exchanges, but we were not yet recognized as creators of new knowledge.

Second, there was no institutional linkage between public administration degree and qualification for appointment to government posts. It was assumed that the senior administrators as professional civil servants could become "the agents of development" and the knowledge they needed was academic knowledge at the master's degree level. Thus, the GSPA admitted students into two classes: day and evening. Day-class students were college graduates and evening-class students were public officials at or above certain rank with college degree. The above scheme was designed with a hope to have some institutional guarantee for an appointment of day-class degree holders to the first level senior administrators. With the expectation of institutionalized system of appointment, many bright young students applied and promising students were selected through a very competitive examination, but the system of appointment was not realized. Such a failure of formalizing a linkage between education and appointment transformed the nature of GSPA to one of the degree programs.

Degree awardees from GSPA-SNU could be appointed to sixth grade of the civil service, which is one grade lower than that of successful candidates of Senior Civil Service Examination. But the system was not attractive to the degree holders, because appointment to the sixth grade meant receiving lower grades than those of his class-mates or juniors who passed civil service examination. Since there was no distinction among the applicants to Senior Civil Service Examination in terms of academic degree, master's program became a repetition course for the candidates of Civil Service Examination. This unfortunate situation deteriorated even further after the mushrooming of undergraduate programs in public administration at other universities.

For the above reasons, the GSPA redefined its goal in the later period of the first decade, namely, to improve academic quality of the master's program in public administration so that the government of necessity recruit the manpower trained at GSPA. However, we are still skeptical as to whether the redefined goal has been achieved.

Third, we have to evaluate the linkage between the professional (graduate) schools and university organization system. As mentioned earlier in this paper, in spite of the lack of any formal linkage between education and appointment of senior administrators even after the establishment of the GSPA which was supposedly established by national policy to educate new type of public servants, the government allowed the establishment of other GSPA's at numerous national and private universities. This phenomenon is sometimes taken as contributions of the GSPA as having demonstrated exemplars of prototype professional schools, but despite the same names, the nature of GSPA at Seoul National University and those of other universities is different. Among others, the GSPA of SNU has full-time day-class students, the evening-class students are government officials with certain ranks, and there are full-time faculty members. But other GSPA's do

not have day-class full-time students, the evening-class students are not necessarily public officials, and there are no full-time faculty members. Those differences can be understood only if we understand the academic organizational structure of Seoul National University. We shall describe this structure later in this paper.

In sum, during the first decade, the GSPA of SNU was able to lay foundation of the School, but its original goal was not fully attained and because of mushrooming of similar schools in other universities, the GSPA of SNU has become merely one of the professional schools. Therefore GSPA is no longer formally and directly responsible for training a segment of public personnel, but has to indirectly contribute to a growth of public administration by up-holding the quality of master's program and diversifying educational programs. The achievements of the second decade should be evaluated under such a context.

## **B. Achievements of the Second Decade (1969—1979)**

### (1) Reorganization of Academic Structure of Seoul National University

Through the implementation of the comprehensive plan of 1975, the academic structure of Seoul National University was extensively reorganized. The former college of Liberal Arts and Sciences was not only divided into three colleges of Humanities, Social Sciences, and Natural Sciences, but also the relation between colleges and Graduate School of Arts and Sciences was changed. Under the comprehensive plan, division of General Education(for Freshmen) was abolished and the general education was managed through "Basic Program Committee," but in reality the program was handled by the Office of Academic Affairs of University Administration(Headquarters). Each college was responsible for undergraduate programs and the Graduate School was responsible for graduate programs. But in reality, the administrative matters of the graduate school were taken care of by the Office of Academic Affairs, and instructional matters were handled by each college. Therefore, academic degree programs were vertically integrated at the department and colleges, not at the Graduate School. In this sense, the Graduate School exists in name only.

As a result of such reorganization, the Graduate Schools of Public Health, Public Administration, and Environmental Studies are not parts of the Graduate School System in spite of their names, but function as educational units similar to colleges which also operate the graduate programs.

As such, Graduate School of Public Administration is treated as a part of the Graduate School System, but in essence it functions like a college. This ambivalence made the linkage of GSPA with the academic organization system of SNU somewhat unstable.

