

The Study on Curriculum of the Departments Related to Make-up in Korean Colleges⁺

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Abstract

The purpose of this study is to establish academic identity as well as produce human resources that industries need by grasping curriculum of the departments related beauty focusing on Korean colleges (junior colleges and four year course colleges), analyzing examples of advanced countries and suggesting their developmental direction.

For the research method, the reference period of curriculum in Korean colleges was from Jul. 05th, 2011 to Aug. 05th, 2011. the investigation method is as follow: first, the curriculum of the departments related to beauty which were registered in the web sites were investigated. Second, the documents were received by fax and Email from each department after calling it. Third, questions and answers were done in reference to majors on the phones. these methods are intended for 65 junior colleges and 16 four year course colleges (total 81 ones). It clarified that lifelong education centers and the graduate courses were ruled out. the statistical analysis about data which were investigated like this were done by the frequency analysis.

The results which examined the major subjects of Make-up focusing on Korea and foreign countries are as follow:

First, the result which examined the major and theory subjects of Make-up has found that there are the human body theory, the equipment theory, the marketing theory are the management theory in Korean junior colleges and physiology/chemical, management, marketing and equipment product were treated in four year course colleges of Korea. As for foreign colleges, the subjects related to history and culture are mainly treated as the theory courses and their purpose is to cultivate basic knowledge of the fields which are mainly connected to Make-up including plays, movies, TV and studios.

Second, the result which examined practice subjects of Make-up major has found that practice subjects of the total ones are of great importance in junior colleges. And it could be found that the Make-up field is of little importance as it is not independent and exists

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with the hair and skin fields in one department in the four year course colleges. Especially, in the foreign countries, the more detailed and professional subjects including classes which treat digital media, studio technologies, production, wigs and the special effects were treated by the field class system and these characteristics implies that Korean curriculum should be changed in the future.

Based on this analytical results of investigation, this researcher tried to propose the developmental direction of Korean curriculum in the future.

Key Words : Beauty, Academic identity, Curriculum, Make up

I . Introduction

Recently, as the 60th general assembly and fair of International CIDESCO was held in Korea on Jun. 28th, 2011, it became a chance that the Korean beauty industry took a step forward to be globalized. And in addition, direction of college education which is international and much more connected to the industry is required to the beauty industry and relevant colleges which have steadily developed all the while.

Furthermore, as Korea Beauty Design Expo¹⁾ was held in Korea on Oct. 28th, 2011, it contributes to vitalization of the beauty field.

Revival of this beauty field has been already proved as the departments related to beauty was first established in formal colleges in 1990. After that, they were done in more than 80 junior colleges and more than 10 four year course colleges in 2004. And the professional human resources related to beauty of more than 10,000 persons per year have been produced as the graduate courses were established²⁾.

In the beauty field, the make up field is especially the one that the basic concept of beauty is faithful to express yourself beautifully and its independent departments recently tend to emerge. But the curriculum are composed to be learned by students with the ones of the relevant fields including hair course etc are many insufficient things to be established as the

academic field still now.

Therefore, it is thought that work to establish creative curriculum in the Make-up field and skill-entered college education as the academic field should continued to be carried out in the future.

The fashion scholar, Richard Corson said that the flow of Make-up can be seen in fashion through the historical records and the historical study should be preceded to study Make-up³⁾. In this context, the history subject should be a compulsory course in curriculum of the departments related to Make-up course Also, the make artist of London and author of "Make-up is Art", Jana Ririnui and Lan Nguyen said that Make-up is an art and creative sense should be learned to do Make-up⁴⁾ and it could be done through education.

As for the precedent studies which studied curriculum related to beauty until now, Song⁵⁾ developed the curriculum models of the departments related to Make-up of higher educational institutions being limited to three schools in the metropolitan area, Kim⁶⁾ examined curriculum dividing it into the liberal arts course, the major course and the elective course in the overall departments related to beauty through the studies on improvements of Korean beauty curriculum and sought developmental direction of the department. Cha⁷⁾ emphasized the importance about color education through the

study on introduction of personal color education for improvement of beauty curriculum in junior colleges. Kim⁸⁾ suggested curriculum of specialized high schools through the study on improvement plans of education courses and textbooks of the Make-up subject and Hwang⁹⁾ investigated satisfaction about current curriculum by enrolled students through study on the developmental plans of curriculum and classes of the Make-up department in beauty junior colleges.

But there have not been papers which generally analyzed junior colleges and four year course colleges until now and there are few papers which studied the existing curriculum with typical foreign Make-up educations together.

Therefore, the purpose of this study is follow;

First, It is to be establish academic identity as well as produce human resources that industries need by grasping curriculum of the departments related beauty focusing on Korean colleges (junior colleges and four year course colleges).

Second, It is to be analyzing the examples of advanced countries and suggesting their developmental direction.

