

Korean history



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KOREAN HISTORY Military rule on civilians During the time of dynasties in Korea, “ king Taejo wasted no time in building of schools to foster talents”. Instead, he organized for the teaching of the 6 ministries by ordering Chong Ak to be their professor. The king encouraged the students by granting them silk and an authority that worked towards their welfare. However, during the reign of king Kwangjong, education was taken seriously with a lot of seriousness. A Confucian academy was established by the royal authority. There was also a promotion of schools in the rural areas countrywide. This enabled individuals to hear poem recitations and tunes from string instruments. From the action in these schools, it is evident that literature in Korea was similar to that in China.

Following the military resistance which occurred towards the end of king Uijong’s rule and destruction of bad and good were done indiscriminately. Fugitives ran to the mountains and left their ranks and adopted the Buddhist’s way of life.(vol 1, pp 198)

They believed that their freedom would be gained from the mountains where they stayed for years. For the individuals who wanted to pursue education, Buddhism was the only option. This is because the state was slowly restoring civilian rule and those who wanted to study had nowhere to go. This led to the establishment of monastery for monks at this period. In general, early Korean education majorly originated from the Buddhist way of living due to military revolutions which ripped several dynasties apart. If the schools are expanded and the history of ancient kingdoms are taught following the relations of the five cardinals, then nobody will be interested in Buddhism.

How to write history

According to Kim Busik, while writing history one has to take into

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consideration factors which motivate the compiling of such piece of work. The factors to be considered are political and ideological. The ideological aspects should be clarified in the preface of the piece of work. The ideological aspect should bring out the clear picture of what the book talks about. For instance, Kim Busik in his book on Korean history about the kingdoms clearly brings out his motives on knowledge relating to Korea. Kim also requires that written history on a subject should be wholly. This can be shown by merging of the three kingdom history with an aim of enabling Korean civilians to have a grasp of their native history. In the written work, according to Kim Busik the compiled work should aim at serving political ends. Kim Busik also emphasized on continuity in a written work. It means that history should flow and have an order from one era to another. Any written piece of work in history should be commission, sponsored and approved by the corresponding authorities.

Moreover, written history should try to educate officials and scholars on the native heritage and how it transformed to the present state. A written should clearly spell out its objective in the written work and make sure that the targeted group is reached. Lastly, written history should be critical. This means that it should criticize the whole piece work. Kim Busik was critical in his book as tried to analyze the three kingdoms before merging them into one thing. Kim talked of the heritage of the three by contrasting and comparing them.

Works Cited

Peter H. Lee, ed., *Sourcebook of Korean Civilization* (New York: Columbia University Press, (1993), p. 464.