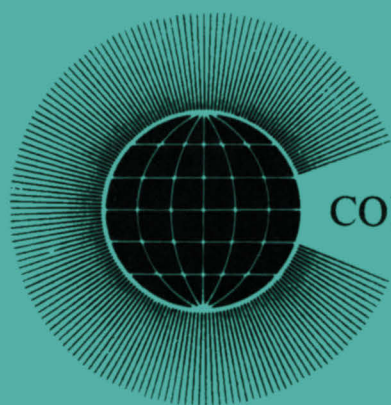


EDUCATION IN THE COMMONWEALTH

A SURVEY OF
CORRESPONDENCE INSTITUTIONS IN THE
COMMONWEALTH



COMMONWEALTH SECRETARIAT

EDUCATION IN THE COMMONWEALTH

Number Nine

A SURVEY OF
CORRESPONDENCE INSTITUTIONS IN THE
COMMONWEALTH

A report prepared for the
Commonwealth Secretariat by the
International Extension College, Cambridge

Commonwealth Secretariat

London

© Copyright 1974

Published by the
COMMONWEALTH SECRETARIAT

May be purchased from the
Commonwealth Secretariat
Publications Section
Marlborough House
London SW1Y 5HX

I. S. B. N. 0 85092 087 6

CONTENTS

	<u>Page</u>
INTRODUCTION	1
AUSTRALIA	
The Correspondence School, New South Wales	3
College of External Studies, New South Wales	4
Division of Postgraduate Extension Studies, University of New South Wales	4
Department of External Studies, University of New England	5
Part Time Studies Centre, Macquarie University	6
Primary Correspondence School, Queensland	7
Secondary Correspondence School, Queensland	8
Department of External Studies, University of Queensland	8
Western Australia Correspondence School	9
Technical Extension Service, Western Australia	10
Extension Service, University of Western Australia	11
The Correspondence School, Victoria	11
Department of External Studies, Royal Melbourne Institute of Technology	12
South Australian Correspondence School	12
The Correspondence School, Tasmania	13
BOTSWANA	
Francistown Teacher Training College	14
BRITAIN	
National Extension College, Cambridge	15
International Extension College, Cambridge	16
The Open University	17
Commerce Degree Bureau, University of London	18
College of Estate Management, University of Reading	18
CANADA	
The Correspondence School, Alberta	19
Centre for Continuing Education, University of British Columbia	20
Correspondence Branch, Manitoba Department of Education	21
Evening Session, University of Manitoba	22
New Brunswick Correspondence School	22
Correspondence Study Service, Nova Scotia	23
Extension Department, Acadia University	23
Department of Extension, Queen's University at Kingston	24
Independent Study Programme, University of Guelph	25
Correspondence Division, Extension Services of the Faculty of Arts, University of Ottawa	26
Independent Study Programme, University of Toronto	27
Correspondence Course Division, University of Western Ontario	27
Service des cours par correspondance, Quebec	28
Saskatchewan Government Correspondence School	29

	<u>Page</u>
GHANA	
Correspondence Unit, Institute of Adult Education, University of Ghana	30
HONG KONG	
Department of Extra-Mural Studies, Chinese University of Hong Kong	31
INDIA	
Directorate of Correspondence Courses, Panjab University	31
Directorate of Correspondence Courses, Punjabi University	32
School of Correspondence Courses and Continuing Education, University of Delhi	33
School of Correspondence Courses, Andhra University	34
School of Correspondence Courses, University of Meerut	35
KENYA	
Correspondence Course Unit, Institute of Adult Studies, University of Nairobi	35
MALAWI	
Malawi Correspondence College	36
MALAYSIA	
Off-Campus Academic Programme, University of Malaysia	37
MAURITIUS	
The Mauritius College of the Air	38
NEW ZEALAND	
Correspondence School, Department of Education	39
W.E.A.-Trade Union Postal Education Scheme	40
New Zealand Technical Correspondence Institute	41
Department of University Extension, Massey University	42
Department of Extra-Mural Studies, Massey University	43
NIGERIA	
Teacher In-Service Education Programme, Ahmadu Bello University	44
SRI LANKA	
Correspondence Teacher Education Unit	45
TANZANIA	
National Correspondence Institution	46
Co-operative Education Centre	47
UGANDA	
Local Government Correspondence Course Unit	48
Correspondence Course Unit, Centre for Continuing Education, Makerere University	48
ZAMBIA	
Correspondence Course Unit, Ministry of Education	49
Department of Correspondence Studies, University of Zambia	50
BIBLIOGRAPHY	52

INTRODUCTION

This survey has been carried out by the International Extension College at the request of the Commonwealth Secretariat. Its aim is to put together basic information about the use of correspondence in education by university, government and other non-profit or official organisations within the Commonwealth. Thus it is a factual rather than a critical document, and does not discuss the major questions of how best to use correspondence in education, or whether it is an appropriate tool for use today. Its aim is more modest: to serve as a starting point for co-operation between Commonwealth institutions and to provide an up-to-date reference document.

Each entry gives comparable information about the institutions concerned, together with a brief factual account of its work. These have been compiled from information provided by the institutions themselves in response to enquiries made to them by the IEC. The references to institutions in Africa are based on a survey carried out in 1972 by the College on behalf of the proposed African Association for Correspondence Education. All entries have been sent to the institutions concerned for checking.

The use made of correspondence education reflects the history of the countries concerned. Thus, in Australia and Canada, where distance has been a major constraint on educational development, correspondence has long been seen as a normal part of the activity of universities and Ministries of Education. Naturally, it still has its critics: some argue that even if it is the best thing that can be done for students in a remote situation, it is still only a second best. Nevertheless, it clearly has a place within the state system of education - a place denied it in Britain until the recent establishment of the Open University. The late date of this move has meant that the University could, from the beginning, embrace a range of methods of communication so that it now has a more closely integrated system of 'distance teaching' than any other institution in the Commonwealth. The picture is different again in the developing countries of the Commonwealth. Here, the impetus to use correspondence education has been mainly an economic one: it looked, to many countries, as if correspondence might offer a way of expanding and improving the educational system more quickly, and more cheaply, than any other method. As a result, the developing countries of the Commonwealth have established a whole range of correspondence institutions. Unlike Britain these have been predominantly state institutions and have been closely integrated with the rest of the state systems of education.

Correspondence has generally been used to meet conventional educational demands, and has followed existing school, college or university syllabuses. In many countries a high proportion of correspondence students are themselves teachers: correspondence is being used as one of the principal ways of upgrading teachers in several African Commonwealth countries while in both Australia and New Zealand, qualified but non-graduate teachers have been among the largest groups studying for degrees by correspondence. But there are important exceptions; in both Canada and New Zealand there are agricultural courses offered by correspondence; in Australia and New Zealand correspondence has played an important role in technical education, in parallel with the work of conventional technical colleges. In Africa correspondence is beginning to be used for non-formal and adult education more generally. Thus the experience of the Commonwealth suggests that correspondence education can be a flexible medium, meeting the needs of students in a wide variety of subjects and levels, ranging from school to postgraduate work. Practical subjects, however, present problems which remind correspondence educators of the need to work in co-operation with other parts of the educational system.

The long traditions of correspondence education - stretching back over nearly a century in some cases - mean that many institutions concentrate on lessons sent through the post. It is only quite recently that attempts have begun to link correspondence teaching with broadcasts in order to overcome some of the difficulties inherent in correspondence study by itself. But, over the last few years, a fair amount of experience of 'mixed media' courses has been built up at levels ranging from postgraduate (as at New South Wales), undergraduate (now most strikingly at the Open University) to school level. Financial and other constraints have limited what can be done in this way: broadcasts

often appear to be more expensive to produce than correspondence lessons while broadcasters and educators round the world have grappled with the competing demands of education and other users of air time. Correspondence courses have been linked with both radio and television broadcasts: it is perhaps worth noting that the choice of medium has not always been an easy one, and has been influenced by the fact that, in wealthy countries - and in urban complexes - television has bigger audiences than radio while in poor countries the position is generally reversed.

It is not easy to assess the costs of correspondence - or any other form of - education. What evidence there is, suggests that correspondence education can be substantially cheaper than conventional education although few precise comparisons have been made.* It tends to be cheaper partly because of economies of scale and partly because correspondence needs fewer buildings, and less capital investment, than traditional education. It can make use of educational facilities at times when they would otherwise be lying idle and, more important, enable a teacher to reach more students. Again, where comparisons have been made, correspondence students seem to perform as well as other part-time students in examinations, which offers some crude measure of their success within a formal education system.

Finally, it is worth noting that, as has already been pointed out, much of this publication is based on a survey made in 1972 and will require up-dating. It is proposed, therefore, to publish a revised edition in due course. The Commonwealth Secretariat would welcome comments and additional information which, it is hoped, will contribute to a more comprehensive publication.

* cf. J. El-Bushra (1973)

AUSTRALIA

THE CORRESPONDENCE SCHOOL, NEW SOUTH WALES

The Education Act of 1880 made elementary education free and compulsory for all children to the age of 14 years living within three miles of a school; no provision was made for children living in more remote areas. The rapid development of correspondence education in New South Wales after its beginning in 1916 - the present school was established in 1924 - represents an acceptance by the state of its obligation to provide elementary education for all children.

Correspondence education continued to expand and by 1936 the enrolments had exceeded 5,500, most of whom were primary school pupils residing in remote areas. Full secondary school education by correspondence leading to university matriculation was not introduced until 1950, and in 1957, while primary enrolments totalled 4,520 secondary enrolments were only 1,891. While most of these enrolments still consisted of children living in remote areas of this State, the services provided by the school were expanding to include New South Wales residents temporarily residing overseas, expatriate students in the Territory of Papua New Guinea, physically handicapped students, students in governmental schools unable to provide particular subjects required, adults enrolled through the College of External Studies of the Department of Technical Education but transferred to the Correspondence School, and prisoners in state penitentiaries.

The last 15 years have seen a marked change in the composition of the school's enrolments. Enrolments of isolated students have fallen by approximately 67% while other enrolment categories have increased, particularly students enrolled from governmental secondary schools for subjects not offered by the schools concerned.

Name: N.S.W. Correspondence School, 52-58 William Street, Kings Cross, N.S.W., Australia.

Date of Foundation: 1924

Aim: To supplement the state school system by providing education at infant, primary and secondary levels for students that cannot be catered for by schools.

Language: English

Subjects: School Certificate and Higher School Certificate courses are offered in normal school subjects including social studies, craft subjects, industrial arts, physical education.

Students: From 5½ years of age to university matriculation.

	Primary	Secondary
Full enrolment	1050	1220
Part course enrolments		2642
Adults	56	2208

Staff: 320 full-time teachers; 55 non-teaching staff.

Teaching Methods: The basic unit of instruction is a teaching leaflet for each subject studied. Each leaflet represents one week's work and is divided into lessons for the week. These lessons may be complete within the leaflet, may require supplementary study from textbooks, or may be a study guide to textbooks. The leaflet also sets out exercises and assignments to be returned to the school for correction. Textbooks are not used in infant and primary grades. The use of textbooks increases from junior to senior secondary forms. Kits are provided for students studying science and practical subjects such as art and crafts. Audio-visual materials are also provided in a wide range of subjects.

Finance: All costs including staff salaries come from State Treasury grants for education. No charges are made for tuition or postage within Australia. Charges are made to recover postage costs for pupils outside Australia. Total cost approximately \$2½ million per annum.

Future Developments: Some measure of decentralisation to permit closer relations between pupils and parents and teachers is hoped for, together with provision of study units to supplement classroom teaching in other secondary schools, particularly with senior pupils; developing oral lessons on tape with a corresponding reduction in printed material; extensions in the field of adult education particularly after the abolition in 1975 of the School Certificate Examination in its present form.

Correspondence Education

COLLEGE OF EXTERNAL STUDIES, NEW SOUTH WALES

Correspondence education in technical subjects commenced in 1910 with an initial enrolment of nine students in one course. In the following years further courses were offered and the College is currently offering about 100 courses by correspondence.

While many of these courses provide supplementary vocational training in a great many fields, many are at trade and certificate level or related to specialised work in a number of technical fields. All such trade and certificate courses follow the same syllabus and prepare students for the same examinations as those taken by students in technical college oral classes. In many courses intensive practical sessions are also arranged during the year.

In addition, educational qualifications at School Certificate and Higher School Certificate level may be gained through correspondence study, and other courses provide the tuition necessary for a number of other public examinations.

Name: College of External Studies, Department of Technical Education, Goulburn Street, Darlinghurst, NSW 2010, Australia.

Date of Foundation: 1910

Aims: To provide technical education through the post for students unable, through distance or disability, to enrol in oral classes.

Language: English

Subjects: Certificate and post-certificate courses in commercial subjects, surveying and valuation, administrative subjects, health inspection, engineering. Trade courses in motor engineering, fitting, hairdressing, printing, carpentry, bread and dairy production. Special courses in home science, agriculture, commercial, secretarial and clerical subjects, motor maintenance, and many others including basic English and arithmetic.

Students: Annual enrolment approximately 14,000. Post-secondary level, though most courses are job-oriented.

Staff: No details available

Teaching Methods: Written correspondence lessons, supplemented by tapes and records in some courses, e.g. languages and shorthand.

Finance: Revenue is from tuition fees (around \$15 per subject) and Government allocations.

Sponsorship: Department of Technical Education, N.S.W. Government.