II. The Issue of Study and Methods

1. The Issue of Study

Specific research questions are as follows:

First, This study tries to analyze the department names of related to make-up in the Korean Colleges.

Second, This study tries to analyze the curriculum of the Departments related to make-up in the Korean and Foreign Colleages.

Third, This study tries to suggest that developmental direction of curriculum of departments related to Korean make-up in the

future.

2. The Samples and Methods of Study

This study tries to graspe the current status of 65 junior colleges and 14 four year course colleges the whole country, analyzing the names and subjects of the departments related to Make-up each college concentratively based on 2011 and comparing them with curriculum of typical foreign educational institutions. Also, this study tried to classify the Make-up field directly focusing on the data that the researcher directly demonstrated as the Make-up field has not been exactly established in the theoretical background.

For the research method, the reference period of curriculum in Korean colleges was from Jul. 05th, 2011 to Aug. 05th, 2011. The investigation method is as follow: First, the curriculum of the departments related to beauty which were registered in the web sites were investigated. Second, the documents were received by fax and Email from each department after calling it. Third, questions and answers were done in reference to majors on the phones. these methods are intended for 65 junior colleges and 16 four year course colleges (total 81 ones). It clarified that lifelong education centers and the graduate courses were ruled out. the statistical analysis about data which were investigated like this were done by the frequency analysis.

The reference period of foreign colleges is Jan. 10th, 2011 to Sep. 30th, 2011. And for the investigation method, the total 4 typical educational institutions were selected focusing on 4 countries which are the advanced countries in the make-up field(US., UK, Australia and France). the representative institutions are total 4 ones including North Carolina School of the Arts in US., London College of Fashion in London,

the Make-up Technicians of College in Australia and Christian Chauveau in France.

At this moment, according to the foreign environmental characteristics, the research subjects are all the formal and information institutions. First, the information which are registered in the web sites were concentratively investigated. And second, the relevant subject contents were analyzed by visiting fields directly and taking courses.

III. The Analysis of Curriculum of the Departments related to Make-up in the Korean and Foreign Colleges

1. The Analysis of Curriculum of the Departments related to Make-up in the Korean Colleges

1) The Analysis of the Names and Courses of the Departments related to Make-up by Korean College

(1) The Names of the Departments related to Make-up in Junior Colleges in the Whole Country.

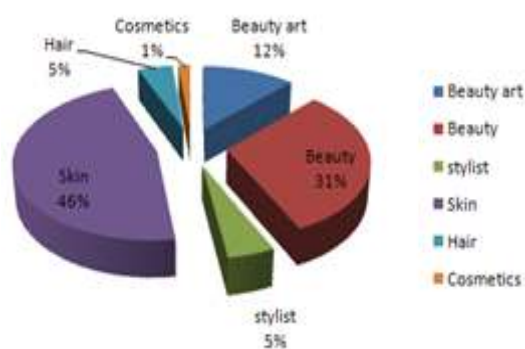
As for division that frequency of the key words is most when the names are divided, skin course came with 30 colleges (46.15%), followed by beauty course with 20(30.77%) and beauty course with 8.

<Fig.1> shows as for high diversity in division of the department names, beauty came with 6kinds, followed by skin course with 5, beauty and hair course with each 2 and other cosmetics with 1.

As for the highest frequency of the same department names, Skin Care and Cosmetology/college came with 26 colleges(40%), followed by

beauty design with 8(3.31%) and beauty art department/courses with 7. the overall names including beauty and beauty are preferred.

Junior colleges were investigated that liberal arts came with 56.92%, followed by arts with 40% and natural sciences and engineering with 3.08%.



<Fig.1> The Names of the Departments Related to Make-up in Junior Colleges in the Whole Country

(2) Division of the Department Names related to Make-up in Four Year Course Colleges in the Whole Country

Division of the names is Beauty came with 6(42.86%), followed by beauty with 5(35.71%) and skin with 3(21.43%)(see <Fig.2>). The department name which is most applied is the department of beauty arts 5(28.57%).

The rate that the department related to Make-up are installed in the colleges.

The art course is of more importance that the liberal arts course as the art course is 42.86%, the liberal arts course is 35.71%, and the natural science and engineering course is 21.43%. The department was installed in colleges which focus on functional cosmetics or cosmetics as the natural science and engineering course.