## (2) Strengthening of the Existing Master's Program

As mentioned above, since the graduates of the GSPA were not institutionally guaranteed to be appointed to government positions and the GSPA remained as an integral part of Seoul National University, the GSPA had to improve and strengthen the program in order to get recognition of its excellent quality of the graduates by the government. For this purpose, GSPA reorganized its curriculum to give more emphasis on policy studies. One of the difficulties we encountered after the relocation of Seoul National University to new Kwanak Campus was the resulting extension of commuting distance for evening class students who were government officials. In order to cope with such a situation, we relaxed the qualification for admission to evening class to those who were on probationary status after passing the Senior Civil Service Examination. Since those students had to attend Central Officials Training Institute, their class attendance at GSPA was distracted.

## (3) Opening of Doctoral Program in Public Administration

Doctoral program in Public Administration was opened in 1976 in order to train scholars and researchers who planned to pursue teaching and research careers. However, opening of such a program was not smooth. The reasons raised against the opening of new doctoral program in Public Administration were numerous: doctoral program does not jibe with the nature of professional school; degree in PA should be professional degree and thus GSPA cannot offer academic degree program. After some painstaking persuasion and negotiation, the program was finally approved, but the episode is one of the indicators which demonstrated the weak linkage between GSPA and academic organization system.

## (4) Executive Program

A proposal for an opening of the executive program was already made during the first decade and in 1970, GSPA prepared the program with the assistance from the United Nations Development Program. The program was opened in 1971 and executive students were admitted from 1972. Korean name of the program can be translated as "Development Policy Program," but the official English title of the Program is "Advanced Center for Administrative Development (ACAD)." The academic organization system of Seoul National University did not allow such a Program to be a regular educational program, and thus the program has been operating within the provision of "open public lecture" of the university.

There are three activities of ACAD: first is the six-month educational program for high ranking government officials, military generals, directors of government enterprises, national assemblymen, and business executives; second is the biannual

National Policy Seminars; third is research and publication. The above first and second activities have been very successful and we have been publishing "Policy Studies Journals," but we have not been able to conduct any particular research of the ACAD due to lack of financial resources.

(5) Development of the Faculty Members

There were some fluctuations during the decade in the number of faculty members. In 1972, the number of faculty members was 19, but in 1977 the number decreased to 11 due to the separation of Graduate School of Environmental Studies(formerly, the Department of Urban and Regional Planning of GSPA), reshuffling of the faculty members during the implementation of the comprehensive plan of SNU, and resignation of some members. In 1979, the number has again increased to 13, including new appointment of an economic professor. During this period, all of the faculty members had the opportunity to participate in oversea's research and observation tour under the UNDP fellowship program, and a few members received overseas research grants from the government.

With the assistance of the Asia Foundation(in Korea), the GSPA initiated a series of Faculty Development Symposia, which was later evolved into a series of regular "Faculty Seminar", a forum to exchange academic ideas and research findings. GSPA often invited outside members to the seminar.

(6) Research Activities

During this period, GSPA carried out numerous research projects under the government grants and special grants for development of graduate studies, but there were relatively few researches conducted under the autonomous fund or independent program. Canadian International Development Research Center-(IDRC) supported the research on "Saemaul Movement" and research on "Bureaucratic Behavior". It is, however, regrettable that we were not able to continue to receive any grants from international funding sources.

### **III. Goals and Achievements of the Third Decade(1979—1989)**

An article which reviewed the growth and progress of the past twenty years since the establishment of Graduate School of Public Administration, the following goals were presented for the Third Decade (1979—1989).

- (1) Continuous development of Master's program
- (2) Establishment of Department of Policy Studies
- (3) Development of doctoral program
- (4) Establishment of undergraduate program
- (5) Continuous faculty development
- (6) Development of Research Institute of Public Affairs



In this paper, we will evaluate the performances of the GSPA against the above stated goals, but the evaluation also should be made within the contexts of political unrest of the period and image of the university held by the Seoul National University.

