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21

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2.

1960 가 , 1970 , 1980

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38

6

가

10 60

45.2%가

3.

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가

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가

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4.

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30% 가

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5. 1 3

21 , 7 ,  
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6. 1 3

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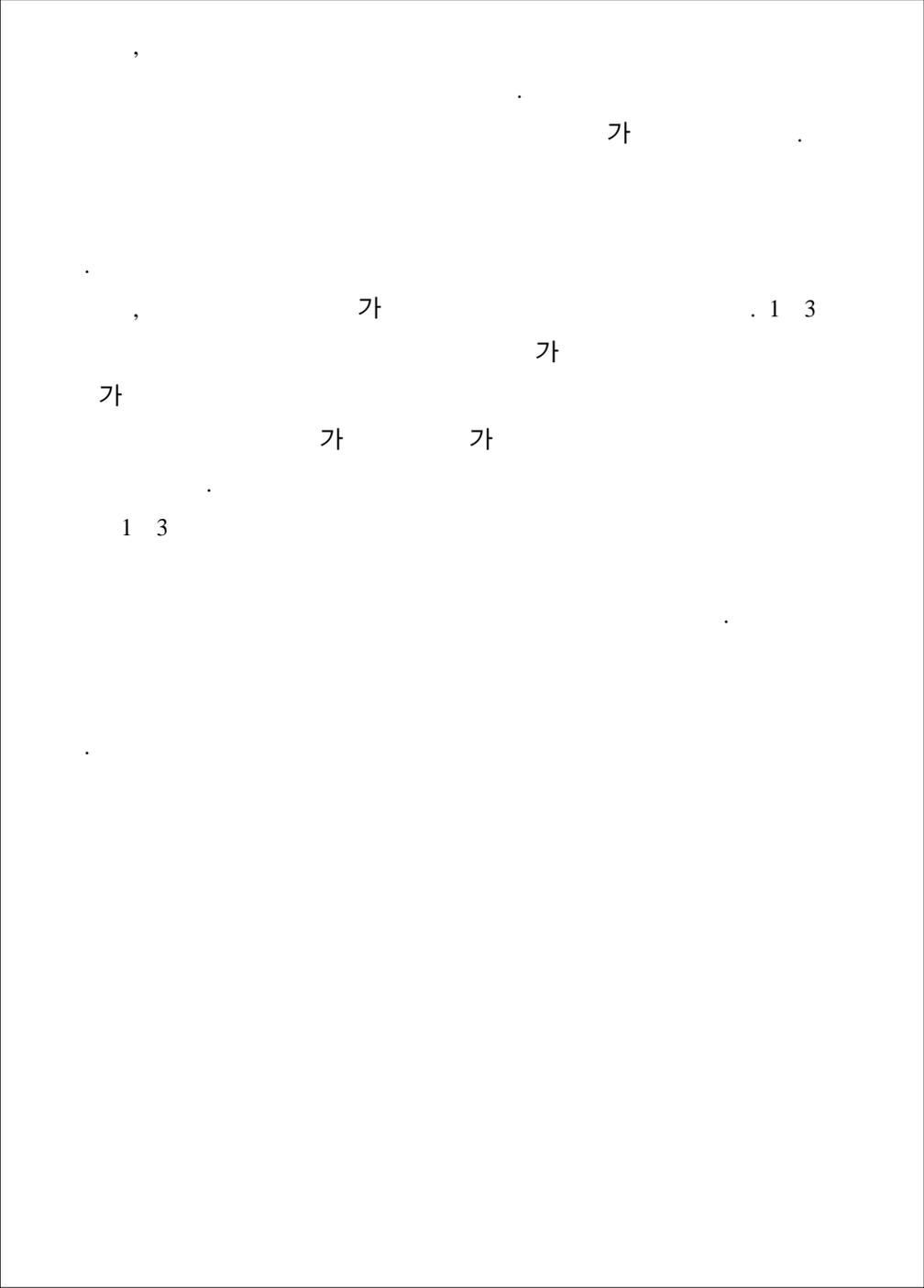
,

가 1 3

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가

가





•	.....	45
1.	.....	45
2.	.....	48
3.	.....	51
4.	.....	54
<b>. 1 3</b>	.....	57
1.	.....	57
2. 1 3	.....	59
3. 1 3	.....	67
4.	.....	82
<b>. 1 3</b>	.....	85
1. 1 3	.....	85
2. 1 3	.....	104
<b>. 1 3</b>	.....	117
	.....	121
<b>ABSTRACT</b>	.....	123
	.....	127

< -1>	.....	6
< -1>	.....	12
< -2>	.....	14
< -3>	.....	22
< -4>	.....	23
< -5>	.....	24
< -6>	.....	25
< -7>	.....	26
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< -9>	.....	28
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< -11>	.....	30
< -12>	.....	31
< -13>	.....	32
< -1>	.....	46
< -1>	.....	58
< -2> 1 3	.....	59
< -3> 1 3	.....	61
< -4> 1 3	.....	62
< -5> 1 3	.....	63
< -6> 1 3	.....	64
< -7>	.....	65
< -8>	.....	66
< -9>	- .....	67

< -10>	-	.....	68
< -11>		.....	69
< -12>		.....	70
< -13>		.....	71
< -14>		.....	72
< -15>		.....	73
< -16>	-	.....	73
< -17>	-	.....	74
< -18>		.....	75
< -19>		.....	76
< -20>		.....	77
< -21>		.....	78
< -22>		.....	78
< -23>		.....	79
< -24>		.....	80
< -25>	-	.....	80
< -26>	-	.....	81
< -27>		.....	82
< -1>		.....	90
< -2>	.	.....	98
< -3>	1 3	( ) .....	107
< -4>	1 3	< > ( ) .....	110
< -5>		( ) - .....	112
< -6>		( ) - .....	113

[ - 1]	.....	9
[ - 2]	.....	27
[ - 3]	.....	30
[ - 4]	.....	33
[ - 1]	1 3 .....	39
[ - 1]	- .....	58
[ - 2]	- .....	58
[ - 3] 1 3	- .....	60
[ - 4] 1 3	- .....	60
[ - 5] 1 3	.....	63
[ - 6]	.....	65
[ - 7]	.....	66
[ - 8]	- .....	75
[ - 9]	- .....	76
[ - 10]	.....	81
[ - 1] 1 3	.....	85
[ - 2] 1 3	.....	86
[ - 3]	: .....	91



3 '99

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6, 7	10, 11	2001	2 2 6
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가 ,

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38 가 1 ,

5 , 5

가 6

가 1

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26

가 26 ,

127 ,

122 ,

18 ,

21 가

< -1>

	( )	( )	(%)
가	38(6)	22(4)	58(67)
	190(30)	127(18)	67(60)
	190(30)	122(21)	64(70)

( )

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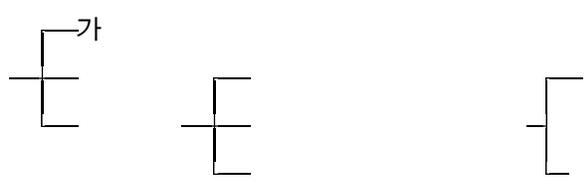
1 3                      1 3  
.                              1 3  
                                1 3  
가                              .