DIVISION OF POSTGRADUATE EXTENSION STUDIES, UNIVERSITY OF NEW SOUTH WALES

The founding of the Division in 1960 stemmed from the view recorded by the Australian Universities Commission that "an important responsibility of the universities is the intellectual refreshment from time to time of their graduates", particularly of those working in technical fields. Enrolment is open to anyone, though certain qualifications may be recommended. Courses are designed for professional people working in the fields of business, management, communications, etc. Technology is indeed the key-note of the Division's work, for instruction is almost exclusively carried out by radio and television, audio and video cassette tapes. The Division operates the University's radio and television stations which broadcast its lessons, and collaborates with teaching departments to produce courses, providing studio facilities for audio-visual communication. Telephone-linked seminars have also been conducted.

Students enrolled with the Division are mainly taking graduate refresher courses or courses for credit towards a graduate qualification. The Division itself offers only one Postgraduate Diploma, in Human Communications. A rather different group of students are not postgraduate at all, but are seeking to improve their qualifications for university entrance by following the school-university bridging courses.

The academic content of courses is closely scrutinised by a committee of the Professional Board who must give their approval before a course can be put out. The general policy of the University is to restrict external postgraduate courses to specialised topics and to leave non-professional and general adult education to other bodies better able to offer them.

Name: Division of Postgraduate Extension Studies, University of New South Wales, P.O. Box 1, Kensington, N.S.W., Australia.

Date of Foundation: 1960

Aims: To establish refresher courses for graduates, especially in technological fields, using the most up-to-date methods of instruction.

Language: English

Subjects: Data processing and computer programming; business and management; operations research; manufacture; communications. The Division runs a special Postgraduate Diploma in Human Communications in which the Schools of Medicine, Psychology, English, Education and the D.P.E.S. all collaborate.

Students: In 1970, 3,712 students enrolled. Of these 609 were non-graduates following school-university bridging courses. Of the rest, 1,106 were engaged in tape correspondence courses. 328 enrolments were University staff.

Staff: Head, 5 production staff, 8 technical officers, 6 administrative staff, 3 graphic staff. Lectures contributed by University staff and by business and professional people.

Teaching Methods:

1. Television demonstrations and televised lectures (some made originally for C.C.T.V.) relayed through the University's television station.
2. Radio lectures, relayed through the University's radio station.
3. Printed notes to be used in conjunction with the above.
4. Tape correspondence courses especially for those unable to receive broadcasts. (These courses are taken by groups of at least three students, frequently based in industries or official bodies.)
5. Attendance at seminars and laboratory sessions at the University.

Finance: Financed through the Universities Commission of Australia. Total revenue from fees for television courses \$7,000 per annum.

Sponsorship: University of New South Wales.

Future Developments: Introduction of Open Postgraduate University.

DEPARTMENT OF EXTERNAL STUDIES, UNIVERSITY OF NEW ENGLAND

The External Studies Department was built into the University from the beginning and its primary function was to provide graduate and postgraduate facilities for the many insufficiently qualified teachers in the state of New South Wales. New course offerings in economics and social sciences should result in a wide spread of occupations being represented in future student intakes.

The New England scheme has become a model on which subsequent university correspondence units - for example in Zambia - have been built. Its most important feature is that in order to provide equality of standards, internal teaching and external teaching are completely integrated within each of the departments operating the scheme. All full-time teaching staff in the departments concerned may be required to teach both internally and externally. All students work through the same syllabus and sit the same examinations at the same time, are marked by the same staff and to the same standard. The Department of External Studies is primarily an administrative machine and has overall responsibility for the smooth running of the scheme. It deals with student registration and records, it prepares and despatches course material written specially by the teaching staff, it establishes examination centres and co-ordinates the other facilities available for external students. These include compulsory vacation schools, visits by lecturers to conduct week-end seminars, and library facilities provided by a special section of the University Library. On behalf of the teaching staff it keeps a watch on student progress in the submission of written assignments.

Name: University of New England Department of External Studies, Armidale, N.S.W., Australia.

Date of Foundation: 1954

Aims: To administer externally the degree and diploma courses offered by the University, for

Correspondence Education

mature students whose circumstances prevent their attendance full-time at the University but who wish to improve their professional qualifications and raise the general level of education.

Language: English

Subjects: Degrees and diplomas in a range of subjects offered by the Faculties of Arts, Education and Economic Studies.

Students: All at tertiary level; 70-80% are practising teachers; about 25% are admitted without normal matriculation requirements; about 6% have domestic commitments. The average age of external students is around 30. Enrolments for 1973 were about 3,500.

Staff: All external tuition is conducted by the University's regular teaching staff, with a staff/student ratio for external teaching of 1:50. The Department of External Studies is a purely administrative body and comprises a Director, an Associate Director, 5 other executive staff and 36 office staff.

Teaching Methods: Correspondence material is sent out in regular batches. Vacation schools for lectures, seminars and practical work are compulsory. Lecturers also visit a number of districts to conduct week-end schools. No use is made of radio and television, but audio tapes are used extensively for language students.

Finance: The financing of external teaching is not dealt with separately. The University of New England is financed by grants from the State Government which itself receives grants for its universities from the Australian Government. Tuition fees contribute about 20% of the University's running costs, and private grants are almost negligible.

Sponsorship: New South Wales Government and Australian Government.

Future Developments: Expansion is not envisaged beyond 5,000 external students at present.

PART TIME STUDIES CENTRE, MACQUARIE UNIVERSITY

The principal functions of the Part Time Studies Centre are to handle the administrative arrangements and special procedures necessary for the effective teaching of the part-time students, to provide guidance and assistance where needed and to establish procedures for better contact between part-time students and the University. As its name implies, it is concerned with the educational welfare of all part-time students whether these be resident in the metropolitan area or dispersed throughout the country centres of New South Wales.

The Centre is the point of communication and contact with the University for all students in the external science programme. The Centre distributes teaching material, study guides and experimental kits prepared by those Schools of the University responsible for external teaching. Students in the external courses return their worked assignments to the Centre which checks and registers these, refers them to the appropriate Schools and, after marking and comment, returns them to students. Where necessary the Centre itself provides special study guides for country students and in other ways takes steps both to remove the disadvantage of distance and the sense of alienation from the University.

The Centre is open for student enquiries and interviews during term and during the long vacations so that part-time students may discuss study problems and make arrangements to see academic advisers. The Centre is also open during the May and September vacations when 'residential' (on-campus) schools are held for students in external courses.

Personal interviews are held with country students during residential school periods, as well as during the Director's regular visits to country centres. When making detailed arrangements for the residential schools the Centre ensures that external students are able to make the best use of their limited time at the University.

The Centre has a special interest in the development of improved methods of part-time teaching and in using audio-visual aids for this end. It also seeks to bring about as much individual contact between part-time students and the lecturers as is possible. Audio-tapes are now generally used in a high proportion of subjects taught to external students and during 1973 their use is due to be extended further both for external teaching and for a number of experimental ventures in the teaching of evening students.

In its first year of operation the University provided tuition externally in both science and humanities. However, it was then decided that external teaching should be concentrated on science subjects, leaving the external teaching of humanities to the University of New England.

Name: Part Time Studies Centre, Macquarie University, Balaclava Road, North Ryde, NSW 2113, Australia.

Date of Foundation: 1967

Aims:

1. To provide part-time degree studies for residents of New South Wales and for certain others including members of the armed forces.
2. To work with internal teaching staff in improving methods for evening and external teaching.
3. To help bring about a close association between the University and its part-time students.

Language: English

Subjects: Major - biological sciences, chemistry, earth sciences, mathematics, psychology.
Supporting - statistics, education, physics (all in second year), English for science students.

Students: Mostly primary and secondary school teachers. Others include forestry officers, soil conservationists, engineers, social workers, nurses, pharmacists, and housewives. Ages 18-68, majority in 20-25 age-range. Courses open to matriculated students and mature students who have obtained certain qualifications. In 1973 there were 581 part-time external students.

Staff: Director, 3 professional officers, 10 office staff, 5 part-time staff. Internal teaching staff responsible for all types of teaching.

Teaching Methods: Students supplied with study guides, textbooks, maps, diagrams, science experimental kits, taped internal lectures. Visual aids are being developed. Intensive compulsory residential schools held in vacations to provide facilities for practical and laboratory work.

Finance: Fees \$22 per credit point for all students. Part-time students thus pay \$264 per annum over 6 years to complete a degree. All student fees in Australia to be abolished in 1974. Annual fee income from external students \$160,000; expenditure \$400,000 on teaching, \$120,000 on operating the Centre. Total budget contributed by New South Wales and Australian Governments. taking fee income into account.

Sponsorship: Macquarie University. Director answerable to Vice-Chancellor.

Future Developments: Introduction of external law courses, possible liberalisation of entrance criteria, development of non-degree courses in distant future, continuation of research into external teaching methods.

PRIMARY CORRESPONDENCE SCHOOL, QUEENSLAND

The School opened more than 50 years ago in 1922 to help children whose homes were too remote to allow them to attend school or who suffered from physical disability. Numbers increased rapidly and during the latter years of the war rose to over 7,000, partly because many children were prevented from attending school by war precautions, and partly because student ranks were swelled by servicemen and by girls wishing to train as nurses. Later, when more schools were opened, the number of children served by the School declined. Other factors, such as the drift towards urban centres, have combined to reduce enrolments to below 1,800.

Efforts are made to provide the children with the sort of cohesion which they lack, as they are dispersed over such a wide area. Pupils are encouraged to wear the School badge and to participate in activities such as the Young Australia League and to contribute to the School magazine.

Name: Primary Correspondence School, College Road, Brisbane, Queensland 4066, Australia.

Date of Foundation: 1922

Aims: To provide primary schooling for children prevented from attending school through remoteness or disability, and for adults who have failed to complete it as children.

Language: English

Subjects: Conventional primary school subjects, grades 1-7.

Students: In 1971 enrolments dropped to below 1,800. Students are children unable to attend school,

Correspondence Education

including children of Queensland residents now living in Asia, the South Pacific, Europe and Africa; adults who enrol to complete their primary education.

Staff: No statistics available. Printing and duplicating is done by the office staff.

Teaching Methods: Written lessons are sent to pupils and their exercises marked and returned. Supplemented in some cases by radio lessons transmitted over the Schools of the Air and the Correspondence School's own radio broadcasts which are of a more general nature. Library facilities are also available.

Finance: No information available.

Sponsorship: Queensland Department of Education.

SECONDARY CORRESPONDENCE SCHOOL, QUEENSLAND

Correspondence tuition in Queensland was first established in 1913 to assist teachers in isolated areas who were working for higher qualifications. Until 1927 correspondence courses were available only to teachers through the Teachers' College. A full time junior course was initiated in 1938 and in 1958 the secondary section of the Teachers' College established itself as a separate body known as the Secondary Correspondence School.

School-age pupils working through the School are generally those who are prevented from attending regular school either by remoteness or through physical disability or illness. Others are regular pupils at secondary schools which are unable to provide a full syllabus. The largest category of students, however, consists of adults whose domestic or work circumstances prevent them from attending evening classes. Shift workers, commercial travellers, and house-bound mothers are examples of these. Tuition is also sometimes given to primary pupils taking modern languages at Grade 8. The School prepares students for entrance examinations to universities and to technical and professional institutions, although it does not itself administer examinations.

Name: Secondary Correspondence School, P.O. Box 183, South Brisbane, Queensland, Australia.

Date of Foundation: 1958

Aims: To provide educational facilities for secondary pupils, both children and adults, who are prevented by circumstances from attending schools or evening classes, and as a supplement to the curricula of established secondary schools.

Language: English

Subjects: Conventional secondary subjects, including business and commercial subjects, technical drawing.

Students: 4,600 enrolments in 1972, some of whom simply receive lessons and do not submit answers to test papers.

Staff: Supervisor and Deputy Supervisor, 50 qualified teachers, 20 of whom are graduates, 18 clerical staff.

Teaching Methods: Written correspondence lessons. Radio and television are not used, but students are encouraged to listen to the Australian Broadcasting Commission broadcasts to schools. Some instructional material - tapes, records and books - are available for borrowing for short periods.

Finance: Queensland Government. Fees of about \$10 a course are charged, but school-children who would not otherwise receive tuition are exempted.

Sponsorship: Queensland Department of Education.

DEPARTMENT OF EXTERNAL STUDIES, UNIVERSITY OF QUEENSLAND

The University of Queensland was the first in Australia to provide external study facilities, and they were incorporated into the University structure from the time of its foundation in 1910 by an Act of Parliament. External facilities grew progressively, despite some opposition, until in 1949 statutes approved by the Senate established a Department of External Studies and a Board of External Studies.

The latter consisted of leading University officials and other interested persons including some from outside, and its function was to advise the Professional Board on matters relating to external teaching. In this way external studies were no longer the province of a few committed individuals but the concern of the whole University.

The Department of External Studies is a full teaching department. Unlike its counterpart in New England, it has its own academic staff who are responsible particularly for external students. However, these academic staff members are also considered to belong ex-officio to the corresponding internal departments. They often have some internal teaching duties, and are involved in Faculty affairs, including examinations. At the same time many internal lecturers accept some responsibility for external teaching.

Name: University of Queensland Department of External Studies, Brisbane, Queensland, Australia.

Date of Foundation: 1910

Aims: To provide facilities for students who, because of distance and isolation, are unable to attend in person as day or evening students, for courses leading to a degree or diploma of the University.

Language: English

Subjects: External teaching is provided for certain courses in the Faculties of Arts, Commerce and Economics, Education, Law, and Science (mathematics courses only).

Students: 1969 - total approximately 2,500, 80% teachers. Average age 26. Drop-out rates 34% for first year, 10% subsequent years. Largest enrolments for Arts and Education Faculties.