<Table 1> Division of the Department Names of Junior Colleges

Division of college	Department/Courses/Major name	Frequency
Beauty art course	The department of beauty arts(Course)	7
	The department of cosmetics	1
Beauty course	The department of beauty(college)	8
	The department of beauty stylist	1
	The department of beauty arts	5
	The department of beauty care	3
	The department of beauty skination	2
Beauty stylist	The department of total beauty	1
	The department of beauty stylist and Make-up	2
Skin course	Coordination design	1
	The department of skin care	1
Hair course	Skin care and cosmetology(college)	26
	The department of skin beauty design	1
	The department of medical skin care	1
	Skin major	1
Cosmetics	The department of hair design	2
	Hair art	1
	Cosmetics major	1
Total		65

2) The Basic Analysis of Major Curriculum in the Junior and Four Year Course Colleges

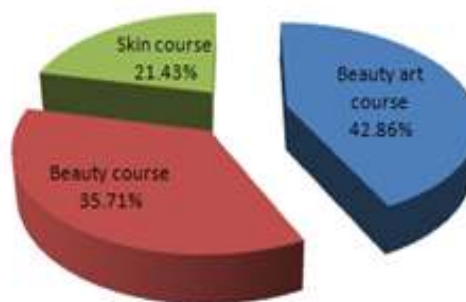
(1) The Analysis of Major Curriculum in the Junior Colleges

Investigation was intended for 652 subjects of major curriculum in the total 65 courses related to Make-up in the whole country.

The theory subjects that the relevant departments are operating are total 88 ones. The total 299 courses (19.53%) is being operated. As for the practice subjects, 564 ones (86.5%) and 1,443 courses (80.47%) are being done(see <Fig.3>). Practice is relatively organized higher than other major because of the installment purpose of the departments related

to Make-up and connectivity of them to jobs.

The partial colleges have the teaching profession course (practice teachers) and three subjects and 44 curriculum are being operated (see <Table 2>).



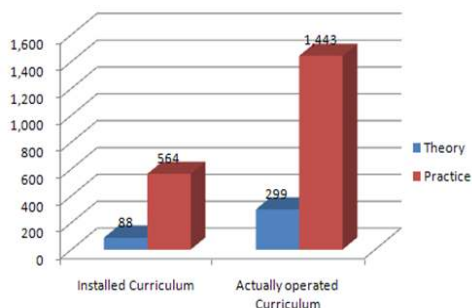
<Fig.2> Division of the Department Names Related to Make-up in Four Year Course Colleges in the Whole Country

<Table 2> The Installed Subjects and the Operation Process

Division	Content	The number of subjects	Frequency
Theory (88 subjects, 299 courses are being operated)	Common theory	18	46
	Common theory (Management)	27	53
	Common theory (Equipment)	6	15
	Common theory (Basic)	2	8
	Common theory (Marketing)	3	3
	Common theory (Fine arts)	2	2
	Common theory (Beauty)	9	34
	Common theory (Law)	5	77
	Common theory (Seminar)	3	3
	Common theory (Psychology)	3	4
	Common theory (Human body)	8	52
	Common theory (Special)	2	2
Practice (564 Subjects, 1,443courses are being operated)	Common practice	13	30
	Common practice(Fine arts)	33	84
	Common practice(Photo)	5	10
	Common practice(Psychology)	1	1
	Common practice(Beauty)	3	13
	Nail course	23	84
	Make-up course	61	231
	Special course	39	65
	Special(Nail)	1	1
	Special(Make-up)	8	29
	Special(Language)	2	2
	Special(License)	1	1
	Special(Skin)	28	35
	Special(Hair)	3	3
	Skin course	100	360
	Hair course	201	405
	Work experience	10	50
	Portfolio	4	6
Project	25	33	
Teaching profession	Teaching profession subject	3	44
Sub Total		652	1786

The most departments related to Make-up including the ones which aim at the partial special majors are operating common track, track

by major or advanced major track(see <Table 3>).



<Fig.3> The Analysis of Major Curriculum in the Junior Colleges

(2) The Analysis of Major Curriculum in the Four Year Course Colleges

The result which investigated the total subjects and the operating ones of the relevant departments has found that the division importance of the theory subjects is much higher than the ones of other majors as the established subject rate is 26.90% and practice is 69.88%(see <Table 4>).

As for the subject rate which are actually operated, the importance of the practice subjects is higher as 27.80:72.20 in the actual rate which is finally operated after establishment of the subjects.

3) The Analysis by Major Track in the Junior and Four Year Course Colleges

(1) The Analysis by Major Track in the Junior Colleges

The department names according to the installed purpose and trend of each one are little bit different from each other. But the major courses are divided as follow based on the standards of the basic installed purpose and operating contents of the departments.(see <Table 5>)

Each department operates major curriculum by

basic major subjects and main major ones. the above departments with more exact purposes for job direction are mostly operating subjects related to job which recently became the national issue.

Each department has special subjects and they are commonly being operated. It supports licenses, jobs and foundation by operating special purpose curriculum related to each major and advanced learning.

The number of the basic subjects by major or frequency is different from each other because the number of the installed departments and major is different from each other.

As for major related to skin, the importance of special purpose subjects is higher than the one of other majors.