•

# 1.

가 ,  
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[ -1] 2)

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2) 1999 9



가  
1980  
1982  
1970  
5  
가  
40  
가

< - 1 >

	가			
1950	가			가
1960				가
1970			.	
1980				
1990				,
2000				,

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가

2.

가.

1)

가

2)

( , 1979).

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가

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가

가

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/	73% (53 ) 23.2%  ( 6  , 5 )		1. 가 2. 3. 가 ,  ,	1. 2. 3. :  ,  : ,
가	가			

) 1960

60

가

1960

1960



	:97.6%, :56.7%		1. 2. 3. 가	1. 2. 3.
/	11.6% 2 ( ) ,		가 , , , ,	: ,
가				

) 1980

80

가

5

1982

2

1981

1982

1982

, 1987

, 1989

80

1980

/	:89.9%, :35.6% 4% (83 ) 2 , ( , ), , ,		1. 2. 3. 4. ,	1. 2. 3. 4. , :  : :
가				

2)

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가  
가  
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가

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20

가

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**3.**

4 12

15

38

8

1 3

가

38

8

< -3>

(99. 4. 1 )

	8(2)	, ,	92(15)
	7(1)	, ,	132(4)
	3		46
	4	,	70
	6(1)	, , ,	49(1)
	1(1)		10(6)
	3(1)	, ,	23(3)
	3(1)		27(2)
	1(1)		14(3)
	2	,	10
	38(8)		473(34)

38

가

( ) 8

가

가.

&lt; -4&gt;

(99. 4. 1 )

	4,776(822)	1,286(15)	271(33)	2,169(688)	760(37)	290(49)
	6,731(216)	5,480	736	272(215)	239(1)	4
	2,514	2,159	139	7	209	-
	3,050	2,176	688	16	170	-
	2,004(34)	1,084	271	135(34)	426	88
	322(174)	17(8)	-	161(131)	137(35)	7
	577(73)	337	94(6)	119(63)	24(4)	3
	1260(97)	858	96	209(97)	92	5
	508(97)	29	25(6)	209(48)	160(35)	85(8)
	441	412	-	-	29	-
	22,183(1,513)	13,838(23)	2,320(45)	3,297(1,276)	2,246(112)	482(57)

( )

		15	16-18	19-25	26-35	36-45	46
	4,776(822)	12	1,756(95)	923(48)	321(71)	1,167(404)	597(204)
	6,731(216)	701	5,544(-)	230(2)	47(38)	154(133)	55(43)
	2,514	-	2,324	183	3	4	-
	3,050	418	2,545	72	10	5	-
	2,004(34)	1	1,351	553	36(8)	52(20)	11(6)
	322(174)	7(7)	72(38)	94(5)	18(13)	75(60)	56(51)
	577(73)	61(1)	314(4)	88(6)	19(4)	57(32)	38(26)
	1260(97)	68	751	262	18(4)	92(52)	69(41)
	508(97)	10(9)	145(29)	200(3)	37(7)	86(32)	30(17)
	441	9	382	50	-	-	-
	22,183 (1,513)	1,287 (17)	15,184 (166)	2,655 (64)	509 (145)	1,692 (733)	856 (388)

( )

가

10 60

가

가

가

가

가

< -6>

( : (%))

가	18(85.7)	59(48.8)
	3(14.3)	48(39.6)
가	-	14(11.6)
	21(100)	121(100)

85.7%,

48.8%가  
가

가

가  
가

< -7>

(99. 4. 1 )

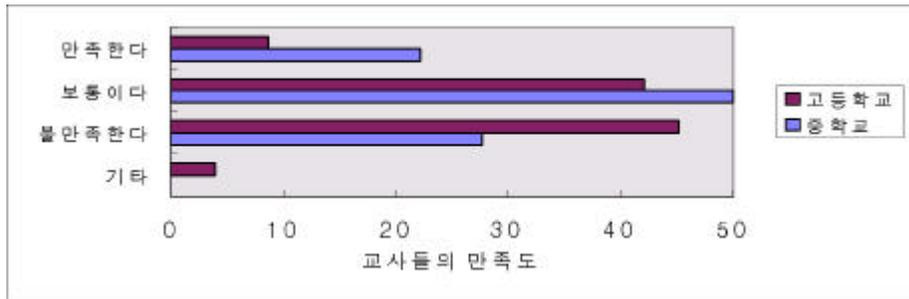
	129	138	79	84	14	84	52	63	20	26	689

가

< -8>

( : (%))

	4(22.1)	11(8.7)
	9(50.2)	53(42.1)
	5(27.7)	57(45.2)
	- (-)	5(4.0)
	18(100)	126(100)



[ -2]

50.2%가

45.2%가

가  
가 .