Queensland	2046
New Guinea	372
Northern Territory	83
Other Australian states	60
Colombo Plan scholarship holders	20
Total:	<u>2581</u>

Staff: Director and academic and administrative staff.

Teaching Methods: Students are sent an introductory booklet, a series of assignments, study notes, copies of journal articles and audio-visual aids such as tapes and slides as appropriate. Television programmes are produced by the University of Queensland Television Unit. This is backed up by vacation and week-end schools, by lecturers' visits to country students, by the Director's Newsletter and by student magazines. Some larger towns have set up country University Centres which organise tutorial and library facilities and where students can meet. An experiment in telephone-linked tutorial groups proved successful but was discontinued because of high costs.

Finance: 1970 fees \$33-41 per term.

WESTERN AUSTRALIA CORRESPONDENCE SCHOOL

The W.A. Correspondence School was founded in 1918 for the purpose of bringing education to isolated children. It functioned then, as it still does, as a primary school under the control of the Director of Primary Education. It offers secondary tuition up to the third year to children who do not live within reach of a school; children at post-primary levels attached to small primary schools; adults wishing to enrol as part-time students to bring up their educational qualifications to third year secondary level. The latter are awarded a certificate issued by the School itself, whereas school-age post-primary students work towards the Achievement Certificate, a qualification controlled by the Board of Secondary Education.

Some primary students work through the Schools of the Air, whose lessons are seen as supplementary to written correspondence work. The broadcasting time available is usually about 3½ hours daily all told, devoting half an hour to each grade.

Name: W.A. Correspondence School, Education Department of Western Australia, Perth 6000, Australia.

Date of Foundation: 1918

Aims: To provide a general education for children out of reach of a normal school and to cater for other types of students who require the same general education.

Correspondence Education

Language: English

Subjects: English, mathematics, social studies, art, science, health education, commerce, book-keeping. Advisory courses at primary level in music, physical education, bible stories. Special course in English, mathematics and geography for members of the Police Force.

Students: Primary and secondary levels, excluding fourth and fifth years of secondary school. Average yearly enrolment 1,100-1,200. Enrolment gradually declining because of expansion of school facilities in remote areas.

Primary (6-12 years)	about 420
Secondary (12-15 years)	210
Adults (over 15 years)	fluctuates around 500

Approximately 70% of adult students are women.

Staff: 44 teaching staff, all full-time and all fully qualified and trained. Administrative - 3 senior teachers hold posts of Headmaster, Deputy Headmaster and First Mistress. In addition, 5 clerical officers and 2 illustrators.

Teaching Methods: Correspondence courses, with a 10-minute broadcast session each week; correspondence courses conducted through Schools of the Air. About half an hour's instruction daily for each primary grade.

Finance: Tuition fees and expenditure both dealt with directly by the Education Department.

Sponsorship: State Education Department.

TECHNICAL EXTENSION SERVICE, WESTERN AUSTRALIA

The Technical Extension Service of the Western Australia Department of Education was originally founded to provide tuition for servicemen and ex-servicemen. It soon expanded to include civilians, particularly those living in areas where such a service was not already available. It was accorded the status of a College of the Technical Division in 1968.

In addition to its functions as a technical correspondence college, it aims to train teachers working in the Technical Division and to provide class instruction for certain people whose work involves them in some teaching. Tutor sisters in teaching hospitals and training officers in industry fall into this category. The T.E.S. also helps produce texts, etc., for the Technical Publications Trust.

Name: Technical Extension Service, 480 Newcastle Street, Perth, Western Australia.

Date of Foundation: 1944

Aims: To make technical education available to students who are unable to attend classes in a typical institution.

Language: English

Subjects: Approximately 300 subjects currently available ranging from general interest subjects like handicraft and short-story writing to apprenticeship training and courses leading to the Technical Education Division's Certificates and Diplomas.

Students: Approximately 10,500 students enrolled in 1972.

Staff: 64 full-time and 130 part-time teaching staff; 51 full-time administrative staff.

Teaching Methods: Written lessons, supplemented in certain cases by short intensive practical courses. Supervised study groups are held in certain locations.

Finance: Fees ranging upwards from \$4.15 per course are charged, with special concessions for students under the age of 21.

Sponsorship: The T.E.S. is a college of the W.A. Department of Education, Technical Division.

Future Developments: A systematic expansion of courses leading to technician and other sub-professional qualifications is planned. The T.E.S. is likely to become involved in motivational and instructional television programmes. A lending library is also being planned, and consideration is being given to the possibilities opened up by new technological aids such as computers and audio-visual material.

EXTENSION SERVICE, UNIVERSITY OF WESTERN AUSTRALIA

The University of Western Australia provides facilities for its B.A. degree to be taken wholly externally. Most units of the B.Ed. and B.Ec. are also available by correspondence. On the whole students must be resident outside the metropolitan area of Perth; indeed many enrolments are from students who are themselves teachers in country schools. Subjects involving laboratory practice must be taken at affiliated institutions providing suitable facilities.

Name: Extension Service, University of Western Australia, Nedlands, 6009, Western Australia.

Date of Foundation: University founded in 1911.

Aims: To provide tuition on an external basis for B.A., B.Ed. and B.Ec. degrees of the University.

Language: English

Subjects: Economics, education, English, geography, history, mathematics, philosophy, psychology.

Students: Average yearly enrolment 350, a large number of whom are teachers in country schools.

Staff: One full-time member of staff in Administration is responsible for external tuition.

Teaching Methods: Correspondence lessons and a circulating library service. Week-long internal courses are held twice a year.

Finance: External student fees amount to \$135-\$270 per unit per year, as compared with a total of \$540 per annum charged to full-time students. Financial assistance is available.

Sponsorship: The University of Western Australia is an independent body.

THE CORRESPONDENCE SCHOOL, VICTORIA

The Victorian Correspondence School was founded in 1909 to meet the need for better qualified primary teachers. In 1914 a primary section was started to reach children too far from schools to attend. With improvements in modern transport, the need to provide educational facilities for children in remote areas has diminished and the emphasis has now shifted to conventional secondary schools, many of which are unable, through staff shortages, to provide tuition in all of the usual subjects. The Correspondence School aims to fill this gap by providing courses through the post to the pupils of such schools.

Over the years the School has widened its scope to include children handicapped in other ways - children who are physically handicapped or long-term hospital patients; those who have been expelled from school or whose domestic circumstances oblige them to stay at home; those whose parents are itinerants or are temporarily abroad. It also provides tuition for certain categories of adults, such as prisoners, illiterates and adults in employment seeking the Higher School Certificate for university entrance.

Name: Correspondence School, 262 Queen Street, Melbourne, Victoria, Australia.

Date of Foundation: 1909

Aims: To provide teaching for children and some adults, especially primary school teachers, who are unable to attend conventional schools.

Language: English

Subjects: Conventional school subjects from primary level up to Higher School Certificate.

Students: 1972 enrolment figures:

Primary	911
Secondary	<u>4224</u>
Total	<u>5135</u>

Staff: 34 primary, 98 secondary (92 full-time, 6 part-time), 24 administrative.

Teaching Methods: Correspondence booklets and radio programmes. Primary pupils must be supervised by their parents, secondary pupils by local supervisors.

Correspondence Education

Finance: Tuition is free except for teacher training students whose work is not up to standard.

Future Developments: New buildings and more mechanical aids are planned to cope with increasing enrolments and expansion of subject range. Close contact is maintained with normal schools to keep abreast of developments.

DEPARTMENT OF EXTERNAL STUDIES, ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY

The Institute began life in 1887 as the Working Men's College, and the present title was adopted in 1960. The Correspondence School was established in 1919 as part of a retraining scheme for returned servicemen. Later on the need for such a scheme declined and in the 1930's it was suggested that the School should be closed down if it could not cover its own costs. However, it persevered, and in 1943, with the establishment of the Commonwealth Reconstruction Training Scheme, the present Department of External Studies was formed.

In recent years, the range of courses offered by the Department has been narrowed down to exclude those of general interest in favour of more specialised subjects leading to academic and professional qualifications. These fall into four main areas: the Advanced College courses, which provide tertiary level tuition leading to various diplomas; Technical College courses leading to certificates in technical skills; a range of both standard and technical Higher School Certificate courses; courses run in collaboration with the Bankers' Institute and other professional bodies. The Department thus provides facilities for external studies at both tertiary and sub-tertiary levels. Moreover, it deals with a number of specialist subjects unobtainable as external courses in any other Australian institutions.

Name: Royal Melbourne Institute of Technology, Department of External Studies, 167 Franklin Street, Melbourne 3000, Australia.

Date of Foundation: 1919

Aims: To provide correspondence courses in technical subjects both at university and at pre-university levels.

Language: English

Subjects: Advanced College - diplomas in medical nucleography, medical radiography, valuations, business studies, mathematics; Technical College - certificates in business and communications subjects, mechanics, etc.; courses leading to Higher School Certificate and university entrance in 21 subjects including history, modern languages, mathematics, geography, social studies; Bankers' Institute courses.

Students: Average yearly enrolment 7,000-8,000. Age range from 15-65 with the average age around 30-35. Since 1955 about 3,000 have enrolled from South East Asia and the South Pacific.

Staff: 6 academic administrators, 41 administrative staff. Tutorial staff appointed part-time on an ad hoc basis; many are full-time teaching members of the Royal Melbourne Institute of Technology staff.

Teaching Methods: Printed lessons including student assignments which are marked and returned with comments by tutors; tape recordings, records and radio broadcasts used in some subjects; tours by tutors; limited library facilities for vital reference books. Students must provide their own textbooks.

Finance: Half-yearly fees up to \$25 per subject and extra for overseas students. Annual receipt of fees approximately \$250,000 which covers most of the expenses; balance covered by government grant.

Sponsorship: The Royal Melbourne Institute of Technology is registered as a company though considered as a semi-government body (a common practice in Australia). Member of the Victorian Institute of Colleges.

Future Developments: Expansion of student numbers, and of facilities, especially at tertiary level is envisaged if finances allow.

SOUTH AUSTRALIAN CORRESPONDENCE SCHOOL

The Correspondence School began in 1920, offering classes at primary level only at first. Secondary teaching was started in 1928. Its lessons are sent out throughout South Australia, and

also to the Northern Territory, parts of New South Wales, and to teaching centres in Brunei and Papua New Guinea.

As well as catering for children who are unable to attend school through isolation or illness, the School also helps small secondary schools to widen the range of subjects they can offer. Primary education is provided for adults who need refresher courses, or who failed to complete it as children. (Secondary courses for adults are provided by the South Australian College of External Studies in Adelaide). Education is also provided for adults in institutions such as prisons.

Since 1958 the Correspondence School and the Royal Flying Doctor Service have jointly operated three Schools of the Air, in Alice Springs (in the Northern Territory), Broken Hill (in New South Wales) and Port Augusta. The School of the Air at Katherine (in the Northern Territory) is a separate entity, run by the Department of Education. The Schools of the Air deal with the conventional school subjects covered by the correspondence lessons but because of the two-way communication allowed, they can concentrate on, for example, the practical aspects of language teaching or on music. They also organise social activities such as Pony Clubs, picnic outings, and conferences for supervisors.

During 1974 primary pupils living in the Northern Territory are due to be divorced in stages from the South Australian Correspondence School. Other services will remain as at present until a date still to be determined.

Name: South Australian Correspondence School, 64 Pennington Terrace, North Adelaide, South Australia.

Date of Foundation: 1920

Aims: To provide primary and secondary tuition for children unable to attend a school which could cater for them and to provide basic primary-level courses for adults including those in institutions such as prisons.

Language: English

Subjects: Primary - English, mathematics, social studies, art/craft. Secondary - English, social studies, history, geography, Latin, French, mathematics, science, commercial subjects, art.

Students: 1972 enrolments:

Primary	537
Secondary	434
16+	275
Total	<u>1,246</u>

Staff: 62 teaching staff, all full-time, including 11 secondary and 36 primary, 2 dealing with prisons, 7 working with Schools of the Air. 15 full-time administrative staff, 3 part-time, including 9 working on production of written materials.

Teaching Methods: Students are sent written assignments which they complete under the guidance of a supervisor, usually a parent or a Centre head, textbooks, stationery, mathematical equipment and science kits. These are supplemented by a weekly radio lesson, School of the Air lessons (tapes are being used increasingly for pupils unable to receive broadcast lessons) and visits by teachers.

Finance: No fees are charged; donations are used to augment the library. Running costs - \$33,000 not including wages - are met by the Government of South Australia.

Sponsorship: Government of South Australia, Department of Education.

Future Developments: Expanded use of audio and video tapes is envisaged and experiments with the use of television will be made.

THE CORRESPONDENCE SCHOOL, TASMANIA

Correspondence courses for isolated primary pupils were started in 1919, and secondary subjects for children and adults were added in 1945. Tasmania's topography presents unusual problems. Many pupils come from adjacent islands and certain areas cannot receive broadcasts from the mainland of Australia. With improved transport, more schools, and the provision of boarding places in High Schools, the number of school-age children catered for by the School has dropped and the emphasis has now shifted to adult education and tuition for children in unusual circumstances. In addition to children in remote areas, this latter category includes children who

Correspondence Education

are disabled, ill, or pregnant, or who are in institutions such as correction homes or psychiatric hospitals; students travelling abroad or in the mainland of Australia; disturbed children who cannot cope with the normal school situation. Tasmania is also the only state to provide special English courses for immigrants who have completed the Commonwealth Elementary Course.

Adult students are mainly members of the Forces; shift-workers; housewives, many hoping to train as nurses; mothers wishing to keep up with their children's schooling; illiterates.

Name: Correspondence School, Education Department, 229 Campbell Street, Hobart, Tasmania.