(2) The Analysis by Major Track in the Four Year Course Colleges

There are differences in the major subjects in each college according to the installed purpose and principles. But the universe and common division is as follow: the major basic which are operated in the first and second year period is divided into basic theory, advanced theory, special puporse theory and basic(common) practice(see <Table 6>).

The advanced subjects of major which are operated in the third and fourth year period can be devided into basic subjects by major, special course and the course which is connected to jobs.

The department names according to the installed purpose and trend of each one are little bit different from each other. But the major courses are divided as follow based on the standards of the basic installed purpose and operating contents of the departments.

<Table 3> Division of Subject According to the Subject operation methods

Division	Content	Subject	Frequency	Total (Subjects)	Total (Frequency)
Common Subject	Common practice	13	30	143	437
	Common practice(Fine arts)	33	84		
	Common practice(Photo)	5	10		
	Common practice(Psychology)	1	1		
	Common practice(Beauty)	3	13		
	Common theory	18	46		
	Common theory (Management)	27	53		
	Common theory (Equipment)	6	15		
	Common theory (Basic)	2	8		
	Common theory (Marketing)	3	3		
	Common theory (Fine arts)	2	2		
	Common theory (Beauty)	9	34		
	Common theory (Law)	5	77		
	Common theory (Seminar)	3	3		
	Common theory (Psychology)	3	4		
	Common theory (Human body)	8	52		
Common theory (Special)	2	2			
Subject by Major	Nail course	23	84	506	1,305
	Make-up course	61	231		
	Special course	39	65		
	Special(Nail) course	1	1		
	Special(Make-up) course	8	29		
	Special(Language) course	2	2		
	Special(License) course	1	1		
	Special(Skin) course	28	35		
	Special(Hair) course	3	3		
	Skin course	100	360		
	Hair course	201	405		
	Work experience course	10	50		
	Portfolio	4	6		
Project	25	33			
Teaching Profession	Teaching profession subject	3	44	3	3
Sub Total		652	1,786		

<Table 4> The Analysis of Major Curriculum in the Four year Course Colleges

Division	Medium Scale Classification	Content	The Number of Subjects	Subject Sub Total	Subject Total	Frequency	Frequency Sub Total	Frequency Total
Theory	Basic	Common theory	47	70	86	107	141	159 (26.90%)
		Common theory (Management)	14			19		
		Common theory (Equipment)	7			12		
		Common theory (Seminar)	2			3		
	Advanced	Common theory (Psychology)	1	4		1	4	
		Common theory (Advanced)	2			2		
		Common theory (Human body)	1			1		
	Special	Special (Management)	3	12		3	14	
		Special(Common)	4			4		
		Special(Language)	4			6		
		Special(Psychology)	1			1		
	Practice	Basic	Common practice	15		15	222	
Common practice(Fine arts)			12	16	25	29		
Common practice(Photo)			2		2			
Common practice(Human body)			2		2			
Make-up course			29	156	73	303		
Skin course		47	94					
Hair course		70	116					
Nail course		10	20					
Special		Special(Make-up)	10	24	12	42		
		Special(Skin)	8		19			
		Special(Hair)	6		11			
		Special(Nail)						
Jobs		Work(project)	5	11	7	20		
	Work experience	4	11					
	Portfolio	2	2					
Teaching Profession			11	11	11	19	19	19 (3.21%)
Total			319		591			

<Table 5> The Analysis by Major Track in the Junior Colleges

Track Division	Content	
	Division1	Division2
Major Basic	Practice	Common practice
		Major basic
	Theory	Basic theory
		Special subject
Make-up course	Major subject	
	Special purpose subject	
Skin course	Major subject	
	Special purpose subject	
Hair course	Major subject	
	Special purpose subject	
Nail course	Major Subject	
	Special purpose subject	
Related to Jobs	Jobs Track	
Others	Common Special Course	

4) The Analysis of Major Subjects of Make-up in the Junior and Four Year Course Colleges

(1) The Analysis of Major Subjects of Make-up in the Junior Colleges

The analysis of the subjects in the junior colleges which are mentioned in this chapter were carried out for 745 ones that Make-up involvement is high in the total 1,786 major subjects except the liberal arts ones in the whole courses which have been operated for two years (2,279 ones).

The major subject course of Make-up in the junior colleges can be largely divided into theory and practice. The theory is again divided into basic and advanced ones. Practice can be largely done into basic and major ones. The basic theory can be done into general theory, human bod, the actual work theory about equipment.

<Table 7> shows as the analysis of major subjects of make-up in the junior colleges.

The advanced theory course mainly consists of management and marketing and is integrated by seminars. The rate of practice(80.13%) is higher than theory(19.87%).

The basic and major practice is organization focusing on specific actual work subjects rather than basic skill and expression learning is emphasized.

Basic sill education and application practice are clearly divided in basic practice.