< -9>

( : (%))

	4(22.2)	9(7.1)
	5(27.8)	56(44.1)
	9(50.0)	62(48.8)
	18(100)	127(100)

50.0% ,

48.8%가

가

< - 10 >

( : (%))

	- (-)	3(2.4)
	7(38.9)	45(35.4)
	11(61.1)	79(62.2)
	18(100)	127(100)

61.1% , 62.2% 가

38.9% , 35.4% 가

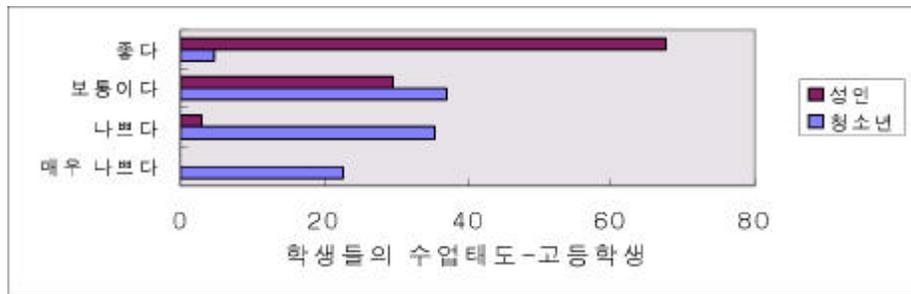
가

가

< -11>

( : (%))

가	2(11.8)	17(94.4)	6(4.7)	73(67.6)
	2(11.8)	1(5.6)	47(37.1)	32(29.6)
가	6(35.3)	- (-)	45(35.4)	3(2.8)
가	7(41.1)	- (-)	29(22.8)	- (-)
	17(100)	18(100)	127(100)	108(100)



[ -3]

41.1%가  
 가 94.4% 가  
 37.1%가  
 가 , 35.4%가 67.6%가  
 가

가  
가

< - 12 >

( : (%))

	9(42.9)	34(28.1)
	9(42.9)	62(51.2)
	3(14.2)	25(20.7)
	21(100)	121(100)

14.2%,

20.7%

가

42.9%

가

가 가

가

가

가

가

가

가

가

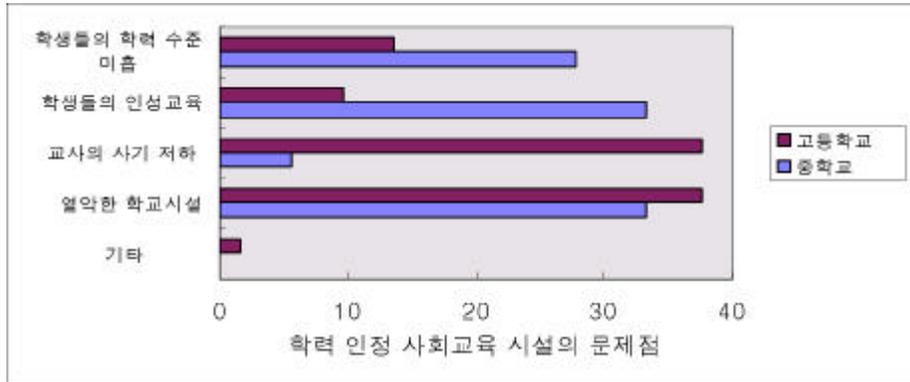
가

4.

< -13>

( : (%))

	5(27.8)	17(13.6)
	6(33.3)	12(9.6)
	1(5.6)	47(37.6)
	6(33.3)	47(37.6)
	- (-)	2(1.6)
	18(100)	125(100)



[ -4]

가 33.3%

가 , 33.3%

37.6%가 , 37.6%가

가

가

가

가

가

가

45.2%가

가

가

70-80%

가

가

가

5.

1960

가

, 1970

, 1980

1 3

1 3

가

1 3



1 3

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가  
 2 ,  
 4 1 3 31  
 3 1 4 1 -8 31 ,  
 2 9 1 -12 31 , 3 1 1 -3 31 . 1945  
 4 3 9  
 2 . 9 2 1949 12 31  
 4 2 , 5·16 3  
 2 ( , 1998).

가 1 2  
 가 2  
 1975  
 84 가  
 가 3  
 2 가  
 가 2

, ( , , )가  
 3 가 . 3  
 1 3 1 가 3 가  
 9 1 가 12  
 , 가가 1 4  
 가 , 가가 4 7 3 .  
 2 3 가 . 3  
 1 4 9 , 2 9 , 12  
 3 1 3 .  
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 가 .  
 3 가 1 3 1  
 가 1 2 3  
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 1 3 3 6  
 2 6 1 2  
 . 1 2 12 1  
 1 3 8 1 가 . 1 3  
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 3 6 

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2 6 

1	2	3	4	5	6
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[ -1] 1 3

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**2. 1 3**

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4) 1 3 , 가 , 1999 9

가

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7 (            )            .            .  
가 ,  
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[            ]

7 (            )  
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149  
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1998 12 28 ‘ .  
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가.

99 216 가 40 가 62% 가  
 30 가 42 .  
 가  
 가  
 가  
 가 가

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		/		
1	1,2	1	08:55	12:30
1	3	2	09:55	13:10
1	4		18:15	21:15

가

가 가

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21  
가 .  
1 3  
22 , 28 ,

2.

가.

1999 232 . 116 .  
74% , 64%  
10 50 10  
50%가  
가 , 30%  
가  
가  
가  
3 1 3  
가 .

가

가

가

가

가

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가



가 / / , / .

가

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1 3 가 .

가

1 3 가, 가 가

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가

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1 3  
5 24 - 6 12  
5 , 5  
38 가 1 ,  
가 6  
가 1  
26  
가 26 , 127 , 122 ,  
18 , 21 가  
, 1 3 , 1 3

1.

가

< -1>

( : (%))

	15(88.2)	1(5.6)	101(80.8)	17(13.5)
	1(5.9)	1(5.6)	16(12.8)	30(23.8)
	1(5.9)	2(11.1)	5(4.0)	5(4.0)
	-(-)	14(77.7)	3(2.4)	74(58.7)
	17(100)	18(100)	125(100)	126(100)



[ -1]



[ -2]