Date of Foundation: 1919

Aims: To provide primary and secondary education for children and adults who could not attend another institution, through remoteness, disabling circumstances, or general lack of opportunity.

Language: English

Subjects: Primary - arithmetic, English, history, geography, nature study, elementary science. Secondary - mathematics, English, social studies, history, geography, including School and Higher School (Matriculation) Certificates. Also remedial courses in mathematics, spelling and English and special English for New Australians.

Students: At the end of 1972 there were 38 primary pupils, 71 secondary, and 141 adults, a total of 250. About 650 enrolments are dealt with in a calendar year.

Staff: Principal (also in charge of other Departmental Sections), 7 secondary and 2 primary staff (full-time), and a full-time secretary.

Teaching Methods: Written courses, supervised by parents in the case of children, and supplemented by broadcasts and/or telecasts within the State and/or from the mainland of Australia; students in areas where reception is bad are sent tapes of the programmes. An explanatory broadcast is made at the beginning of each term. Library facilities are available. Teachers also organise mutual visits, P.E. programmes, occasional holidays, visits to factories, etc., and encourage children to write personal letters.

Finance: The School is financed entirely by the State Government and by State and Commonwealth Library Grants of \$75 and \$150 per annum respectively. No tuition fees are charged.

Sponsorship: Tasmanian Department of Education.

Future Developments: Expansion of the range of subjects, additional staff, and the innovation of a Cassette Tape Library are planned if funds are available.

BOTSWANA

FRANCISTOWN TEACHER TRAINING COLLEGE

In 1965, 48% of primary school teachers were untrained: the Government of Botswana sought advice from UNESCO on a scheme to upgrade these 600 or so teachers without taking them out of the schools - a move which would have been quite impractical. As a later report says: "The educational problem was how to increase the output of untrained teachers without waiting for the traditional methods to produce them and how to by-pass the bottleneck created by the limited number of places available in the training colleges." The scheme adopted was to set up a teacher training college which would run a three-year programme of correspondence lessons linked with residential courses and radio broadcasts. The first students were admitted in August 1968 and the programme was due to end in 1973 when the final group of students had gone through the course. A college principal and lecturer in correspondence studies were recruited through UNESCO.

Students on the course attend residential courses at the College: each academic year begins with a six-week course for 180 students. The heads of the schools have also been brought to Francistown for briefing on the project. College staff visit students where possible, though problems of transport have proved constricting here.

One of the striking features of the programme is that it is an attempt to train all the untrained primary school teachers throughout the country. Despite severe initial problems, the College appears to be on its way to meeting this objective: a visiting consultant's report sums it up: "the Francistown Teachers' Training College is a badly planned but theoretically fundamentally sound project".

Name: Francistown Teacher Training College, Francistown, Botswana.

Date of Foundation: 1968

Aims: To upgrade primary school teachers without taking them out of their jobs.

Language: English

Subjects: Education, language, mathematics, science, social studies.

Students: All unqualified teachers. 1968: 671 students admitted. 1971: active enrolment - 549.

Staff: Full-time staff of the College prepare and mark lessons, run residential courses, and visit students.

Teaching Methods: Correspondence lessons. Limited number of visits to students at their schools. Twice weekly radio programme.

Finance: No fees charged to students.

Sponsorship: Ministry of Education with support from UNESCO, UNICEF, SIDA and USAID.

Future Developments: Programme due to end in 1973.

BRITAIN

NATIONAL EXTENSION COLLEGE, CAMBRIDGE

The National Extension College was established in 1963 by Dr. Michael Young - also founder of the Consumers Association. It is an educational trust financed mainly from student fees but also by grants from local education authorities and educational foundations. The pioneering work which the National Extension College carried out in the use of multi-media courses in Britain and the interest which Miss Jennie Lee showed in this work was one of the factors which contributed to the Labour Government of 1966 committing itself to the founding of the Open University.

The National Extension College is an adult teaching unit, which uses the combined resources of postal tuition, radio, television and face-to-face teaching at residential and one-day courses to give a second chance to those who have been unable to obtain all the help they need within the framework of the state education system. As well as its tutorial function, the National Extension College carries out experiments in home study, and records its findings to add to the body of knowledge which is being assembled about this little known area of education: an area which, in the United Kingdom, remains substantially in commercial hands and without any direct government supervision.

Tutors and course writers are active and experienced teachers who are particularly interested in this extension of their teaching activities and are aware of the difficulties faced by the home student.

Because the General Certificate of Education is the key qualification in the United Kingdom for entering most of the professions or for going on to further or higher education, the National Extension College devotes a substantial proportion of its resources to providing an extensive list of G.C.E. courses - both at Ordinary level and at Advanced level. These include not only the very popular subjects, e.g. English language and literature, mathematics and history, but also uncommon subjects such as modern Chinese and Welsh. The National Extension College also provides a growing list of Beginners courses intended for adults new to correspondence study and unsure of their ability to learn by this method. They include the very popular course "How to Study Effectively" which aims to teach effective study habits, "Writing for Everyone", an introduction to imaginative writing, and a range of language courses. N.E.C.'s University of London Degree Service is a unique method of preparing for the external degrees awarded by London University. The College does not provide any correspondence texts or duplicated notes. Instead each student is put directly in touch with his own well-qualified tutor or tutors and together they plan the course which is basically a tutorial one as in some of the best university situations.

Name: National Extension College, 8 Shaftesbury Road, Cambridge, CB2 2BP, England.

Date of Foundation: 1963

Correspondence Education

Aims: The College aims to promote education for the benefit of the public and to provide or assist in providing both adults and children with sound general and specialised education and training. The College conducts educational courses - particularly correspondence courses.

Language: English

Subjects: Beginners courses: G.C.E. 'O' level and 'A' level courses in sciences, mathematics, English, languages; non-examination courses in a wide range of subjects, preparatory courses for the Open University. Special services: University of London Degree Service offering tuition by individual assignments for 63 of London's 85 degree subjects available to external candidates, Professional Studies Service offering tuition by individual assignments for Council of Engineering Institutions examinations, Institute of Linguists, Institute of Statisticians, examinations for the Law Society and the Bar, Library Association.

Students: 8,000 students estimated for 1973. Largest groups: housewives, teachers, nurses. Ages 15-80; majority 25-35.

Staff: Headquarters staff: 19 full-time, 2 part-time. Tutorial staff: 270 correspondence course tutors, 400 degree and professional service tutors.

Teaching Methods: For all courses, other than those offered by the Degree and Professional Services, tuition is provided by means of correspondence courses backed up with (in some cases) an experiments kit. All beginners and G.C.E. 'O' level language courses are supplied complete with sets of tuition tapes. Students are encouraged to contact tutors direct.

Finance: Student fees range from £6-£15 for correspondence courses; £35-£48 a year for special services. Although the College has received a government grant in the past, it is now self-supporting.

Sponsorship: Independent educational trust.

Future Developments: Continuation of research into distance teaching methods. New courses: Decision Making in Family and Community, linked to a B.B.C. series started in October 1973. Foundation Course for Chartered Accountants started in October 1973, Science Preparatory Course for Open University is due to start in the autumn, 1974.

INTERNATIONAL EXTENSION COLLEGE, CAMBRIDGE

The International Extension College is a non-profit making organisation, registered as a charity under British law. Its purpose is to make available services, advice and information on distance teaching, when invited to do so, throughout the developing world. It was founded in 1971 and is now beginning to set up projects which integrate the use of correspondence lessons, broadcasts and face-to-face teaching, and to provide an information service about this pattern of education. Its activities fall into three groups:

1. It is setting up a number of colleges in developing countries, where invited to do so, which use correspondence, broadcasting and face-to-face tuition to meet local educational needs. The first of these is the Mauritius College of the Air (see p.38) and others are planned to follow it. I.E.C.'s function here is to help launch the courses and provide them with whatever services can usefully be offered centrally.
2. It includes a resource and information centre to help its own 'daughter' colleges and others working in the same field. The centre publishes a quarterly series of "Broadsheets on Distance Learning" and other occasional publications as well as responding to requests for information and undertaking commissioned research.
3. The College tries to provide consultancy services, mainly to institutions concerned with distance teaching in the third world. An increasing number of these are in the field of training.

In response to requests for help with the training of correspondence course writers, the College has introduced a course on the planning and writing of correspondence courses, using printed lessons and sound tape recordings. I.E.C. may develop other courses where there is a demand which can be met more appropriately internationally than nationally.

Name: International Extension College, 8 Shaftesbury Road, Cambridge, CB2 2BP, England.

Date of Foundation: 1971. Correspondence course initiated in 1972.

Aims: Within a general programme of consultancy and advice, to train writers of correspondence courses.

Language: English

Subjects: Students are taught how to write a correspondence course in their chosen subject.

Students: The course is in principle open to anyone from any part of the world who is concerned with correspondence teaching. It is also used as a basis for seminars on correspondence course writing organised by the College.

Staff: The course is written and conducted by I.E.C.'s Directors.

Teaching Methods: Written lessons with sound tape recordings.

Finances: For College generally, mainly from Foundation aid. The cost of this course is met by student fees.

Sponsorship: I.E.C. is an independent charity.

Future Developments: Expansion of the range of courses envisaged in response to demand.

THE OPEN UNIVERSITY

"The Open University offers tuition by means of correspondence supplemented by closely linked radio and television broadcasts, residential summer schools and an extensive counselling and tutorial service which operates through a network of local study centres.

"The idea of an 'open university' teaching through television and radio, was first suggested in 1963. An examination of the potentialities of the scheme resulted in the publication of a White Paper in 1966, "The University of the Air" (by which title the project was originally known). This led to the establishment in 1967 of the planning committee ... under the chairmanship of Sir Peter Venables (then Vice-Chancellor of the University of Aston in Birmingham), and the committee's report in early 1969 highlighted the change in emphasis through its very title - Open University - indicating that broadcast media would be only one of the various means by which the University would perform its teaching role.

"The Royal Charter constituting the University was presented in July 1969 ... The first members of staff of the University came into post in January 1969 to begin detailed preparation of initial courses ready for the commencement of the under-graduate teaching programme which started in January 1971. 43,000 applications were received for places on the first courses; 25,000 were offered places - 20,000 for one foundation course, and 5,000 for two. 8,000 places were offered for both arts and social sciences; 7,000 each for maths and science." *

Name: The Open University, Walton Hall, Walton, Bletchley, Bucks, England.

Date of Foundation: Charter granted in 1969; first courses started in 1971.

Aims: To provide opportunities, at both under-graduate and postgraduate level, of higher education to all those who are prevented for any reason from attending an existing institution of higher education.

Language: English

Subjects: Courses at four levels offered by the six Faculties of Arts, Science, Mathematics, Education, Social Science, Technology.

Students: Total enrolments:

1971 -	24,000
1972 -	20,000
1973	17,000

30% are teachers, approximately 65% male and 35% female.

Staff: Central academic staff - about 84 senior lecturers/professors; about 121 lecturers; about 100 academic support staff (research assistants, etc.); about 90 staff tutors, with just under 6,000 part-time tutors and counsellors. Central administrative staff - 200. Regional tutorial services - about 15 based at the centre; about 50 administrative staff in the regions; about 75 senior regional staff including Regional Directors. N.B. These are rough estimates only.

Teaching Methods: Correspondence courses divided into units, each with a supporting television

* Commonwealth Universities Yearbook 1972, p.546.

Correspondence Education

and radio broadcast. Tutorial facilities in local study centres. Most courses involve one week's residential summer school. In some science courses, home experiment kits and one-day laboratory sessions are also provided.

Finance: At this stage in its development meaningful average annual figures are difficult to provide. However, expenditure in 1973 is expected to be about £11,000,000 which is to be covered by a grant from the Department of Education and Science of over £9,000,000 and by income from fees and marketing of around £1,500,000.

Sponsorship: Department of Education and Science.

COMMERCE DEGREE BUREAU, UNIVERSITY OF LONDON

The Commerce Degree Bureau was originally set up under a trust fund in 1920 to advise and provide tuition for external students working towards the University's commerce degree. In 1954 when the commerce degree was awarded for the last time, the Bureau's study facilities were adapted to cover the new B.Sc.(Econ.) degree - Part I and certain special subjects in Part II. The B.Sc.(Econ.) degree is the only London degree obtainable externally for which tuition is provided by the University itself. It is administered by a Committee of the Senate; courses are run under the direct supervision of professors and readers in the Faculty of Economics, assisted by tutorial staff who are highly qualified and, for the most part, also University teachers.

Name: Commerce Degree Bureau, University of London, 24 Russell Square, London, WC1E 7HU, England.

Date of Foundation: 1920..

Aims: To provide postal tuition for the B.Sc.(Econ.) degree of the University of London.

Language: English

Subjects: Part I compulsory subjects - economics, British Government, economic and political history. Alternative subjects - basic mathematics, elementary statistical theory, English legal institutions, psychology, human geography, international law, French, German, social investigation methods. Part II - tuition for certain papers in economics, industry and trade, accounting and finance, modern economic history, government, geography.

Students: All matriculated external students of the University of London. Average yearly enrolment 350, ages range from 22-65. Drawn from a wide range of trades and professions.

Staff: Administrative - 4; advisory and tutorial - 90-100, most of whom are University teachers.

Teaching Methods: Teaching entirely by correspondence - study notes, question papers, lending library service within the British Isles, facilities for enquiry on points of special difficulty.

Finance: Fees - £40 for Part I (2 years) and £80 for Part II (3 years) - cover running costs. Initial backing came from a trust fund. Details of revenue and expenditure not published.

Sponsorship: University of London.