### **A. Political Unrest and Deformation of University Image**

The political situations of 1970's and 1980's in Korea were rigidified and student movement was radicalized. Under those circumstances, government tried to improve the quality of university education and stabilize academic community through various higher education policies. Several measures under those policies were very desirable, but the original policy goals were not materialized due to inflexible implementation and their emphasis on university control. As such, those measures contributed to deteriorate the self-governing capacities of the universities.

The policies designed to improve the qualities of university education were Experimental University Program and Graduation Quota System. The core of the Experimental University Program was to select freshmen not by academic departments but by wider fields of study and let the freshmen choose their majors along their line of aptitudes after receiving sufficient basic education. The program could succeed if only pre-conditions were met. But the program was imposed without providing pre-conditions and the result was a failure due to unequal distribution of students among departments, some departments having too many students and some departments too few students. The system of admitting students by broader fields of academic departments instead of narrow academic departments was congruent with the university goal to strengthen the graduate studies, and there were great efforts to make the system successful, but the resultant controversy over the "experimental university program" diverted the attentions away from the improvement measures of graduate studies.

A similar thing happened also around the policy of graduation quota. In spite of the worthy intention to improve university education, a hot controversy evolved around the reduction of students to meet the given quota, and the original intention of the policy evaporated. The controversy pushed the graduate education to the background.

The above circumstances seemed to contribute to a deformation of university image. The deformed image had a negative spill-over effect in that the members of Seoul National University regarded the GSPA as "special" and yet were not favorable to specialization and diversification of GSPA programs. In this sense, GSPA was in a "bind under a university occult."

The article which presented the goals of GSPA for the 1980's hoped that the goals could serve as some evaluative measures of the GSPA's performances in the 1980's. But it is unfortunate to note now that the goals have not been successfully

achieved due in part to the above mentioned circumstances. Now let us review each goal.

### **B. Growth of the Master's Program**

Since the central program of the Graduate School of Public Administration from the beginning was its master's program, there has been a concerted effort to improve the program. The following items were mentioned as areas that needed further improvement.

#### **(1) Student Quality after Increase of Student Number**

The total number of graduate students of GSPA increased in 1979 from 200 to 300 students and there were some concerns on the possible deterioration of student qualities. Special Military Examination for Master's degree holders induced many qualified students to the graduate studies and the system helped to improve the quality of the students, but at the same time the system and preparations for civil service examination deteriorated quality of master's theses.

#### **(2) Preparation of Day-Class Students for Senior Civil Service Examination and Class Activities**

Since the masters of public administration of GSPA were not given any special treatment in the appointment to government service, it was considered not to be appropriate to discourage day-class students to take Senior Civil Service Examination. But the preparation for the examination created some obstacles for an effort to strengthen class participation of students.

#### **(3) Modification of Entrance Criteria of Evening-Class Students and Class Performances**

Because of extended commuting distance of evening-class students after the movement of SNU campus from downtown to Kwanak campus, officials from the central government felt some difficulties in attendance. The difficulty decreased the number of applicants to evening class, and the GSPA modified entrance criteria to allow those who passed the Senior Civil Service Examination and were under probation to apply for graduate study at GSPA. This resulted in lowering the ages of the students and in enhancing the quality of the student, but it consequently made class attendance difficult due to probationers' overlapping training programs of the Central Officials Training Institute(COTI).

#### **(4) Modification of Curriculum**

We have reinforced the fields of policy studies, but the curriculum still needs some systematization.

### **C. Establishment of Department of Policy Studies**

Department of Policy Studies was not set up due to university policy against proliferation of academic units. Instead, public administration major and policy studies major were set up within the Department of Public Administration.

### **D. Development of Doctoral Program**

There were some strengthening of policy studies in the doctoral program and students are required to take minor courses in political science, sociology and economics, and yet students are still taking their minor courses within the GSPA, not from the courses offered by respective departments. We are still discouraging government officials to enroll at our doctoral program because of our intention to operate the program only with full-time students.