가  
 88.2%, 80.8%가  
 가  
 77.7%, 58.7%가  
 가

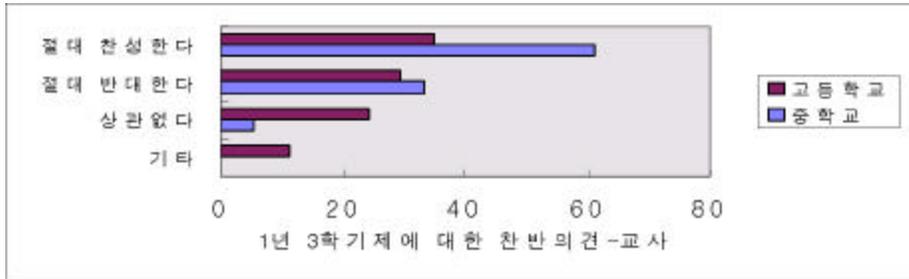
**2. 1 3**

1 3 가

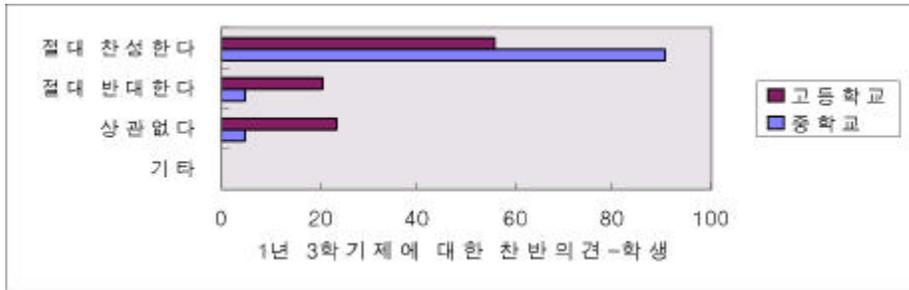
< -2> 1 3

( : (%))

	19(90.4)	68(55.7)	11(61.1)	43(35.0)
	1(4.8)	25(20.5)	6(33.3)	36(29.2)
	1(4.8)	29(23.8)	1(5.6)	30(24.4)
	- (-)	- (-)	- (-)	14(11.4)
	21(100)	122(100)	18(100)	123(100)



[ -3] 1 3 -



[ -4] 1 3 -

90.4%, 55.7%, 61.1%, 35.0%가  
 33.3%, 29.2%가  
 가 .

1 3

가 .

< -3> 1 3

( : (%))

	9(45.0)	46(39.6)	13(72.2)	72(58.5)
	7(35.0)	40(34.5)	1(5.6)	16(13.0)
	4(20.0)	25(21.6)	4(22.2)	32(26.0)
	- (-)	5(4.3)	- (-)	3(2.5)
	20(100)	116(100)	18(100)	123(100)

1 3 가 ‘ ,  
 45.0%, 39.6%, 72.2% 58.5%가  
 가 ‘ ,  
 , 35.0%, 34.5%가 ,  
 ‘ , 22.2%,  
 26.0%가 .  
 1 3 ,  
 가 . 1 3  
 가  
 99 가

< -4> 1 3

( : (%))

가	6(33.3)	51(40.2)
	3(16.7)	13(10.2)
	2(11.1)	47(37.0)
	4(22.2)	9(7.1)
	3(16.7)	7(5.5)
	18(100)	127(100)

1 3 가 33.3%,  
 40.2%가 가  
 37.0%가

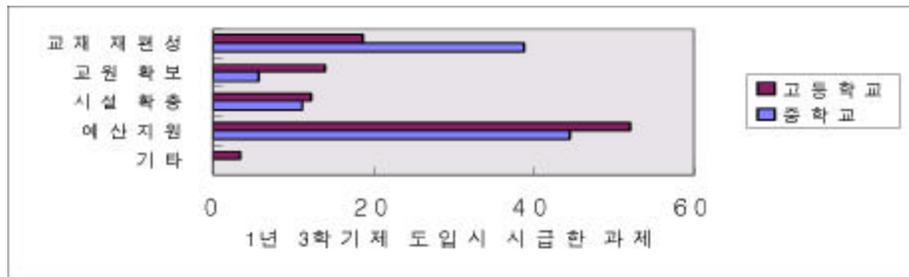
1 3 1 3  
 가 1 가 . 1 3  
 가

1 3

< -5> 1 3

( : (%))

	7(38.9)	23(18.7)
	1(5.6)	17(13.8)
	2(11.1)	15(12.2)
	8(44.4)	64(52.0)
	- (-)	4(3.3)
	18(100)	123(100)



[ -5] 1 3

1 3 가 44.4%,  
52.0%가

1 3

< -6> 1 3

( : (%))

· 1 3	12(66.7)	47(37.6)
1 2 , 1 3	4(22.2)	37(29.6)
· 1 2	2(11.1)	34(27.2)
	- (-)	7(5.6)
	18(100)	125(100)

1 3

가

66.7%,

37.6%가

· 1 3

, 1 3

29.6%가

1 2 ,

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, 1 3

1 2

1 3

, 1

· 1 3

가

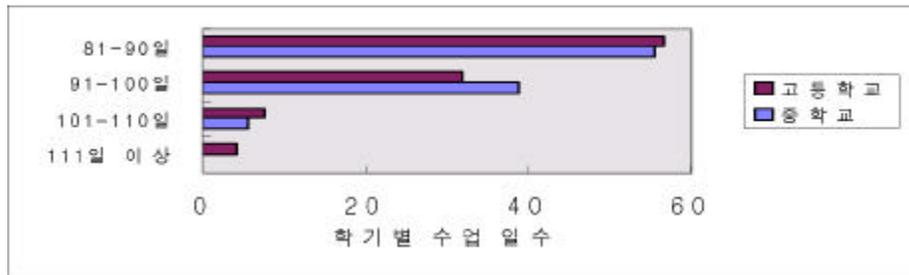
1 3

1 2

< -7>

( : (%))

81-90	10(55.5)	68(56.6)
91-100	7(38.9)	38(31.7)
101-110	1(5.6)	9(7.5)
111	-(-)	5(4.2)
	18(100)	110(100)



[ -6]

1 3

55.5%,

56.6%가 81-90

가

38.9%,

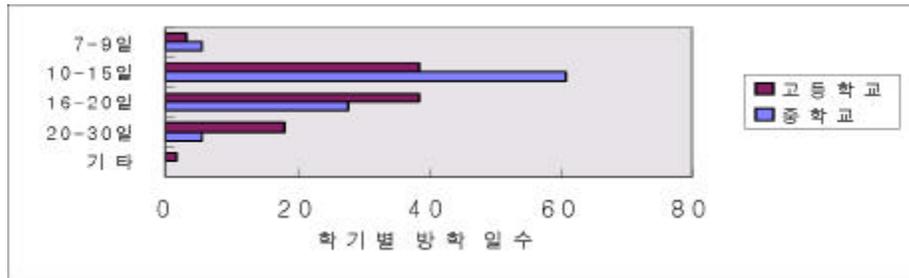
31.7%가 91-100

가

< -8>

( : (%))