As for major practice, the actual work learning which is based on the special course and jobs is as strong as the importance of general subjects of major compared to Make-up major in the four year course colleges and other majors.

As for the special courses, there are the courses to obtain licenses including nail care/art, skin care, stylists and colorists but

<Table 6> The Analysis by Major Track in the Four Year Course Colleges

Division	Medium scale classification	Content
Major basic	Basic	Common theory
		Common theory (Management)
		Common theory (Equipment)
		Common theory (Seminar)
	Advanced	Common theory (Psychology)
		Common theory (Advanced)
		Common theory (Human body)
	Special	Special(Management)
		Special(Common)
		Special(Language)
		Special(Psychology)
	Practice	Common practice
		Common practice(Fine arts)
Common practice(Photo)		
Common practice(Human body)		
Major advanced	Basic	Make-up course
		Skin course
		Hair course
		Nail course
	Special	Special(Make-up)
		Special(Skin) course
		Special(Hair) course
		Special(Nail) course
	Jobs	Work(project)
		Work experience
Teaching profession		Portfolio
		Teaching profession major

operation frequency of the courses with growth and trends of cultural contents industry including character Make-up, special Make-up and fantasy Make-up gets to be very high.

Especially, there are many examples which try to foster the actual work ability by utilizing the special courses including shop operation or interior, foundation and consulting, beauty & styling and customer management except the formal curriculum to secure specialty which includes the similar types of business in the special courses.

(2) The Analysis of Major Subjects of Make-up in the Four Year Course Colleges

The result which analyzed 592 subjects and 5,810 operation ones which are being now operated in 2011 in 16 colleges with departments related to Make-up in the four year course colleges in the whole country through classification by large, medium and small group is shown in the following Table

Large scale classification was divided based on the learning method. the rate of theory and practice is 39.17:60.83 and the rate of theory

<Table 7> The Analysis of the Subjects related to Make-up in the Junior Colleges

Large Scale Classification (The learning method)	Medium Scale Classification (Level)	Small Scale Classification (Purpose)	Subject Classification	
Theory(19.87%)	Basic		Theory general	
			The human body theory	
			The equipment theory	
	Advanced		The management theory	
			The marketing theory	
			Seminar	
Practice(80.13%)	Basic practice	Skill	Drawing	
				Color
				Photo
		Application		Expression practice
				Idea/creation
	Major practice	General		Nail course
				Make-up course
				Skin course
		Special		Make-up course(the actual work/foundation)
				Skin course (License/foundation)
Jobs		Portfolio		
		Project		
		Work experience		

classes are very higher than the junior colleges. The theory can be classified into the basic and advanced courses as the one by level. It has found that theory is operated focusing on the basic course but it was selective in the advanced course.

As for the practice course, the importance of major practice is higher than basic practice. This can be found that sufficient practice of major is possible even while the basic practice course is carried out in the long period of 4 years unlike the junior colleges. The basic practice can be found that it focuses on ideas and expression rather than simple skill.

Again, major practice can be found that it simultaneously seeks realization of specialization

goals with reinforcement of capability as the persons who major in Make-up as it is placed by general major practice by area, special purpose major practice and the job process and even promotes operation of programs for jobs.

As for the special courses, the number of subjects is relatively insufficient but the importance that team teaching or the cooperative process of industry and academy are operated gets to be higher.

The importance of the special presentation technique and the process to foster professionals gets to be higher in the theory field. the foreign lange area which was regarded as the liberal arts one in the past time tends to have the portion as the major track to foster

global leaders except it. The application track including the consulting process that its value is recognized through planning, judgement and evaluation except professionals who directly act in the actual work becomes an axis with the special track.

2. The Analysis of Curriculum of Foreign Educational Institutions related to Make-up

- 1) North Carolina School of the Arts, US.
US. that the special Make-up field is most

<Table 8> The Analysis of Major Subjects of Make-up in the Four Year Course Colleges

Large Scale Classification (The learning method)	Medium Scale Classification (Level)	Small Scale Classification (Purpose)	Subject Classification		
Theory (39.17%)	Basic	Theory general	Introduction/history		
		Human body/Physiology	Human body/Physiology		
		Equipment/Product	Human body Physiology/chemical Equipment Product		
	Advanced	Management/Marketing	Management Marketing		
		Language/Presentation technique	Language Seminar		
		Application	Evaluation/analysis Consulting		
	Practice (60.83%)	Basic practice	Skill practice	Drawing	
				Color	
				Photo	
Major practice		Idea/Expression	General	Idea practice	
				Expression practice	
				Nail course	
		Special	Jobs	Special	Make-up course
					Make-up course (the actual work/Foundation)
					Skin course(License/foundation)
		Jobs	Special	Jobs	Hair course(Work/trend)
					Portfolio
					Project
			Work experience		

popular in jobs includes North Carolina School of the Arts and University of Cincinnati College-Conservatory of Music with Bachelor of Fine Arts and Master of Fine Arts related to Make-up. The junior colleges include Cinema Make-up School, Make-up Designory and Joe Blasco. The practice part is strong in these colleges.