COLLEGE OF ESTATE MANAGEMENT, UNIVERSITY OF READING

The College of Estate Management was founded in 1919 under the auspices of the Chartered Auctioneers' and Estate Agents' Institute, and was incorporated by Royal Charter in 1922. It has always worked with numerous professional bodies concerned with land management and development to provide tuition, through both full-time classes and postal lessons, for the examinations which they administer.

In 1972 the College, after several years of close association with the University of Reading, finally joined forces with it. Under the new arrangement the College's academic staff are now members of the University of Reading and the latter has taken over responsibility for the College's full-time students. The College is now concerned with two distinct aspects of education: firstly, its traditional function of teaching by postal courses for the professional examinations of societies concerned with land management and development and for an external degree in estate management, and secondly, the providing and developing of post-qualification training through its Centre for Advanced Land Use Studies. The College also has a Printing Division which undertakes printing for the University and the Royal Institute of Chartered Surveyors, as well as dealing with internal work for the College, including the printing of the postal courses.

The College has a network of College Centres located in major cities throughout Britain. These Centres run annual study-sessions or lectures in selected topics; Centres in Northern Ireland and Scotland also assist in administering special syllabuses for those areas. Short residential refresher courses are organised in preparation for examinations, mostly at the College itself or at the University of Reading.

Name: College of Estate Management, University of Reading, Whiteknights, Reading, RG6 2AW, England.

Date of Foundation: 1919

Aims: Correspondence teaching for estate management external degrees (London and Reading) and for other professional qualifications in the field of land management and development; provision of post-qualification training through the Centre for Advanced Land Use Studies.

Language: English

Subjects: Civil engineering, construction management, economics, land management and development, town planning, rural studies, valuation, land law.

Students: March 1972 - 5,100 postal enrolments.

B. Sc. degrees in estate management:	Reading	332
	London	35
Royal Institute of Chartered Surveyors		3216
Chartered Auctioneers' and Estate Agents' Institute		877
Incorporated Society of Valuers and Auctioneers		415
Other professional bodies		225

Staff: About 150 postal course tutors with 1 College Centre secretary in Northern Ireland and 3 in Scotland. Administrative - External Registrar and Assistant.

Teaching Methods: Written lessons supplemented by non-compulsory vacation and refresher courses and yearly study or lecture sessions in study centres throughout the country.

Sponsorship: University of Reading.

CANADA

THE CORRESPONDENCE SCHOOL, ALBERTA

Correspondence education in Alberta began in 1923 with the provision of educational services at elementary level to children in isolated areas. In 1936 the first high school courses were offered and since 1939 the School, with its own Director, has been providing instruction covering all 12 grades of school, including tuition for university matriculation. Children under 18 living in areas where school facilities are insufficient to meet their needs, and any Alberta resident who cannot attend school because of physical or other disability such as imprisonment, may receive correspondence tuition free of charge. Children are expected to be supervised by, for example, a parent, though some enrol in supervised study centres.

Since the School became established, increasing emphasis has been placed on adult education. In addition to courses run for the benefit of school-children, special adult courses have been devised, both on a credit basis - towards university matriculation and the Adult High School Equivalency Diploma - and on a non-credit basis - basic preparatory courses and subjects of general interest.

Name: Correspondence School Branch, Department of Education, Edmonton, Alberta, T5N 3M8, Canada.

Date of Foundation: 1923

Aims: To provide instruction in all 12 grades of school for both children and adults, and to provide courses of special interest to adults.

Language: English

Subjects: Conventional school subjects to Grade 12, including special diplomas given by the

Correspondence Education

School in languages, mathematics, science and social studies, which do not count towards university matriculation. Special adult courses at senior high school level in mathematics, English, science and German. Special preparatory courses for adults in English and mathematics (non-credit). Special interest courses for adults in anthropology, international cuisine, business management, etc. (non-credit). Special projects at senior high school level.

Students: Yearly enrolment 18,000 to 19,500 (including short-term summer students). 12% under 16; 65% 16-19; 15% 20-30; 5% 30-40; 3% 40+. 53% female, 47% male.

Staff: Teaching staff: about 115 full-time, 14 part-time during summer months. Administrative: 4 senior, 6 subject supervisors, 45 clerical and printing including 3 supervisors.

Teaching Methods: Correspondence using tapes in language and shorthand courses and kits in science and handwork courses, as well as written lessons. Some radio and television.

Finance: Approximately $\frac{1}{2}$ of expenditure (average \$1,650,000) met by fees; balance from general revenue of Government of Alberta. Fees vary from \$3-\$21 per course, though many categories of students are exempted and refunds are allowed in some cases. Charges are made for tapes, kits and textbooks.

Sponsorship: Department of Education, Government of Alberta.

Future Developments: More emphasis on vocational training and special interest courses, and on adult education as a whole.

CENTRE FOR CONTINUING EDUCATION, UNIVERSITY OF BRITISH COLUMBIA

Correspondence courses at British Columbia were initiated in 1949 when only four courses were offered. Expansion has continued up to the present, and there are now a range of courses available by correspondence in the Faculties of Arts and Education. The Independent Study Programme is only one of the activities of the Centre for Continuing Education; the others include evening and vacation sessions.

Students intending to sit for a degree may take courses for credit by correspondence in their second year or later. Students from other universities and colleges are sometimes eligible. Courses normally last for one year and usually only one can be taken at a time. Students taking non-credit courses are not bound by such regulations; some vocational courses are in fact sponsored jointly by the Centre and other professional or government bodies to which the students belong.

The preparation of courses is carried out by full academic members of the Faculties concerned and are of the same standard as internal courses. The Centre for Continuing Education's function is that of an organising and co-ordinating body, and its work includes the appointment and supervision of correspondence instructors who act as tutors and markers to individual students. These are mostly drawn from the academic staff of the University but may include people working in other professions, housewives, retired people, and graduate students. The Centre also runs an Extension Library for the use of correspondence students.

Name: Centre for Continuing Education, University of British Columbia, Vancouver 8, British Columbia, Canada.

Date of Foundation: 1949

Aims: To provide under-graduate credit courses and non-credit courses for adults.

Language: English

Subjects: Credit courses: anthropology, economics, English, German, history, philosophy, political science, psychology, education. Non-credit courses: creative writing. Certificate courses: social work and vocational instruction techniques (both operated in conjunction with other bodies).

Students: Average yearly enrolment 500-600. 86% engaged in educational work; 3% housewives; 1% nurses. 38% aged 20-29; 33% 30-39; 10% over 50. About 66% women.

Staff: 32 correspondence instructors: 25 from University staff, 6 from outside (including housewives, retired people, members of professional groups, etc.), and 1 graduate student. 2 administrative staff: programme assistant and clerk-typist, working under general supervision of Credit Course Director.

Teaching Methods: Correspondence courses with seminars in local centres. Some use of tapes. Speaker-telephones have been tried but found to be unsatisfactory. Library service available.

Finance: Expenses covered by revenue in fees (\$100 per course).

Sponsorship: University of British Columbia.

Future Developments: Expanded use of tapes and other audio-visual aids. Enlargement of range of courses, particularly at third and fourth year levels.

CORRESPONDENCE BRANCH, MANITOBA DEPARTMENT OF EDUCATION

The Correspondence Branch of the Manitoba Department of Education was established in 1927. The initial emphasis was on developing courses in grades I-VI to enable every child in Manitoba to obtain a formal education to the end of grade VI. In 1929, correspondence courses in all grade VII and VIII subjects were introduced. A demand for an opportunity for all to obtain some high school education resulted in the introduction of correspondence courses in grade IX in 1931, grade X in 1934 and grade XII in 1937. Only three correspondence courses were introduced at the grade XI level in 1937. It was felt that the social experience which pupils could obtain by attending a resident school was extremely valuable. Therefore, persons who wished to obtain standing to the end of grade XII were required to attend a school if they wished to obtain grade XI and subsequently qualify for enrolment in grade XII. In 1971, a full slate of grade XI courses was introduced, thus enabling persons to obtain formal education, to the end of grade XII, by correspondence.

Because many teachers in Manitoba during the 1930's and 1940's were not fully qualified, correspondence courses were provided to them free of charge to assist them in their teaching.

Until the early 1960's enrolment in correspondence courses consisted of persons of school age who were unable to attend a regular school, and of persons who attended a regular school but enrolled for correspondence courses in those subjects for which instruction was not provided in their schools. With the advent of technology, some of the old skills became obsolete and many people found they did not have the necessary qualifications for the new jobs created by technology. The result was that many adults enrolled for correspondence courses to obtain full high school standing and in turn better prepare themselves to compete for the new jobs.

Many adults had educational standing only at the grade VIII level or lower. Therefore, to enable them to complete their high school education in as short a time as possible, it was necessary to introduce a "mature student" programme. Under this programme adults are not required to take all subjects in every grade to obtain full high school standing. They enrol in the two preparatory courses in high school English and mathematics and in a general science course. If they do well in these courses, they may enrol in any grade XII subject. Upon successful completion of the required work, including examinations, they are granted high school standing to the end of grade XII.

Name: Correspondence Branch, Manitoba Department of Education, 409-1181 Portage Avenue, Winnipeg, Manitoba, R3C 0V8, Canada.

Date of Foundation: 1927

Aims: To help citizens unable to attend school to obtain formal education and to assist smaller high schools to broaden their curricula.

Language: English

Subjects: English, social studies, mathematics, science, health, French, Latin, Ukrainian, German, music, art, geography, history, commercial and business subjects, economics. Preparatory courses in high school English and mathematics are available for adults who wish to obtain high school standing.

Students: Children who are unable to attend school; pupils who wish to study a subject for which instruction is not available in their school; adults in employment, etc.; members of the armed forces and police; prisoners. 1971 enrolments totalled 2,843, approximately half from the 16-19 age group.

Staff: 13 full-time teachers and 2 full-time administrators. 12 part-time teachers. 9 full-time clerical staff.

Teaching Methods: Students are supplied with study guides and in some cases, textbooks. Special

Correspondence Education

instruction is provided by teachers as required by individual students. Practical work must be done by students studying science subjects, and students must purchase their own supplies for experiments.

Finance: Fees of \$3-\$15 per subject are charged. However, certain students, e.g. those with physical handicaps, may be exempted. Total annual expenditure is \$273,400; revenue \$55,000.

Sponsorship: The Correspondence Branch is part of the Manitoba Department of Education, External Support Services.

Future Developments: The use of cassettes in French teaching; a wider range of business education courses; the introduction of radio and television courses; the employment of a field teacher to assist pupils needing extra help.

EVENING SESSION, UNIVERSITY OF MANITOBA

The University of Manitoba has a long history of academic work, being founded nearly a century ago. Like many Canadian universities, Manitoba runs correspondence courses only as one element in a general extension programme which also includes summer and evening sessions. Courses taken in any of these ways give credit towards degrees. The Extension Division does, however, offer a special non-credit course for municipal treasurers.

Name: University of Manitoba, Evening Session, Winnipeg, Manitoba, R3T 2N2, Canada.

Date of Foundation: University founded in 1870's.

Aims: To provide credit and non-credit courses to extension students. Correspondence courses are only a part of the programme offered, which includes summer and evening courses.

Language: English

Subjects: Credit correspondence courses in economics, English, geography, history, mathematics, political studies, psychology, sociology. A non-credit course for municipal treasurers is run by the Extension Division.

Students: Post-secondary. Average yearly enrolments total 500-600 students for all types of course.

Staff: Summer and Evening Sessions Office consists of 5 staff. Assignments mostly marked by non-University tutors.

Teaching Methods: Correspondence courses consist of written lessons.

Finance: Revenue from tuition fees and Government subventions. Correspondence courses are not budgeted separately.

Sponsorship: University of Manitoba.

NEW BRUNSWICK CORRESPONDENCE SCHOOL

The School was founded in 1939 to help students who had suffered from poliomyelitis and were dropping out of high schools. Today it benefits people who are in prisons in Quebec and the Maritime Provinces, armed forces, working men and women who are upgrading their high school education, tuberculosis patients and school drop-outs. It offers tuition in basic school subjects up to grade XII.

Name: New Brunswick Correspondence School, P.O. Box 730, Fredericton, New Brunswick, Canada.

Date of Foundation: 1939

Aims: To provide instruction for adults who are or have been unable to take advantage of normal school education.

Languages: English and French.

Subjects: English, French, mathematics, science, geography, history, book-keeping.

Students: Yearly enrolment approximately 400. Students include prisoners, school drop-outs, the chronically sick, and working men and women, especially teachers.

Staff: Director, 5 instructors, 18 outmarkers, 8 clerical staff.

Teaching Methods: Correspondence only.

Finance: Fees - registration \$2, tuition \$2-\$5 per subject per grade, to which various exemptions are made. \$5 extra is charged to students outside the province. Certain prescribed texts must also be purchased from the School. The budget for the School is not published.

Sponsorship: Department of Education, Government of New Brunswick.

CORRESPONDENCE STUDY SERVICE, NOVA SCOTIA

The Correspondence Study Service has for long been concerned with elementary, secondary and vocational education for the children and adults of Nova Scotia who for various reasons do not have access to regular means of instruction.

Statistics show that there has been a steady decrease in child enrolments with the Service during the past few years, owing to increased facilities for regular schooling. Demands for vocational correspondence courses are also likely to decrease to some extent at the trade level because of evening vocational courses offered by the Division of Vocational Education and the facilities to school-age children by the Regional Vocational Schools. Future expansion is thus likely to come in the area of adult education, and for this reason the Service is now a function of Continuing Education with the Adult Education Programme.

The need for elementary education for adults remains great despite the number of years of compulsory education. There is an urgency now that did not exist some years ago, as machines rapidly replace the unskilled worker and business and industry reject the person with very low education attainment.