7-9	1(5.6)	4(3.4)
10-15	11(61.1)	47(38.5)
16-20	5(27.7)	47(38.5)
20-30	1(5.6)	22(18.0)
	-(-)	2(1.6)
	18(100)	122(100)



[ -7]

1 3  
 61.1%가 10-15 38.5%가  
 10-15 , 16-20  
 1 3 가 ,  
 가 가

### 3. 1 3

1 3

< -9>

( : (%))

	6(28.6)	2(11.1)	12(66.7)
	8(38.0)	2(11.1)	- (-)
	1(4.8)	3(16.7)	- (-)
	6(28.6)	- (-)	6(33.3)
	- (-)	11(61.1)	- (-)
	- (-)	- (-)	- (-)
	21(100)	18(100)	18(100)

1 3

38.0%가

1 3 가  
가 61.1%가

67.7% 가

1 3

< -10>

( : (%))

	51(42.2)	15(11.8)	69(54.4)
	26(21.3)	4(3.1)	1(.8)
	16(13.3)	33(26.0)	13(10.2)
	12(9.9)	11(8.7)	36(28.3)
	15(12.4)	64(50.4)	6(4.7)
	1(.9)	-(-)	2(1.6)
	121(100)	127(100)	127(100)

1 3

42.2%가

1 3 가

가

54.4%

가

가

가

가

< - 11 >

( : (%))

	12(57.1)	39(32.2)	3(16.7)	19(15.2)
	7(33.3)	67(55.4)	15(83.3)	100(80.0)
	1(4.8)	4(3.3)	- (-)	1(.8)
	1(4.8)	11(9.1)	- (-)	5(4.0)
	21(100)	121(100)	18(100)	125(100)

1 3

57.1%

83.3%,

33.3%

80.0%가

가

, 55.4%,

1 3

< - 12 >

( : (%))

	1	2	3	4	5	1	2	3	4	5
	12(66.6)	5(27.8)	1(5.6)	- (-)	- (-)	85(70.8)	21(16.9)	9(7.3)	5(4.1)	1(.8)
	1(5.6)	1(5.6)	- (-)	- (-)	- (-)	19(15.8)	32(25.9)	6(4.8)	4(3.3)	13(10.7)
	1(5.6)	1(5.6)	3(16.6)	6(35.3)	3(17.6)	- (-)	11(8.9)	24(19.5)	20(16.3)	22(18.0)
	- (-)	3(16.7)	8(44.3)	3(17.6)	2(11.8)	- (-)	11(8.9)	37(29.9)	21(17.1)	14(11.5)
	- (-)	- (-)	1(5.6)	4(23.5)	7(41.2)	- (-)	3(2.4)	11(8.9)	32(26.0)	16(13.1)
가	- (-)	- (-)	1(5.6)	1(5.9)	1(5.9)	2(1.7)	2(1.6)	8(6.6)	8(6.5)	5(4.1)
	- (-)	- (-)	- (-)	1(5.9)	1(5.9)	- (-)	6(4.7)	5(4.0)	9(7.3)	22(18.0)
	- (-)	- (-)	1(5.6)	- (-)	3(17.6)	- (-)	- (-)	3(2.4)	5(3.9)	9(7.4)
	- (-)	- (-)	- (-)	- (-)	- (-)	- (-)	1(.8)	- (-)	3(2.5)	4(3.3)
	4(22.2)	8(44.3)	3(16.7)	2(11.8)	- (-)	14(11.7)	37(29.9)	21(16.6)	16(13.0)	16(13.1)
	18(100)	18(100)	18(100)	17(100)	17(100)	120(100)	124(100)	124(100)	123(100)	122(100)

66.6%가 1 3 7  
 10 가 1  
 . 2 (44.3%), 3 (44.3%), 4  
 (35.3%), 5 (41.2%)  
 1 (70.8%), 2 (25.9%),  
 3 (29.9%), 4 (26.0%), 5 (18.0%)  
 (18.0%) .

	1	2	3	1	2	3
	- (-)	- (-)	- (-)	- (-)	- (-)	2(2)
	4(23.5)	4(23.5)	2(13.3)	4(3.5)	8(7.3)	9(9)
	- (-)	1(5.9)	- (-)	3(2.6)	7(6.4)	4(4)
	- (-)	1(5.9)	- (-)	14(12.2)	2(1.8)	11(11)
	1(5.9)	1(5.9)	- (-)	2(1.7)	13(11.9)	7(7)
가	6(35.3)	1(5.9)	2(13.3)	35(30.4)	20(18.3)	17(17)
	3(17.6)	1(5.9)	3(20.0)	19(16.5)	4(3.7)	11(11)
	1(5.9)	4(23.5)	3(20.0)	8(7.0)	32(29.5)	15(16)
	2(11.8)	4(23.5)	5(33.4)	29(25.2)	20(18.3)	24(24)
	- (-)	- (-)	- (-)	1(9)	3(2.8)	- (-)
	17(100)	17(100)	15(100)	115(100)	109(100)	100(100)

35.3%가 1 3 7  
 10 1  
 . 가 . 2 (23.5%), (23.5%),  
 (23.5%), 3 (33.4%) 가  
 1 . 가 (30.4%), 2  
 (29.5%), 3 (24%) 가

< - 14 >

( : (%))

	1	2	3	1	2	3
/	6(30.0)	1(5.6)	4(19.0)	15(17.6)	7(10.3)	3(2.5)
/	- (-)	1(5.6)	- (-)	10(11.8)	4(5.9)	2(4.1)
	3(14.3)	1(5.6)	3(18.8)	2(2.4)	2(2.9)	4(8.2)
	6(30.0)	3(16.7)	2(12.5)	9(10.6)	7(10.3)	3(6.1)
2	1(4.8)	1(5.6)	- (-)	13(15.3)	5(7.4)	8(20.4)
	1(4.8)	5(27.8)	1(6.3)	13(10.7)	- (-)	- (-)
	- (-)	- (-)	1(6.3)	3(3.5)	8(11.8)	5(10.2)
	- (-)	- (-)	- (-)	9(10.6)	2(2.9)	1(8)

1 /  
 (30.0%) (30.0%), 2 (27.8%), 3 /  
 (19.0%) 가 1 /  
 (17.6%), 2 (11.8%), 3 2 (20.4%) 가  
 , , , , , , ,

< - 15 >

( : (%))