### **E. Establishment of Undergraduate Program**

Korean trends and needs were in the direction of opening undergraduate programs of public administration. To set up an undergraduate program in the Graduate School of Public Administration, the School must change its system from a graduate school to a college. A proposal to reorganize GSPA to a College of Public Administration have been resisted by other colleges and departments, due to peculiar university culture and lack of understanding of PA programs.

### **F. Faculty Development**

The number of faculty members increased from 13 in 1979 to 18 in 1988. Many of them had a second opportunity to study abroad under the UNDP fellowships. A series of Faculty Seminar is being utilized as a forum for academic exchange of ideas.

### **G. Research Institute of Public Affairs(RIPA)**

There were many ideas to stabilize the operation of RIPA. The first was to change its legal status from non-legal entity to so-called legal person. However, again the university policy was not favorable for such a change. Second, there was a proposal to establish an autonomous fund for research, but this was not realized. Fortunately, since 1989, GSPA became a recipient of research grants from a fund donated by the alumni and others. Third, another goal was to have full-time researchers at RIPA, and this also was not implemented.

#### **IV. Goals and Prospects for the 1990's**

During the first decade in the history of GSPA which was established in 1959, it consolidated the foundation and it grew rapidly during the second decade, but some of the goals set forth for the third decade had not successfully been achieved.

The unsuccessful performance may in part have resulted from the goals which were set too high as any educational institution might have done so. In other words, some of the goals set forth for the third decade can be easily evaluated whether they have been attained or not, but other goals can only be evaluated in terms of degree of achievement rather than in terms of success or failure. Therefore, we accept the past goals still to be effective during 1990's. For this reason, we will not repeat the enumeration of the goals. Instead, we will project the future of GSPA from a different perspective.

##### **A. In Pursuit of Excellence**

The overall objectives of the Graduate School of Public Administration of Seoul National University (GSPA-SNU) have been to train high ranking government officials through education of public administration. Since higher civil servants should have a master's degree level professional knowledge in order to be able to perform very complex modern governmental functions, they are trained by professional schools such as GSPA. But if the objectives of an educational institution were simply to train public officials, the institution should not necessarily be located at a university. A rationale for locating the educational institution for public officials at a university is to have linkage with the creation of knowledge—i.e., research.

There were at least three expectations when GSPA was established. The first was to secure a statutory guarantee to have GSPA's graduates be appointed to government positions. The second was to develop as a professional graduate school. And the third was to be internationally recognized as a creator of new knowledge. Unfortunately, the first expectation was abandoned at the outset and the second expectation was fulfilled, although the status of GSPA is still not secure because of the structure of SNU and mushrooming of various professional schools at other universities. Therefore, GSPA has to pursue an excellence in education and research in order to be internationally recognized as a creator of new knowledge in the specialized fields of Korean public administration, regardless of whether it remains as a Graduate School or is reorganized as a college.

##### **B. Demand for Transformation**

- (1) Establishment of Bachelors Degree Program for Public Administration

Under our circumstances where there are high degrees of exclusiveness not only among universities but also within a university and under the system where there is a vertical linkage of general education-undergraduate major-graduate study, we must continue our efforts to reorganize GSPA into a college with an undergraduate degree program for public administration. The reorganization will help our pursuit of excellence. Although, our proposal for reorganization has been blocked by various forces in the SNU, we must set up departments of Public Administration, Policy Studies, Local and Urban Administration when the situation becomes favorable.

### (2) Subdivision of Master's Program

At the beginning of the GSPA, it was thought that specialization within public administration was not favorable for education and placement, and the master's program has been a generalized program. But, we have to specialize the program into subfields of public administration even under the present system of GSPA and even more so if the school is reorganized into a college with above mentioned departments. The plan for subdivision is not to expand the program to cover a wider range of program, but rather to attain comparative superiority in the several limited fields of concentration thereby to be internationally recognized as a creator of new knowledge.

### (3) Executive Program

At the present, the executive program of GSPA is operated under a system of "open public lecture" and thus it gives the impression of being informal ad-hoc program. We have to institutionalize the Program.

## **C. Revision of the Curriculum and Improvement of Teaching Methods**

When the School is reorganized into a college and the fields of concentration of master's program are subdivided, the curricula will be revised. But, even now there are needs for improvements.