North Carolina School of the Arts includes Bachelor of Fine Arts and Master of Fine Arts of Wig and Wig and Make-up Design major as the formal artistic college in plays, operas, orchestras, dance, movies and TV fields which was established in 1963. The curriculum of the total 4 years are as follow(see <Table 9>).

2) The Curriculum of London College of Fashion, UK.

The famous schools of UK which emphasizes creativity in education are London College of Fashion and the Academy of Freelance Make-up which is the junior college. Especially, Bachelor of Fine Arts of three years and Master of Fine Arts of Make-up and Prosthetics for Performance were established in London College of Fashion which is the unequalled college in the fashion field.

This bachelor of fine arts is the Make-up course which utilizes film, TV, music, plays, design and technologies and it's education to produce performance that several elements are combined(see <Table 10>).

<Table 9> The Curriculum of North Carolina School of the Arts, US.

Large scale (The learning Method)	Medium scale classification (Level)	Small scale classification (Purpose)	Subject classification
Theory	Basic		Introduction to theatrical Production
			Color& Design
			Intro to Make-up
			Critical Perspectives
			Hair History&Styling
	Advanced		Western Thought
			theatre History
			Production
Practice	Basic practice	Basic	Critical Perspectives
			Topics in Dramatic Literature
			Wig Construction I
		Application	Make-up I
			Drawing
			Foundations of Western thought,
	Major practice	General	Digital Media for Artist
			Studio skills
		Special	Production
			Make-up I
			Wig Construction I
			Advanced Make-up
Jobs		Project	
		Work experience	

<Table 10> The Curriculum of London College of Fashion, UK.

Large scale classification (The learning method)	Medium scale classification (Level)	Small scale classification (Purpose)	Subject classification
Theory	Basic		Introduction to study in Higher Education Introduction to Cultural and Historical Studies
	Advanced		Enhancing and Distorting the Performer Cultural and Historical Studies: Character Design and Development
Practice	Basic practice	Basic	Introduction to 3D Cultural and Historical Studies Dissertation
		Application	Consolidation and Collaboration Texture of the Actor's Appearance
	Major practice	General	Concept Development Research Methods for Performance: Film Unit
		Special	Industry Links
		Jobs	Final Major Project
			Work experience

<Table 11> The Curriculum of Australian TMT(The Make-up Glamour Technicians)

Large scale classification (the learning method)	Medium scale classification (Level)	Small scale classification (Purpose)	Subject classification
Theory	Basic		Introduction to Wigs, Hair and Make-up for Complex Periods
	Advanced		Marketing Business
Practice	Basic practice	Basic	Wigs, Hair and Make-up for Complex Periods
		Application	Air Brushing Body Art
	Major practice	General	High Fashion, TV, Cinema
		Special	Prosthetics
		Jobs	Final Major Project Work experiences for 100 hours

3) Australian TMT(The Make-up Glamour Technicians)

Australia is well known as the country that the aroma therapy field is very much developed. But

there are many formal and informal Make-up educational institutions in Sydney and Melbourne. It's because the government selected the beauty field as the insufficient job group and focused

<Table 12> The Curriculum of Christian Chauveau in France

Large scale (the learning method)	Medium scale (Level)	Small scale classification (Purpose)	Subject classification			
Theory	Basic		Introduction to the Make-up movies			
	Advanced		Setting in Beauty day and evening			
			Study and correction of the different morphologies of the face			
			Presentation of the tendencies of the year by outside Make-up artists			
			Theoretical study of the ageing			
			Photo: influence of the light on the Make-up			
			Characters of movies			
			Intervention of a Make-up artists movies for the pose of prostheses			
Practice	Basic practice	Basic	Introduction to the Make-up theater			
			Caricature in the theater			
			theater characters			
			Dancers			
			Japanese theater			
			Chinese theater			
			Intervention of a wig for the pose of wigs and toupees			
			Study and harmony of the colors			
			Initiation to the hairdressing studio			
			Pose of skullcap, false skull			
			the Technique of bases			
			Major practice	General		Technique of the lampoon
						Intervention of Make-up artist specialized in air-brush
						Various themes of body painting
	Various transformations: young first, woman of middle age, ageing					
	Face painting					
	Make-up of parades					
	Make-up of the mix and black skins					
	Make-up photo black and white and color					
	Make-up Color photo					
	Intervention of one chief Make-up theater artists					
	Special Jobs			Technique of the colours to water and use of the products complementary		
				the different techniques of ageing to the Make-up and latexes		
Make-up stage of television						
Retrospective of the Make-up						
			Make-up Stage of television			
			Special effect: illness, accidents			
			Final Major Project			

on fostering it. Due to it, the typical educational institutions in Sydney are Art and Technology of Make-up College and the Make-up Glamour Technicians(T.M.T) that special Make-up is famous.