가	2(11.1)	13(10.4)
	16(88.9)	107(85.6)
	- (-)	1(.8)
	- (-)	4(3.2)
	18(100)	125(100)

1 3

88.9%

85.6%가

< - 16 >

( : (%))

	13(61.9)	10(55.6)
	8(38.1)	3(16.7)
	- (-)	5(27.7)
1 3 가 가	- (-)	- (-)
	21(100)	18(100)

1 3 61.9%,  
 55.6%가 . 1

< -17>

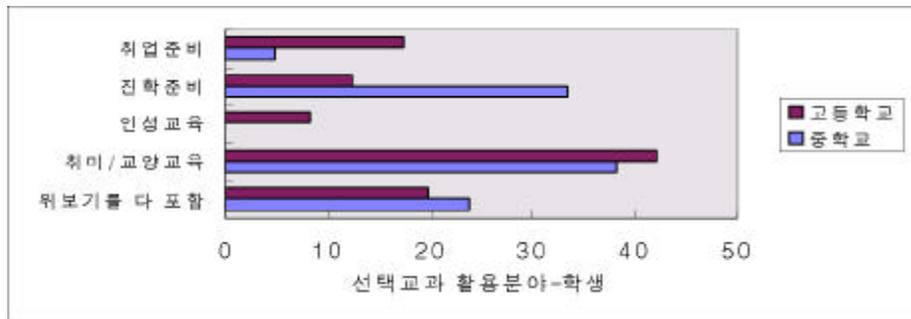
( : (%))

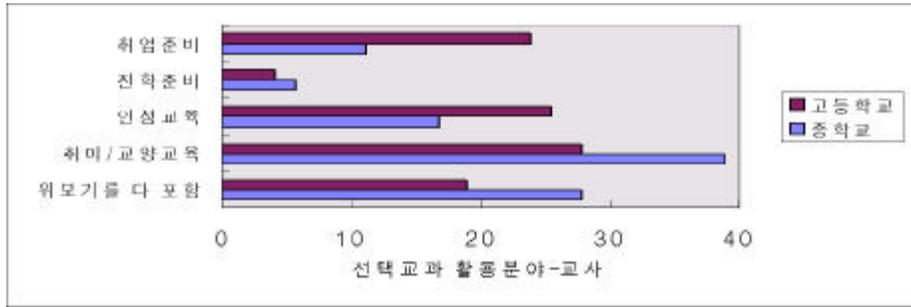
	60(50)	91(73.4)
	56(46.7)	32(25.8)
1 3 가 가	4(3.3)	1(.8)
	120(100)	124(100)

1 3 50.0%,  
 73.4%가 ,

. 46.7%가 .

	1(4.8)	21(17.4)	2(11.1)	30(23.8)
	7(33.3)	15(12.4)	1(5.6)	5(4.0)
	- (-)	10(8.3)	3(16.7)	32(25.4)
/	8(38.1)	51(42.1)	7(38.8)	35(27.8)
	5(23.8)	24(19.8)	5(27.8)	24(19.0)
	21(100)	121(100)	18(100)	126(100)





[ -9] -

가

33.3%가 , 42.1%가 /

, 가 .

38.8%, 27.8%가 /

< -19>

( : (%))

	17(94.4)
	1(5.6)
	- (-)
	18(100)

94.4%가 1 3

가

, 가

< -20>

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	8(44.4)	57(45.2)
	1(5.6)	16(12.7)
	9(50.0)	48(38.1)
	- (-)	- (-)
	- (-)	5(4.0)
	18(100)	126(100)

50.0%가 1 3  
가

45.2%가  
, 38.1%가

< -21>

( : (%))

80:20	4(20)	16(13.1)
60:40	11(55.0)	45(36.9)
50:50	4(20.0)	37(30.3)
40:60	- (-)	18(14.8)
20:80	1(5.0)	6(4.9)
	20(100)	122(100)

55.0%, 36.9%가 1 3 :  
60:40 . 30.3% 50:50

< -22>

( : (%))

	9(50.0)	50(39.6)
	3(16.6)	26(20.6)
가	5(27.8)	39(31.0)
	- (-)	4(3.2)
	1(5.6)	7(5.6)
	18(100)	126(100)

50.0%, 39.6%가 1 3

31.0% 가

< -23>

( : (%))

	12(70.6)	65(52.0)
	2(11.8)	21(16.8)
가	2(11.8)	28(22.4)
	1(5.8)	8(6.4)
	- (-)	3(2.4)
	17(100)	125(100)

70.6%, 52.0%가 1 3

22.4% 가

< -24>

( : (%))

1,500- 2,000	10(58.8)
2,001- 2,500	4(23.5)
2,501- 3,000	2(11.8)
3,001- 3,500	- (-)
	1(5.9)
	17(100)

58.8%가 1 3

1,500- 2,000

가

2,001- 2,500

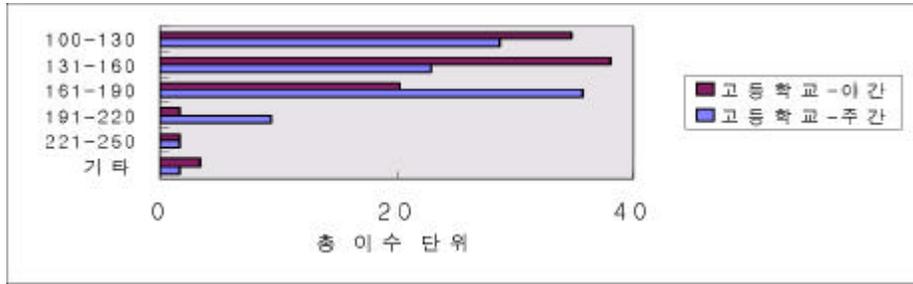
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23.5%

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100- 130	34(28.8)
131- 160	27(22.9)
161- 190	42(35.6)
191- 220	11(9.3)
221- 250	2(1.7)
	2(1.7)
	118(100)



[ - 10]

35.6%가 161-190 (1 : 50 )가 1  
 3  
 28.8% 가 100-130 , 22.9% 가 131-169 가

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( : (%))

100-130	41(34.7)
131-160	45(38.1)
161-190	24(20.3)
191-220	2(1.7)
221-250	2(1.7)
	4(3.5)
	118(100)