Firstly, the present system of two-credits per semester for all the subjects of teaching should be revised into three credit system so that the number of subjects taught by individual faculty members should be reduced and contents and coverage of each subject should be expanded.

Secondly, educational program and teaching methods should be diversified through the utilization of guest lectures from the government and field studies.

Thirdly, there must be a reform in preliminary and comprehensive examinations for degree candidates.

#### **D. Development of the Faculty**

The present effort of GSPA for augmenting the number of faculty members and for improving faculty quality will of course be continued. In the 1990's GSPA will face very important phase in its forty years of history. Because, seven faculty members including six professors who have been teaching since the beginning of the school will retire within next 10 years and the future characteristics of the GSPA will depend on the recruitment pattern of new faculty members. The six members will retire in the same year. Thus we have to recruit new faculty members over several years to spread out age distribution of the faculty.

#### **E. Revitalization of Research Activities**

By the nature of public administration as an academic discipline, it is almost imperative to study the structure and functions of the government. The GSPA has conducted researches on various topics and subjects since its establishment. However, we have to solve the following problems in order to revitalize our research activities.

First, we have to secure stable research funds. The lack of stable financial support was one of the reasons for ad-hoc nature of the research and for inordinate reliance on contract-research. It is fortunate that government and SNU have recently augmented research funds, but it is still necessary to have steady flow of research funds.

Second, GSPA must specialize in research in order to obtain comparative superiority. To attain such a goal, GSPA will of course have to continue to study the fields which have been traditionally considered as proper fields of study, such as administrative bureaucracy and management. In addition to such studies, GSPA must concentrate on the limited number of areas of substantive policies such as finance, public enterprises, industry, commerce, science and technology, education, public health, and urban affairs in view of our limited number of faculty members. Such an effort will enable us to be nationally and internationally recognized as a creator of new knowledge.

Third, since SNU personnel policy does not allow yet to appoint full-time researchers at the research institutes, the Research Institute of Public Affairs of GSPA should play the roles of building-up nation wide network of researchers to mobilize research manpower in various fields of public administration.

#### **F. Renovation of Facilities**

At the beginning of the 1980's, the then dean of GSPA secured government fund to construct an independent building of GSPA, but due to university needs,

the building was given to other department. After such a concession, we have been unable to secure adequate building space.

Now, it became necessary to have adequate building facilities not because simply to have space but because to upgrade the quality of research and education of public administration. We are not demanding a luxury, but we are claiming for facilities for research and library. More specifically, GSPA needs spaces for administrative science library which can have both academic materials as well as government documents and for computerized information and communication data-base and networks.

### **G. International Cooperation and Education**

Recently, GSPA has not been active in international cooperation and exchange. Now we have to improve international cooperation and education. The specific activities would include joint researches, invitation of foreign scholars on short-term bases, and special lecture series for foreign public officials. In order to facilitate exchange of academic information we will improve the quality of the English language journal, "Korean Journal of Policy Studies," of the GSPA.

### **H. Alumni Relations**

The alumni of GSPA have been very helpful for the development of GSPA in many ways such as donation of research funds and support by scholarship grants to the students. We expect that such a support will continue. In the future, we hope that the alumni will help us by evaluating our educational programs and accepting our invitation to deliver special lectures by the alumni members.

### **Notes**

- 1) Articles for 10th anniversary were published in *Korean Journal of Public Administration* (KJPA), Vol. 7, No 1, 1969 and articles for 20th anniversary were published in KJPA, Vol 17, No 2, 1979.
- 2) See, Stephen P. Heyneman and Bernadette Etienne, "Higher Education in Developing Countries: What, How and When?" *IDS Bulletin*, Publication of Institute of Development Studies at the University of Sussex, Vol. 20, No. 1(January 1989), P. 43.
- 3) Hahn-Been Lee, "Institution Building for the Development Decade: The First Ten Years of Growth and Prospect for the 1970's of the Graduate School of Public Administration of Seoul National University," *KJPA*, Vol. 7, No. 1 (1969), pp. 10-11.
- 4) *Ibid.*