Especially, there is the diploma course of two years in TMT and it is possible only if the certificate IV course should be completed. This educational institution is famous as it produces professional Make-up artists with thorough work experiences in Sydney.

4) Christian Chauveau in France

Make-up Forever Academy and Christian Chauveau are most known in France which includes the cities of art. But according to French characteristics, there is no any degree course. Especially, Christian Chauveau is the educational institution which is most known in the Korean Make-up field and secures the unequalled position as it consists of decorative and artistic Make-up education. Chauveau's curriculum are divided into 9 months, 3 months and the short term. the 9 month course consists of well organized curriculum which is as good as formal four year course colleges(see <Table 12>).

IV. Developmental Direction of Curriculum of Departments related to Korean Make-up in the Future

As shown in Chapter III, the result which examined the Make-up major subjects focusing on the theory subjects has found that there were the human body theory, the equipment theory, the marketing theory or the management theory are completed in the junior colleges in

Korea and physiology/chemical, management, Marketing and equipment products were treated in the four year course colleges in Korea. Of course, as shown in the research results, the junior colleges's curriculum seem to consists of basic and advanced theories in the humanities & social field because it belongs to the humanities course. But the four year course colleges have found that the main subjects are natural science and engineering ones including equipment, products as well as the physiology and chemical ones even through it belongs to the artistic course. As for the foreign countries, they mainly treat subjects related to history and culture as the theory course and the purpose is to foster basic knowledge which is connected to the fields of plays, movies, TV and studios. Especially, organization of history of overall fashion as the major theory subject can be urgent because Make-up is closely connected to fashion and furthermore, if color and design subjects for creative ideas and design idea training will be organized as subjects because they are the part of design, they will be the good curriculum in the multidisciplinary viewpoint.

Next, the result which examined Make-up major and practice subjects has found that importance of drawing, color and Make-up is high as the practice subjects are 80.13% in the junior colleges(see <Table 7>). Of course, according to the characteristics of the junior years, the period to prepare jobs is short and fostering talented persons who work in fields can be regarded as education intention. But the data was found that importance of the theory subjects is high in the foreign countries. As for the four year course colleges, it was found that Make-up's curriculum is less than hair and skin courses. This result can be found that the

Korean Make-up field is of little importance rather than the single independent department still now as the hair and skin fields coexist in the department. As for foreign countries, the more detailed and professional subjects including classes to treat digital media and studio technologies, production, wigs and the special effects are treated by the field class system. these characteristics implies that the Korean curriculum should be changed in the future.

Therefore, this researcher tries to propose developmental direction of the Korean curriculum in the future as follow:

First, independence of the Make-up field is urgently needed. As shown in the research result, the foreign curriculum consist of detailed and professional ones. This is shown because they regard the Make-up field as the independent field and focus on Make-up in the curriculum. the Korean beauty field is the system which are poly-synthetically educated with the skin or hair field. This drops professionalism of each field and can cause the phenomena without direction in the curriculum of colleges. therefore, independence of the Make-up field is urgently needed in Korea in the future.

Second, the junior and four year course colleges should consist of various curriculum by connecting the basic major and the relevant studies such as history, culture, arts and design. If there were mainly practice classes in the existing curriculum in the past, it's now time to need the academic system with steady growth of the four year course colleges in the future.

Third, importance of work experience classes should be strengthened. In case of Australia, the compulsory work experience hours should be given. It is not separately reflected in credits. But it's the system that students cannot

graduate from schools if they cannot complete them. Also, they get to get jobs as the experienced workers, not the beginners after graduation through various work experiences in the colleges. If they utilize work experiences well, they can be selected by companies. But there are so many things which should be amended in work experience that Korean colleges are carrying out. It should be utilized as the tools to accumulate actual experiences in industries, not falling its effective value like the cases of foreign colleges. the part which should be preceded for this is employment of lecturers in colleges. there are now many cases that human resources in industries are employed as the adjunct professors or lecturers but human resources in more various fields should be more employed.

Forth, curriculum which can strengthen international cooperative exchange should be composed. In case of foreign countries, colleges are operated by profits which were gotten by transferring foreign students to them and their fellow countrymen mostly study at the low costs. Of course, it is true that each field in Korea increasingly permit students from East Asia including China and Vietnam to study in Korea on the strength of globalism. As the Make-up field is the one that technological parts are of great importance, Koreans' dexterity is as delicate as it is in the world. In addition, the reality is that Australia and U.K enough recognize Koreans' artistic sense and skills. If international curriculum will be well organized in the Korean colleges through cooperate exchange with the foreign countries, our influence to the beauty industry and furthermore, the national industrial growth can be exercised. there are several examples that several colleges have recently arranged the partnership with foreign

educational institutions and this is positively evaluated.