38.1%가 131-160 (1 : 50 )가 1  
 3  
 34.7% 가 100-130 , 20.3% 가 161-190 가

< -27>

( : (%))

	33(26.4)
	76(60.8)
1 3 가	16(12.8)
	125(100)

60.8%가 1 3

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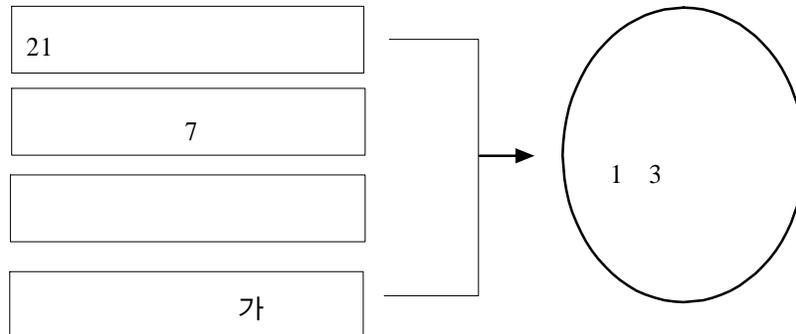


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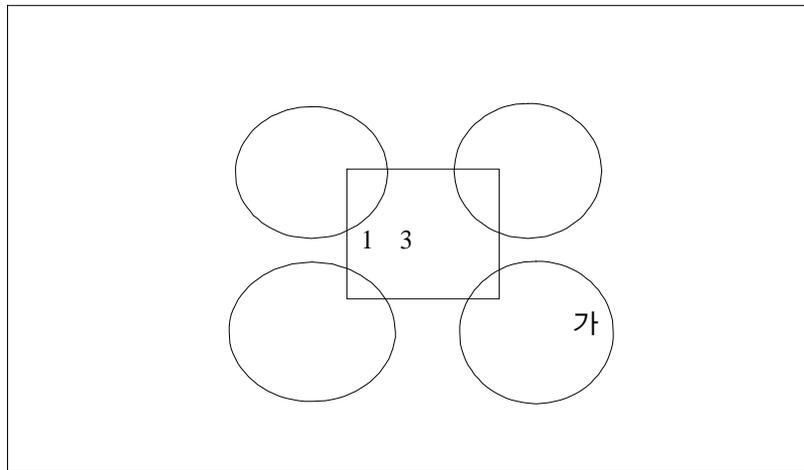
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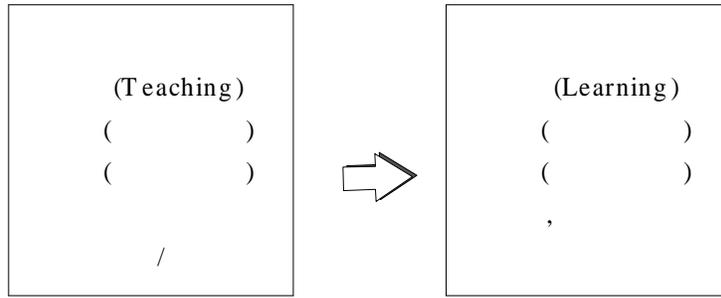
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		60	60	60	60	60	60	360
		45	45	45	45	45	45	270
		45	45	45	45	45	45	270
		270	270	270	270	270	270	1,620
		75	75	75	75	75	75	450
		15	15	15	15	15	15	90
	(            )	360	360	360	360	360	360	2,160

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$$= \quad \quad \quad \times 15$$

$$( : \quad \quad \quad = 4 \quad \times 15 = 60 \quad )$$

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		2	2	2	2	2	2	12
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3	90 (15 )	15 (2 )
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## **ABSTRACT**

### **Study on the Management Plan of One-year Trimester School System at acknowledged schools for social education**

Research-in-chief : Park, Tae-Joune

Research staff : Chung, Hyang-Jin

Advisory professor : Lee, Jae-Kyung

Since students at a social educational institution would have not received formal schooling for a certain period of time, they could be so short of basic learning skills that they might not complete academic programs based on those of regular schools. On the other hand, they have large experience and varied occupational careers so that they might not need develop further on those areas. Moreover, since what they need most is knowledge, skills, and attitudes which are pertinent to their own jobs, designing and managing school programs should be appropriate to individual students' conditions.

The purposes of this study were, to develop an appropriate curriculum for a trimester school system that could be utilized at acknowledged schools for social education, to design a management model for a trimester school system, and finally, to premeditate difficulties which might be accompanied with a trimester school system and to prepare necessary preventive measures on them.

A trimester school system at acknowledged schools for social education would grant immediate benefits of being acknowledged as

achieving academic careers and its related happiness to people who are hard to receive benefits of formal schooling. Trimester at such educational facilities does not mean simply dividing an academic year into three terms but completing a school in 2 years by attending such a curriculum during summer and winter vacations which can be compatible with the existing 3-year semester school system. School programs and their management are supposed to follow regulations which individual school set. According to the authoritative interpretation by a government legislation agency, 'to follow' does not mean mandatory but referential so each school can set regulations and rules of which the examples are prescribed by the minister of education.

Through analyzing results of a survey which purportedly investigates participants' needs for a trimester school system at acknowledged schools for social education, we could suggest as follows.

First, it needs administrative and financial supports which are necessary to substantiate a trimester school system.

Second, autonomy in designing curriculums should be conferred to individual school. When considering compositeness of students body and the roles of acknowledged schools for social education, it must meet various needs of students through elective courses which can be prepared by each school. To do that, each school must be granted autonomy in managing the study course.

Needs of information society in twenty first century, educational reforms and major characteristics of the seventh curriculum reform, learners-oriented education paradigm, and needs of teachers and educational administrators are the important input factors in developing the one-year trimester school system at acknowledged schools for social education. The one-year trimester school system has been constructed to reflect comprehensively the related needs which are demanded by

students, teachers, characteristics of curricula, educational administrators, and parents.

The acknowledged schools for social education have a public educational property and, unlike those of regular schools, students bodies are composite along with varied needs, therefore when designing a curriculum, we must consider these factors. Needs analysis of the members at acknowledged schools for social education should be a fundamental basis in planning a curriculum in the one-year trimester school system.

Following is the curriculum design principles of the one-year trimester school system at acknowledged schools for social education.