Expansion of adult education is likely to give rise to a re-examination of the courses offered, which are at the moment designed for school children. The use of new media and innovations such as computers is also envisaged. A re-arrangement of the Service's structure to include a core of specialist instructors and to facilitate co-ordination with technical and professional bodies has been considered. These are, however, long-term developments and are not yet definitely planned.

Name: Correspondence Study Service, Department of Education, P.O. Box 1650, Halifax, Nova Scotia, Canada.

Date of Foundation: 1917

Aims: To operate a correspondence study programme which meets the academic and vocational needs of children and adults in Nova Scotia who would otherwise be unable to follow regular means of instruction, and to pursue research on correspondence study.

Language: English

Subjects: Grades 1-12. Also a range of vocational subjects including drafting, engine operating, electricity, steel ship construction, wooden boat-building, plane surveying, business subjects.

Students: Pre-secondary, secondary and vocational. Average yearly enrolment 2,477.

Staff: 1 supervisor and 6 clerical staff. 36 part-time markers.

Teaching Methods: Correspondence, backed up by visits to students.

Finance: Expenditure \$67,308, revenue \$20,744 from provincial government grants and tuition fees.

Sponsorship: Nova Scotia Department of Education.

Future Developments: Expansion likely to take place in the field of adult education. The use of other media for automated and pre-designed instruction, and a computerised recording system, may be developed.

EXTENSION DEPARTMENT, ACADIA UNIVERSITY

Acadia University's Extension Department covers both evening classes and correspondence courses, most of which offer degree credits. The Department itself is an administrative one, and tuition is carried out by the normal academic staff of the University. Although the Department

Correspondence Education

organises courses in collaboration with many teaching departments, correspondence courses cover three principal areas of study - mathematics, economics, and religious studies.

The Department offers a range of 11 special correspondence courses in theology. These have been prepared to meet the needs of men over 35 who wish to complete the equivalent of two years' university-level study in order to qualify academically for ordination. As these courses are meant for men who will have many pastoral duties, they do not carry credit, and are therefore open to other individuals who do not wish to qualify for ordination.

Name: Extension Department, Acadia University, Wolfville, Nova Scotia, Canada.

Date of Foundation: Acadia University founded in 1838.

Aims: To provide university credit courses by correspondence and evening classes.

Language: English

Subjects: Correspondence courses in economics, history of education, mathematics, religious studies, including special correspondence courses in theology.

Students: All post-secondary; extension and summer course enrolments together total 600-700 or over. Many are teachers.

Staff: Teaching done by regular members of University teaching departments. Extension Department consists of Director, secretary and stenographer.

Teaching Methods: Correspondence courses use written lessons. Video tapes are also used and expected to increase in importance.

Finance: All revenue comes from fees - \$140 for full courses; \$70 for half courses.

Sponsorship: Acadia University - an independent body.

Future Developments: Expansion of extension work is envisaged.

DEPARTMENT OF EXTENSION, QUEEN'S UNIVERSITY AT KINGSTON

Queen's University was founded in 1841 by a Royal Charter issued by Queen Victoria, and thus has a long history of educational service. Correspondence courses were started in the summer of 1889 and continued during the winter and summer sessions until 1966-67. Correspondence courses in the summer were discontinued in 1966, but correspondence courses in the winter session have continued. The Summer School, established in 1910, is the oldest in Canada. Its activities include intensive courses in English for French-speaking Canadians and credit courses for teachers conducted in Bermuda in conjunction with the Bermuda Department of Education. In recent years the increased number of night courses made available has reduced the number of courses taken by correspondence to some extent, though only enrolments from the Kingston area itself are affected by this trend.

Tuition is carried out by the teaching departments concerned; each department appoints a Chairman of Extension Studies who supervises a staff of markers. Administration of the courses is the concern of the Department of Extension.

Degree credit courses at Queen's University are generally only open to students who have achieved a minimum average of 60% in their final high school year. However, older students, over the age of 23, who do not hold this qualification, may be admitted to a trial credit course if they can satisfy the University as to their suitability. Such trial courses may be taken by correspondence if desired, and clearly correspondence is likely to be especially suitable for mature students.

Name: Queen's University, Department of Extension, 25 Union Street, Kingston, Ontario, Canada.

Date of Foundation: 1889

Aims: Credit courses leading to a B.A. degree, Province of Ontario qualification as a secondary school teacher and Higher Teaching Certificates; non-credit courses for municipal assessors, clerks and treasurers; School of English for French-speaking Canadians (not using correspondence).

Language: English

Subjects: Credit subjects - classics, economics, English, French, German, history, mathematics,

philosophy, political studies, psychology, religion, sociology, Spanish. Non-credit subjects - municipal assessors' subjects, municipal clerks' and treasurers' subjects.

Students: B.A. general students; students holding a university degree; students of other universities studying through Queen's University with a letter of permission; mature students; municipal employees of Ontario municipalities. Registration in December 1972 - 1,015 in credit courses, 453 in non-credit courses.

Staff: Each of the 13 departments which teach the credit subjects listed above has a Chairman of Extension Studies. Under his or her direction there are 44 markers for the students in credit courses and 20 markers for the students in non-credit courses. The Department of Extension has 16 full-time and 4 part-time administrative staff.

Teaching Methods: Credit courses - students are supplied with study guides, reading lists and the names of textbooks, which can be bought through the University bookshop if unavailable in the student's home town. Students complete assignments by fixed dates; these are marked, commented on, recorded, and returned to the students. In a few courses a week-end seminar is held, attendance being voluntary. In a limited number of courses a telephone conference is arranged with selected students. Non-credit courses - arrangements are similar to credit correspondence with the exception that no seminars or telephone conferences are held.

Finance: Fee per course - \$105. Annual budget integrated with that of the Faculty of Arts and Science.

Sponsorship: Independent University in the political and religious sense; dependent upon the Government of Ontario for about 90% of revenue.

Future Developments: Enlargement of student-teacher liaison through on-campus seminars, the extended use of telephone calls and telephone conferences, and the exploratory use of radio, television and recording cassettes.

INDEPENDENT STUDY PROGRAMME, UNIVERSITY OF GUELPH

The Office of Continuing Education at the University of Guelph, which deals mainly with evening and other extension services, established its programme of correspondence courses in 1960. The first courses were in the horticultural sciences - botany, entomology, soil sciences, for example - and were designed to help people employed in such fields as nursery gardening or park management to understand the reasoning behind the methods and practices used in their work. The range of courses has since spread to cover the needs of agricultural workers and those engaged in the food production industries, though horticulture is still the major area of study.

A student may begin a course at any time and continue it at his own pace. However, it is generally estimated that students should devote 8-15 hours a week to study.

The Independent Study Programme is perhaps unique in that it has been evaluated by two students in their M.Sc. theses. Two of the most important results which emerged were the following:

1. Course completion increased with age up to about 50 when there was a slight decrease.
2. There was no significant difference in achievement between students with formal educational qualifications and those with none. Other factors such as financial support, home circumstances, occupation, similarly have no bearing on the final grade.

Degree credit courses are also offered in a limited range of subjects. The candidate wishing to study under-graduate credit courses will be required to hold the necessary academic pre-requisites for university admission and will be required to complete the course on a regular semester basis.

Name: Independent Study Programme, Office of Continuing Education, University of Guelph, Ontario, Canada.

Date of Foundation: 1960

Aims: To enable workers engaged in horticultural and agricultural employment to learn the principles and practices of science as they relate to their work; to provide courses in these fields at university credit level.

Language: English

Correspondence Education

Subjects: Credit courses in biological sciences and agriculture. Non-credit courses in agriculture, horticulture, food-processing, irrigation and home gardening, including the Diploma course in horticulture.

Students: University students, who must comply with matriculation requirements; those working in the industries concerned and any interested persons - no special qualifications required. 60% from Ontario Province, 40% from other provinces. 41% of students failed to complete a course; 59% completed an average of 6.43 courses.

Staff: Director, 2 assistants, 1 secretary, 2 clerk typists.

Teaching Methods: Written lessons, including study outlines, supplementary material, and assignments which are returned to students with instructive comments; some courses end with a final exam paper. Some employers arrange discussion groups amongst their employees. Degree credit courses also make use of audio-taped lectures. The Office of Continuing Education runs a counselling service for those who request it.

Finance: Course fees \$30 per course; \$50 for out-of-province students. Credit courses \$70 per course; the candidate is also required to place a refundable deposit of \$20 on magnetic tapes. Most texts must be obtained by the student. Revenue amounts to \$55,000; expenditure \$140,000. Balance of \$85,000 met by Ontario Ministry of Agriculture and Food.

Sponsorship: University of Guelph; Ontario Ministry of Agriculture and Food.

Future Developments: Setting up five co-ordinating educational centres which will offer the correspondence courses in agriculture, supplementing written lessons with workshops and short attended courses.

CORRESPONDENCE DIVISION, EXTENSION SERVICES OF THE FACULTY OF ARTS, UNIVERSITY OF OTTAWA

The Correspondence Division was set up in 1937 when it was found that many students left the country on Government service and wished to continue their studies. Students now include a variety of adults in employment as well as people with physical or social difficulties. A special arrangement has been made with the National Hockey League, by which hockey players may enrol for B.Comm. or B.Physical Education courses and receive tuition by correspondence during the winter season.

The Correspondence Division is part of the Extension Service of the Faculty of Arts, which caters for registered part-time students. Only 8 of the 16 courses which make up the B.A. degree programme may be taken by correspondence; the rest must be taken on the campus as summer or evening courses. In some cases credits obtained at another university may be accepted.

Courses are written and assignments are marked by Faculty members, under the supervision of the Correspondence Division. Duplicating of courses is done by a reproduction centre which services all the University's Departments. Admissions for correspondence courses are handled by the central admissions office. Thus the Correspondence Division's principal function is that of co-ordinating and directing correspondence activities.

Name: Correspondence Division, Extension Services of the Faculty of Arts, University of Ottawa, Ottawa 2, Canada.

Date of Foundation: 1937

Aims: To provide adults who are unable to attend full-time with the opportunity to gain credits by correspondence towards B.A. degree.

Languages: English and French.

Subjects: Correspondence courses are run only by the Faculty of Arts. Subjects include modern and classical languages, philosophy, history, geography, mathematics, economics, biology, psychology, fine arts, etc. 35 full courses and 22 half-courses are currently being offered. All courses may be taken both internally or externally, except French for English-speakers which is not available by correspondence.

Students: Courses open to residents of Canada and U.S.A. Occupations include teachers, nurses, foreign service and army personnel, and hockey-players. Prisoners and the handicapped also enrol. Current enrolments for 1972-73 are about 500, but new registration regulations are expected to raise this number dramatically.

Staff: 3

Teaching Methods: Written courses only; the use of television and radio broadcasts has been discontinued.

Finances: Tuition fees \$118 for a full course, \$59 for a half-course, bringing in a yearly income of about \$118,000. Prisoners and the handicapped are exempted. Ontario Government subsidies amount to \$550,000 per annum; external students are allotted 20% of the subsidy of internal students. The Department's expenses - course writing and revision, fees, etc. - come to \$50,000 per annum.

Sponsorship: University of Ottawa

Future Developments: Introduction of audio-visual aids, if practical difficulties can be overcome.

INDEPENDENT STUDY PROGRAMME, UNIVERSITY OF TORONTO

The Division of University Extension has been offering courses planned in co-operation with business or professional associations since 1928, and the post-war decade saw an expansion both in numbers and in the range of courses. Courses are designed to provide students with the opportunity to complete requirements set by sponsoring bodies for certification or membership.

In recent years specialised courses developed for each body concerned have been replaced by a range of 'core' subjects designed to be taken individually or used in a variety of programmes together with optional supplements to suit particular needs. In some cases more specialised training is provided by the institution which sponsors the course. Sponsors include the Association of Administrative Assistants, Chartered Institute of Secretaries, Canadian Credit Institution, Canadian Institute of Traffic and Transportation, Institute of Canadian Bankers, Ontario Association of School Business Officials.

Name: Independent Study Programme, Division of University Extension, University of Toronto, 119 George Street, Toronto, M5S 1A9, Canada.

Date of Foundation: 1928

Aims: To provide university-level education in subjects related to requirements of business and professional associations.

Language: English

Subjects: Numerous courses, mainly in business and administrative subjects, but including general subjects - English, mathematics, geography, psychology, economics, computer subjects, etc.

Students: Mature adults; average annual enrolments 2,000, of whom approximately 10% are women.

Staff: Administrative - 6. Division of University Extension provides general services. Teaching - about 30 part-time staff, many of whom hold university teaching posts.

Teaching Methods: Written lessons, used with records and cassettes. A programme of general 'core' courses is supplemented by optional subjects to meet needs of particular institutions.

Finance: The Programme is largely supported by course fees, generally \$80 per course.

Sponsorship: Division of University Extension, University of Ontario.

Future Developments: Courses will continue to reflect changes in educational needs. Greater flexibility through modular development planned.

CORRESPONDENCE COURSE DIVISION, UNIVERSITY OF WESTERN ONTARIO

Courses which do not require special classroom work or laboratory sessions and which can, in the opinion of the Heads of Departments concerned, be carried on outside the classroom by correspondence study are offered through the Summer School and Extension Department of the University of Western Ontario. Students who take work by this method are expected to cover the same amount of work as would be covered in classes and to write the same examinations as those set for the intramural classes. Since many courses do not lend themselves to off-campus study because the student has no direct contact with the instructor and because of the lack of adequate library facilities, the number of courses offered by correspondence is limited.