V. Conclusion

The purpose of this study is to suggest developmental direction of curriculum in Korean colleges in the future by grasping the current status of the ones related to Make-up which are steadily growing with vitalization of the beauty field and through the foreign examples.

The results which analyzed the department names and courses focusing on 65 junior colleges and 16 four year course colleges related to Korean Make-up are as follow:

First, as for division that frequency of the key words is most when the names are divided, skin came with 46.15%, followed by beauty with 30.77% and beauty with 12%. As for the highest frequency of the same department names, Skin Care and Cosmetology/college came with 40%. Also, the liberal arts course was highest as 56.92% and the department name which is most applied is the department of beauty arts(28.57%). But the artistic course is highest as 42.86% in the departments of Make-up.

Second, as for division that frequency of the key words is most when the names are divided in the four year course colleges, beauty came with 42.86%, followed by beauty with 35.71% and skin with 21.43%. the department name which is most applied is the department of beauty arts that the rate is high as 28.57%. Also, as for the rate that the department related to Make-up are installed in the colleges, it has found that the art course is the highest rate as 42.86 like the one of the junior colleges. Like this, it is thought that the department which belongs to the art course should compose

curriculum by the method that their composition and contents can be approached to the art field to meet their intention. the educational courses of majors in the junior and four year course colleges were analyzed based on these basic data but the analytical frame was classified into theory subject, practice subject and teaching profession. And again, theory is divided into the basic, advanced and special courses in medium scale classification, practice was classified into the basic, special and job courses. And then, basic practice was divided into skill and application in small scale classification and major practice was done into the general, special and job ones. And each subjects were examined. Also, in case of foreign countries, North Carolina School of the Arts in US, London College of Fashion in UK, the Make-up Technicians of College in Australia and Christian Chauveau in France were selected and investigated as the typical educational institutions by considering that the foreign famous ones are various by formal colleges and informal courses. But the results which compared them with the Korean curriculum are as follow:

First, the result which examined the Make-up major subjects focusing on the theory subjects has found that there were the human body theory, the equipment theory, the marketing theory or the management theory are completed in the junior colleges in Korea and physiology/chemical, management, Marketing and equipment products were treated in the four year course colleges in Korea. Of course, as shown in the research results, the junior colleges's curriculum seem to consists of basic and advanced theories in the humanities & social field because it belongs to the humanities course. But the four year course colleges have

found that the main subjects are natural science and engineering ones including equipment, products as well as the physiology and chemical ones even though it belongs to the artistic course. As for the foreign countries, they mainly treat subjects related to history and culture as the theory course and the purpose is to foster basic knowledge which is connected to the fields of plays, movies, TV and studios. Especially, organization of history of overall fashion as the major theory subject can be urgent because Make-up is closely connected to fashion and furthermore, if color and design subjects for creative ideas and design idea training will be organized as subjects because they are the part of design, they will be the good curriculum in the multidisciplinary viewpoint.

Second, The result which examined Make-up major and practice subjects has found that importance of drawing, color and Make-up is high as the practice subjects are 80.13% in the junior colleges. Of course, according to the characteristics of the junior years, the period to prepare jobs is short and fostering talented persons who work in fields can be regarded as education intention. But the data was found that importance of the theory subjects is high in the foreign countries. As for the four year course colleges, it was found that Make-up's curriculum is less than hair and skin courses. This result can be found that the Korean Make-up field is of little importance rather than the single independent department still now as the hair and skin fields coexist in the department. As for foreign countries, the more detailed and professional subjects including classes to treat digital media and studio technologies, production, wigs and the special effects are treated by the field class system. These

characteristics implies that the Korean curriculum should be changed in the future.

Based on these research results, this researcher tries to propose developmental direction of the Korean curriculum in the future as follow:

First, independence of the Make-up field is urgently needed.

Second, the junior and four year course colleges should consist of various curriculum by connecting the basic major and theory courses to the relevant studies including history, culture, arts and design.

Third, importance of work experience classes should be strengthened.

Forth, curriculum which can strengthen international cooperative exchange should be composed.

This study suggested direction that Korean curriculum will move forward in the future focusing on colleges' curriculum for positive developmental direction of the Make-up field as importance of the beauty industry has been emphasized. But the differences of the standard which compares Korean and foreign educational institutions with each other is thought that security of wider research subjects will be required when the facts that informal educational educations in the foreign countries have systematic curriculum and internationally secured the unequalled position in the Make-up field are considered.

This study is expected to be the basic data that the Make-up field can be utilized in the transition period to establish the academic system.

But this study have a limitations to be compared with the Korean college or university and Foreign schools.

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