- Organize a curriculum to cultivate personality with which students are able to be adapted to the social life.
- Design a curriculum to grow information-cultivating skills with which students can meet the needs from the information society.
- Diversify contents of a curriculum and teaching methods in consideration of students' abilities, characteristics, and experiences
- Balance quantities and levels of education in major consideration of core qualification for capacity/minimum required classes.
- Expand autonomy of schools in designing and managing the course of studies.

Considerations which should be given in managing the one-year trimester school system at acknowledged schools for social education are as follows.

First, administrative and financial supports, if anything else should be expanded to run successfully the one-year trimester system at

acknowledged schools for social education.

Second, the problem that regulations related to school expenses in each city and province are neither unified nor standardized should be solved.

Third, plans that enable to get the enough numbers of students by recruiting in each semester period or expanding number of classes must be prepared.

Fourth, it is necessary to support teacher to carry into effect the one-year trimester system, .

Fifth, through taking into consideration total schooling year and semester, it should be admissible for students to transfer schools or to switch majors, even though agreements with the department of education and the corresponding educational offices are supposed to take precedence before.

Sixth, arranging a basic format of students' personal records is urgent and supports for necessary programs and facilities to computerize those records must be received.

Seventh, strengthening cooperation with local communities must be made.

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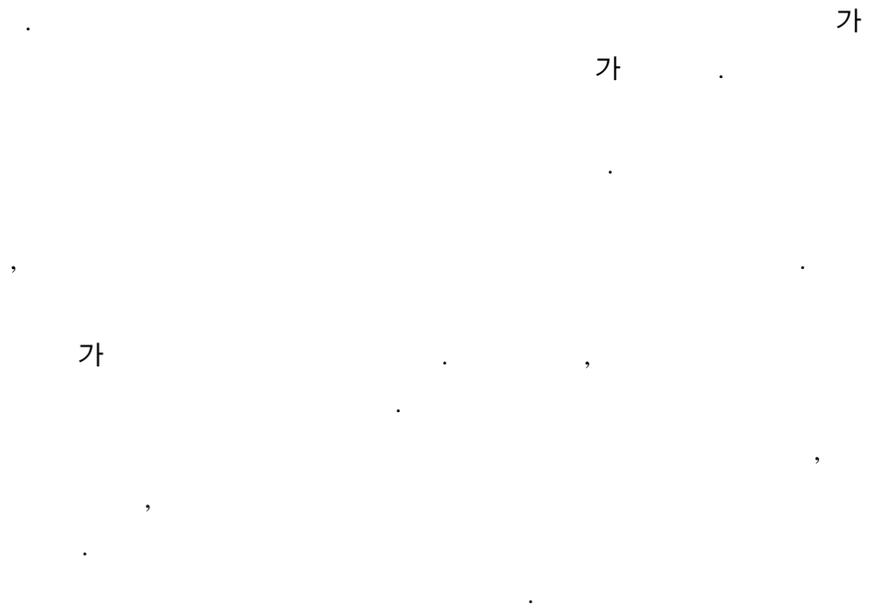
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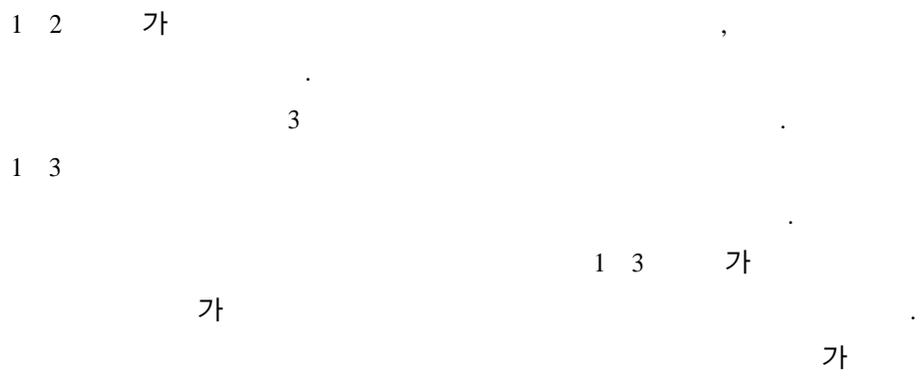
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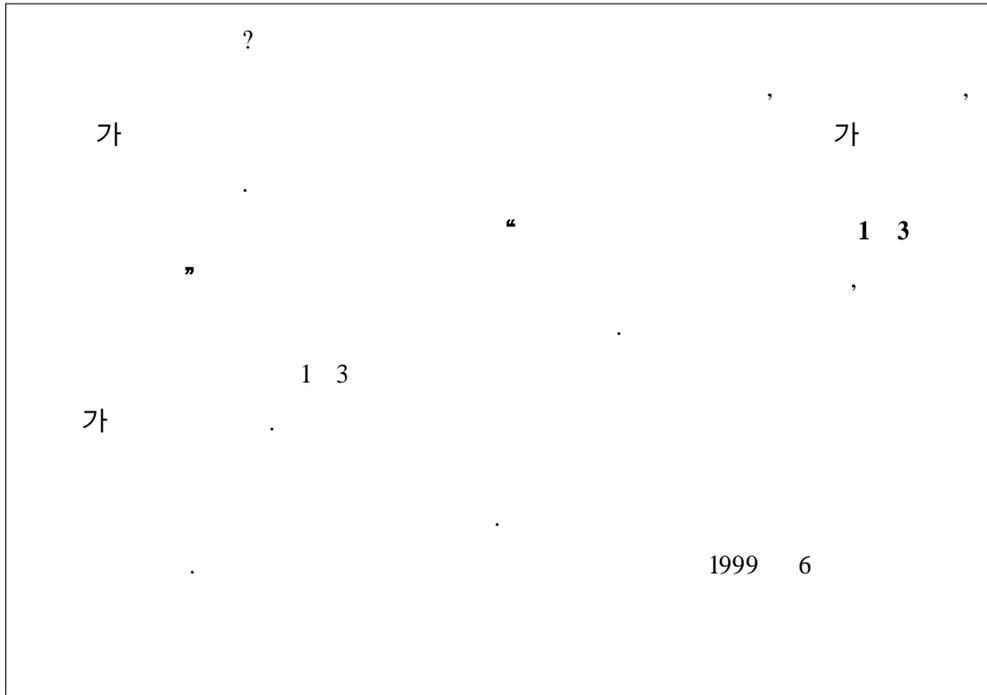
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