Correspondence Education

To be eligible for correspondence study, the applicant must first have completed at least two university courses with an average grade of 60% or higher in all university work completed. After at least two courses are taken in classes, the student is better prepared to handle university work without the benefit of direct classroom instruction. The standards for correspondence course students are on the same level as for students taking work intramurally.

Qualified students are provided with course outlines for the courses for which they register and these outlines or syllabuses give general information concerning the work to be covered with special instructions or guides for the student. The required written assignments are indicated and the names of the required textbooks are given in the course outlines. Special mailing instructions with envelopes for assignments are provided.

The course outlines are prepared by the staff member in charge of the course concerned and in most cases the assignments are marked and graded by this same person. Many of these instructors have Ph.D. degrees and all are qualified to teach their courses within the University.

Correspondence course study runs from late September until mid-April and each course undertaken is completed in that period. Assignments are required at specified intervals, approximately two or three weeks apart in most courses. For persons too far distant from the University to write the examinations at the University, arrangements are made for special examination supervision at a centre convenient to the student.

A student cannot take his complete university degree work by correspondence. He can shorten the amount of time and the number of courses to be taken in attendance at the University through three or four correspondence courses.

In recent years there has been a considerable decrease in the number of students enrolling for correspondence courses and in the number of courses offered. One reason for this decline is the fact that teaching staff have not felt correspondence to be a satisfactory method of study. Difficulties over access to libraries, and textbooks going out of print, have also caused serious problems.

Name: Correspondence Study Division, Summer School and Extension Department, University of Western Ontario, London, 72, Ontario, Canada.

Date of Foundation: 1917

Aims: To provide training by correspondence for academic qualifications.

Language: English

Subjects: 24 credit courses in English, French, geography, German, history, Latin, philosophy, psychology, sociology, Spanish, at both junior and senior levels.

Students: Average yearly enrolment 200 students taking about 220 courses. Most are teachers. No age limit. All correspondence students must have completed at least 2 university courses with 60% average grade.

Staff: Administrative - 2. Teaching - about 30.

Teaching Methods: Study outlines; tapes. Assignments to be submitted at regular 2-3 weekly intervals for marking.

Finance: Annual revenue and expenditure approximately \$3,000. Revenue from tuition fees and Provincial Government grants.

Sponsorship: University of Western Ontario, which is supported by Provincial Government.

Future Developments: It is not expected that there will be an increase in the number of correspondence courses.

SERVICE DES COURS PAR CORRESPONDANCE, QUEBEC

The Service was set up in 1946 to make professional instruction open to all, and has since then developed a wide range of professional (technical and commercial) courses, including courses in basic subjects like arithmetic as they are applied in industry and commerce. These courses result in an 'attestation d'études' from the Ministry of Education for students gaining an overall minimum mark of 60%. In apprenticeship courses, such as those dealing with electricity and mechanics, students are given official certification counting towards their articles.

In 1970 the Service was requested by the Ministry of Education to extend its activities to general education for adults at secondary level. In accordance with this request the Service began preparing credit courses leading to the Ministry's examinations, and in May 1972 the courses under this new scheme went into operation - 24 general school courses and 4 professional ones, all in secretarial subjects. In the near future, there will be 40 other courses.

Courses are designed for use by adults who wish to take them either through preference or through inability to follow courses by any other means. Apart from people in employment wishing to improve their professional qualifications, and those taking courses for general interest, students include armed forces personnel and individuals resident outside Quebec.

Name: Service des cours par correspondance du Service general des moyens d'enseignement, Ministère de l'Education, 1110 Est, Rue Jean-Talon, Montreal, 328, Quebec, Canada.

Date of Foundation: 1946

Aims: To develop the use of correspondence as a means of extending facilities for professional (technical and commercial) and general school education to the whole population.

Language: French

Subjects: Credit courses in mathematics, English, French, science, typing and stenography. Non-credit courses in arithmetic for commercial application, computer programming, electricity, industrial design, economic geography, commercial English and French, mechanics, metal-working, business subjects, book-keeping, accountancy.

Students: Year 1971-72 statistics - total 8,893 enrolments; 4,254 abandoned, 1,557 completed courses and 3,082 still enrolled.

Staff: Administrators, editors, advisers, course writers, markers. Intending students contact administrative personnel attached to local or regional school boards.

Teaching Methods: Correspondence, carried out in accordance with specially prepared handbook - 'Guide Pédagogique et Méthodologique'. Kits and records used in conjunction with written lessons containing texts, notes and assignments. Students may work at their own pace.

Finance: Fees \$10-\$25 per course. \$25 extra for postage to places outside Canada. Textbooks to be acquired by students themselves.

Sponsorship: Quebec Ministry of Education.

Future Developments: Expansion of general and professional secondary-level courses.

SASKATCHEWAN GOVERNMENT CORRESPONDENCE SCHOOL

The School began life in 1925 as an Outpost Correspondence School with an enrolment of seven students at elementary level. In 1930 a similar service was organised for high school grades and the School took on its present name. As the School developed to serve the province's needs numbers expanded and in 1971 nearly 5,000 students were enrolled.

Educational facilities offered by the School fall into two categories - Type A and Type B. Students following Type A courses receive full instruction directly from the School. Type B students on the other hand follow the correspondence materials sent out by the School under the guidance and supervision of a local teacher who corrects assignments. Type B courses are used mainly by children who live near a school but are unable to attend it, children who attend school but are unable to receive instruction in particular subjects, and adults studying at an approved adult education institution. Teachers may also use the correspondence materials as professional teaching aids.

Two special vocational courses are available for adults in addition to conventional school subjects. The first is the grain elevator manager course, run in conjunction with the Grain Company and designed to help the grain elevator manager improve the clerical and business side of his work. It is equivalent to Grade XI Agriculture. The second, oxy-acetylene welding, is prepared for apprentices and tradesmen and is open only to those actively engaged in the welding trade.

Name: Saskatchewan Government Correspondence School, 1330 Winnipeg Street, Regina, Saskatchewan, S4R 1J8, Canada.

Correspondence Education

Date of Foundation: 1925

Aims: To assist adults to improve their educational standing so that they may become more effective members of the province's working force and to enable them to pursue courses for self-improvement or general cultural interest; to enable school pupils who for valid reasons cannot attend school to maintain their studies; to co-operate with high schools in providing facilities for instruction in subjects not available locally.

Language: English

Subjects: Standard school subjects in grades I-XII; pre-high school programme for adults in literature, language, arithmetic and spelling; high school programme for adults, leading to Grade X Academic Certificate, Grade X Vocational Certificate in English, mathematics, science and business practice, and Grade XII Certificate; special services for adults (see previous page).

Students: Average yearly enrolment 4,500, at elementary and secondary levels.

Staff: 28 professionally qualified teachers, 5 teaching assistants, 2 part-time teachers, 8 administrative staff.

Teaching Methods: Written correspondence lessons and cassettes.

Finance: Revenue from tuition fees approximately \$88,000 - fees range from \$2-\$17 per subject per grade; expenditure approximately \$550,000. Balance met by government appropriations.

Sponsorship: The School is a Division of the Saskatchewan Department of Education.

Future Developments: Continuation of academic and some vocational subjects.

GHANA

CORRESPONDENCE UNIT, INSTITUTE OF ADULT EDUCATION, UNIVERSITY OF GHANA

The University of Ghana Institute of Adult Education was established in 1948 and has, since then, used traditional techniques of face-to-face teaching. For some years it has offered evening classes in G.C.E. subjects. In October 1970 the Institute set up a Correspondence Unit to supplement this work. In doing so it wanted both to offer a better, and more widely spread service than it could by traditional means and reduce the loss of foreign exchange through students enrolling with correspondence colleges outside Ghana. It is possible that, in time, the Institute may contribute to foreign exchange as a result of enrolling students from outside Ghana.

The correspondence courses are at present administered from a central office at Legon but in future it is hoped to make more use of the regional staff of the Institute. In this way it is hoped to offer more residential courses to correspondence students and provide local counselling services. There are plans, too, to introduce the use of radio and television linked with correspondence courses. The Unit is already providing some face-to-face teaching for its students and trying to allocate students to tutors who live near them.

The correspondence programme is financed out of the regular income of the Institute and has been started without outside aid. 50% of the costs are met by government subvention and the other 50% from fees from students and income from the sale of books to students. The long-term aim is to make the programme self-supporting.

Name: Correspondence Unit, Institute of Adult Education, University of Ghana, P.O. Box 31, Legon, Ghana.

Date of Foundation: 1970

Aims: To extend the Institute's provision beyond evening classes in towns and so make wider provision for secondary education for adults; to provide national courses and reduce enrolments at institutions outside Ghana.

Language: English

Subjects: G.C.E. 'O' level - English language, history of West Africa, economics, commerce, principles of accounts, mathematics, bible knowledge, English literature, geography, additional mathematics. 'O' level courses planned in government, general science, Twi. 'A' level courses planned in geography, government, history.

Students: Mainly post-primary. 500 students enrolled in the first year. Occupations - teachers 33%; unemployed 8%; others 59%.

Staff: Integrated with Institute of Adult Education - 2 full-time academic staff; 8 administrative staff; 59 part-time tutors.

Teaching Methods: Correspondence with face-to-face teaching.

Finance: Fees - 1 course N¢12; 2 courses N¢21; 3 courses N¢28; 4 courses N¢36; 5 courses N¢40. Annual budget N¢20,000 - including 50% government subsidy.

Sponsorship: Part of University of Ghana.

Future Developments: Plans to extend the number of subjects and introduce 'A' level courses, teacher training, external degrees, trade union education, co-operative education, vocational and technical education, liberal education.

HONG KONG

DEPARTMENT OF EXTRA-MURAL STUDIES, CHINESE UNIVERSITY OF HONG KONG

The Correspondence Course Section of the Department of Extra-mural Studies has been in operation since 1967, when a total of 656 students were enrolled for three courses. Today 18 courses are offered by correspondence, run three times a year with about 1,000 enrolments per session totalling about 3,000 in a year. Most of these deal with aspects of the Chinese and English languages, though there are others of commercial and general cultural interest.

Like most of the courses offered by the Department, the correspondence courses are taken on a non-credit basis. On completion of a course students receive a letter of certification, on request.

Name: Correspondence Course Section, Department of Extra-mural Studies, Chinese University of Hong Kong, 23 Nathan Road, Kowloon, Hong Kong.

Date of Foundation: 1967

Aims: To provide opportunities for higher education for all who can benefit from them.

Languages: English and Chinese.

Subjects: Courses in Chinese, English, business subjects, child development, Chinese painting, design.

Students: Yearly enrolments around 3,000; 70% local students, 30% from abroad.

Staff: Staff Tutor in charge of correspondence studies, working under the Director of the Extra-mural Department. Total of 321 part-time tutors employed by the Department.

Teaching Methods: Textbooks, study notes and assignments are despatched monthly; assignments are marked and returned.

Finance: Fees - \$40-\$80 per course.

Sponsorship: Chinese University of Hong Kong.

Future Developments: It has been found very difficult to organise new courses because few instructors are willing to write lessons. They are unwilling to be "exposed in black and white".

INDIA

DIRECTORATE OF CORRESPONDENCE COURSES, PANJAB UNIVERSITY

When the Panjab University first introduced correspondence courses in 1971, it began with a programme of 9 subjects leading to a B.A. degree. The initial response was encouraging enough for the Directorate to expand its course offering. An extra subject, public administration, is to

Correspondence Education

be added to the B.A. range; a three-year commerce degree and a short diploma course in office management are due to begin this year.

Instruction is carried out by means of lecture-scripts, radio talks, contact programmes and response-sheet evaluation. Twenty lecture-scripts are sent to students for each subject during the academic year. Lecture-scripts, written by subject specialists, are checked, printed in three languages, and despatched, by the staff of the Directorate. Response-sheets, posing questions which arise in the lectures, are marked by local staff and returned to students with helpful comments.

Radio talks by Directorate staff, broadcast on a regional station of All India Radio, supplement the lecture scripts. Television will also probably be used when it comes to the region.

Instructional and personal contact programmes have also been introduced where large concentrations of students are to be found. Groups of teachers from the Directorate visit these centres for a week's class teaching; these sessions have proved very successful.

Name: Directorate of Correspondence Courses, Panjab University, Chandigarh, 14, India

Date of Foundation: 1971

Aims: To provide correspondence tuition for pre-university certificate, B.A., B.Comm. and Dip. Office Organisation and Procedures.

Languages: English, Hindi and Panjabi.

Subjects: English, Hindi, Panjabi, Sanskrit, mathematics, geography, history, economics, political science and public administration.

Students: 1972-73 enrolments:

Pre-university	2,135
B.A.	8,084
Total	<u>10,219</u>

B. Comm. and B. O.O.P. due to start in 1973-1974.

Most students are government employees, with some from private firms and some military personnel. Predominantly male.

Staff: 3 readers, 8 lecturers, 36 junior lecturers. Budget provision has been made for the appointment of 5 more readers, 37 lecturers, 1 Assistant Director, 9 junior lecturers, from year 1973-74. Home assignments are corrected and evaluated by local college teachers. Administrative staff - 3 assistant registrars, 3 librarians, 2 superintendents, 15 assistants, 64 office staff. Budget provision made for an extra superintendent, 11 clerical staff, a cartographer and a draftsman.

Teaching Methods: Lecture-scripts written by college teachers and checked by Directorate staff are sent to students, with assignments to be completed. Lessons reviewed periodically by subject experts from other universities. Radio talks broadcast for most subjects. Contact programmes set up in three states to provide class teaching and group study. Students' magazine due to be brought out in April 1973.

Finance: Building financed by a grant from the University Grants Commission. Otherwise, annual expenditure of around Rs. 2,500,000 balanced by revenue.

Sponsorship: Directorate is affiliated college of Panjab University but receives no funds from it.

Future Developments: Plans for job-oriented courses, B.Sc. classes, other technical courses, extra-mural activities. Establishment of cartographic section and independent printing press.

DIRECTORATE OF CORRESPONDENCE COURSES, PUNJABI UNIVERSITY

The Punjabi University, Patiala, was the first Indian university to be allowed by the University Grants Commission to run correspondence courses in the regional language as well as in English. The University has a statutory obligation to assist the development of the Punjabi language, and in consequence has instituted two one-year courses by correspondence in Punjabi, one elementary and one at a more advanced level, as well as the pre-university (one year) and B.A. degree (three years) programmes.

The Directorate is a teaching department as well as an administrative unit; tuition is given by academic members of the Directorate who are themselves subject specialists. Correspondence courses are, however, the same in subject matter and standard of attainment as internal courses, and both types of student take the same final exam and receive the same qualification.

Name: Directorate of Correspondence Courses, Punjabi University, Patiala, India

Date of Foundation: 1968

Aims: To enlarge and equalise opportunities of higher education for persons who for one reason or another find it difficult to study in regular colleges.

Languages: English, Hindi and Punjabi.

Subjects: Pre-university - languages, history, mathematics, economics, civics; B.A. - languages, history, economics, literature, mathematics, political science, religious studies, defence studies, education; elementary Punjabi; Gyani (Hons. Punjabi).

Students: Average yearly enrolment 3,500. 90% male; 76.4% unmarried; 64% below 24 years of age; employment - 45% clerical, 14% unemployed, 11% engineers, 2% teachers.

Staff: Director and 2 Associate Directors, 10 Assistant Directors, 18 instructors and tutors; all are graduates, some have teacher training qualifications. Students' response sheets are generally marked by teachers of the Directorate, but the overflow, if any, is evaluated by teachers in local colleges. Administrative staff - assistant registrar, superintendent, 2 assistants, librarian, 47 clerical and printing staff.

Teaching Methods: Printed lessons, backed up by radio talks given by teaching staff of the Directorate and by personal contact programmes which are run yearly in various places.

Finance: Income Rs.710,357, derived from tuition fees, university grants and grants from the University Grants Commission, which gave initial support to meet deficit and to cover expenditure on building and equipment, etc. Expenditure Rs.674,005.

Sponsorship: Punjabi University

Future Developments: Job-oriented courses to be introduced as experiment in 1973 - subjects include commerce, proof-reading, statistics - as elective subjects in degree course. Post-graduate courses in English, Hindi, Punjabi, political science, history, economics, planned for 1973. Establishment of local study centres is under way. Schemes for continuing education and rural adult education are under consideration.

SCHOOL OF CORRESPONDENCE COURSES AND CONTINUING EDUCATION, UNIVERSITY OF DELHI

The University of Delhi introduced correspondence courses in the year 1962-63 in response to recommendations by the Expert Committee on Correspondence Courses and Evening Colleges set up by the Indian Government in 1961.

The first courses, for B.A. (pass) degrees, began as a pilot project, but have now established themselves successfully and more courses have been introduced. Students may now take the B.Comm. (pass) by correspondence, and Delhi is currently the only Indian university offering part of the general science degree by correspondence.

The University Grants Commission has laid down that degrees obtained through correspondence study should be strictly of the same standard as those granted to regular internal students. For this reason correspondence students must conform with the University's matriculation requirements. They follow the same syllabuses as internal students and sit the same examinations. However, certain examinations are not open to students who have failed to submit at least 33% of their response sheets per subject per year.

Examinations for those studying abroad through Indian Embassies and Missions are held in the capitals of a number of countries. These include Britain, West Germany, U.S.S.R., U.S.A., U.A.R., Mauritius, Ghana, Australia, Japan, China and Indonesia.

Name: School of Correspondence Courses and Continuing Education, University of Delhi, 5 Cavalry Lines, Delhi 7, India.

Correspondence Education

Date of Foundation: 1962

Aims: To provide instruction by correspondence for students all over India who are working towards degrees of the University.

Languages: English and Hindi.

Subjects: B.A.(pass) - English, Hindi/Urdu, history, political science, economics, commerce, mathematics, Sanskrit. B.Comm.(pass) - business organisation, office practice, accountancy, business law, economic theory, etc. B.Sc.(gen.) Group A - physics, chemistry and mathematics (only for students living in Delhi).

Students: All matriculated students of University of Delhi. Enrolments in 1969-1970 were 20,000.

Staff: Principal, deputy registrar, 75 lecturers.

Teaching Methods: Correspondence lessons which follow the University syllabus. Students submit 'response sheets' which are returned to them marked and with the teacher's comments. Supplemented by personal contact programmes of 10-15 days duration arranged throughout the year in various places, and by radio talks broadcast on All India Radio. Some of the latter are available in book form.

Finance: Tuition fees of Rs.150-Rs.250 per year. The scheme is more or less self-supporting.

Sponsorship: University of Delhi; University Grants Commission.

SCHOOL OF CORRESPONDENCE COURSES, ANDHRA UNIVERSITY

The School of Correspondence Courses has been operating for too short a time for full information on its progress to be available. So far three courses are available - two are three-year degree courses and the third is a two-year pre-university course.

A student who enrolls with the School, like any other regular student of Andhra University, studies the same syllabuses and curricula, takes the same examinations and is awarded the same degree by the University. Students intending to enrol for correspondence courses must first obtain exemption from attendance at a college.

Name: School of Correspondence Courses, Andhra University, Waltair, Andhra Pradesh, India.

Date of Foundation: 1972

Aims: To provide instruction at pre-university and at degree level by correspondence.

Languages: English and Telugu.

Subjects: B.A. - economics, history and politics. B.Comm. - economics, book-keeping, auditing, accounting, statistics, etc. Pre-university - English, Telugu, history, economics, civics.

Students: 120 enrolled in the first 6 months.

Staff: Hon. Director, 6 office assistants. Teaching and marking is carried out by University and affiliated college lecturers.

Teaching Methods: 30 correspondence lessons per course sent to students, each covering a week of class teaching, and referring to prescribed texts. 15 response sheets are completed by students during the course, and returned corrected by tutors. Lessons and exercises are pre-tested and constantly revised.

Finance: Funds derived from University Grants Commission and tuition fees - Rs.200-Rs.250 per year.

Sponsorship: Andhra University.

Future Developments: Offering instruction for M.A. and M.Comm. degree courses is under consideration.

SCHOOL OF CORRESPONDENCE COURSES, UNIVERSITY OF MEERUT

The University of Meerut commenced the programme of correspondence education for the B.A. degree in July 1969. The programme runs through four semesters spread over two years. People who have completed twelve years of studies and entered the services or who are unable to attend during working hours, find these courses attractive.

The courses of study are the same as prescribed by the University of Meerut for the Bachelor's programme. Examinations are conducted each semester at centres which as yet are all within the state of Uttar Pradesh. The course is purposefully broad; for a Bachelor's degree three main courses and four courses of more general interest are required.

Name: School of Correspondence Courses, University of Meerut, Uttar Pradesh, India.

Date of Foundation: 1969

Aims: To provide university-level education for those who are unable to attend as regular students.

Languages: English and Hindi.

Subjects: B.A. degree with 3 main subjects from: Hindi, English, Sanskrit, philosophy, sociology, political science, economics, mathematics, history; and 4 general subjects from a wide range including religion and culture, general English, problems of Indian agriculture, etc.

Students: Average yearly enrolment around 3,000. Over 95% male, mostly office workers or servicemen. Average age 25. Students must have completed an intermediate examination or equivalent.

Staff: Lessons are prepared by 9 lecturers, who also co-ordinate marking. Lecturers are required to have M.Phil. or Ph.D. degrees. About 100 part-time staff for marking are drawn from research students, lecturers in nearby colleges, and retired lecturers. 21 administrative staff.

Teaching Methods: Printed or mimeographed lessons sent to students with assignments to be returned for correction. 75% of assignments, with minimum 33% of marks, must be completed for students to sit examinations. Lessons are backed up by contact programmes at two centres. The School brings out its own magazine annually.

Finance: Funds are derived from fees - Rs.158 per semester - and from University Grants Commission and State Government grants. Annual budget Rs.700,000.

Sponsorship: University of Meerut.

Future Developments: Development of Master's degree programme; introduction of short-term non-degree courses in technical and general subjects.

KENYA

CORRESPONDENCE COURSE UNIT, INSTITUTE OF ADULT STUDIES, UNIVERSITY OF NAIROBI

The Correspondence Course Unit of the Institute of Adult Studies at the University of Nairobi was set up in 1967 with technical assistance provided by USAID through the University of Wisconsin. The USAID contract ended in April 1971 when the Unit came fully under the University of Nairobi administration. The main emphasis of the Unit's work so far has been on the in-service upgrading of primary school teachers through two different programmes. The first has been aimed at unqualified teachers with seven years of primary education who lack a teaching certificate. Beyond that is the second set of courses, aimed at teachers who have done two years of teacher training, leading to the Kenya Junior Secondary Examination.

The Unit provides students with correspondence lessons and requires them to attend residential courses during school holidays. Students are also provided with textbooks, maps and other aids as necessary. The Unit's courses are also linked with radio broadcasts on Voice of Kenya: five hours of air-time per week are provided for CCU programmes and a 1969 survey showed that these had an audience of half a million adult listeners, out of a total (estimated) population of 10.6 millions.

Correspondence Education

The Unit has kept records of the students' examination results and reports that in the Kenya Junior Secondary Examinations the average pass rates were 42% in 1968, 46% in 1969 and 51% in 1970, as compared with school candidates who achieved 16-30% in the various provinces, while private candidates achieved 8-15% pass rates in 1968. In 1970 when the maintained schools averaged 47% and private candidates scored 13%, the CCU candidates achieved 51% pass rates. In the various subjects offered by the CCU, the average pass rates have gone as high as 76% in Kiswahili, 57% in English and 55% in history. The Unqualified Teachers' Programme, on the other hand, has produced pass rates of over 90% in the final examinations set jointly by the Unit and the Kenya Institute of Education.

In their development plans the Unit intends that first priority should be given to adults working in business and industry with courses both in business and technical subjects (e.g. principles of accounts, commerce, technical drawing, building) and supporting general subjects (e.g. English, mathematics, Kiswahili). Beyond that it is hoped to extend the present range of courses so that they lead to higher-level examinations and to develop a programme for the use of correspondence in schools.

Name: Correspondence Course Unit, Institute of Adult Studies, University of Nairobi, P.O. Box 30688, Nairobi, Kenya.

Date of Foundation: 1967

Aims: In-service upgrading of primary school teachers; to prepare adults for Junior Secondary Examinations; training of staff and members of Government and private organisations (e.g. the army, co-operatives); to provide courses to schools; to develop courses at higher levels, up to first degree.

Language: English

Subjects: For unqualified teachers - English, mathematics, history, geography. For Junior Secondary - English, mathematics (modern), history, geography, physical science, Kiswahili, biology.

Students: Unqualified teachers - 7 years primary education. Junior Secondary programme - 7 years primary education plus, in some cases, 2 years teacher training. In December 1971, 2,193 enrolled for Junior Secondary and 6,142 for the Unqualified Teachers' Programme. 90% of Junior Secondary students are teachers; others are mainly from the forces, police and prison staff, co-operatives.

Staff: 21 full-time and 10 part-time administrative staff. About 50 part-time tutors marking students' work.

Teaching Methods: Students are supplied with study guides, textbooks, maps and science experiment kits; supplementary instruction is provided through national radio for 5 hours a week with repeat programmes; residential courses of one-week duration during the school vacations; one-day meetings with the tutors during field visits.

Finance: Fees K£2-K£3 per course. Annual budget: income - K£31,000, expenditure - K£86,000. Kenya Government contribution - K£55,000.

Sponsorship: Government of Kenya through the University of Nairobi.

Future Developments: Vocational courses - developing business and technical subjects to 'O' level (1972) and 'A' level (1974); academic courses - developing present courses to 'O' level (1972) and 'A' level (1974); rural development - radio/correspondence groups on running a small business (1972); external degree courses (1975).

MALAWI

MALAWI CORRESPONDENCE COLLEGE

At Independence, only 5% of primary school leavers in Malawi could be accommodated in secondary schools. Substantial numbers of students were enrolled with foreign correspondence schools, and the Government was concerned both at the poor results obtained this way, and at the large sums of money going abroad. The Malawi Correspondence College was set up to help overcome the educational blockage at secondary school level. The New Zealand Government provided a specialist in correspondence education to set up the school.

From its establishment, the College has been concerned to use broadcasts and face-to-face sessions as well as correspondence. The main emphasis of the College's work is on primary school leaving and on courses for the in-service training of primary school teachers. As well as correspondence and broadcasting lessons, face-to-face teaching is done at some 67 correspondence college centres and 22 night secondary schools. A recent report on the organisation of the College describes the present way of working like this:

"In Malawi correspondence courses were specifically prepared to meet local conditions. Those obtained from other correspondence colleges were adapted accordingly. Each correspondence lesson includes self-marking exercises whose solutions are given in a subsequent lesson, thus enabling the student to compare his own answers with those prepared by the correspondence tutors. After every five lessons a test is taken by the student and submitted to the Correspondence College for marking and comments. When the work has been marked and the scores entered on the student's record or test card, it is returned to the student with model answers.

"From the outset, the provision of radio programmes and study groups formed an important part of the Malawi Correspondence College project. Study groups operated for two years under a supervisor. Later, they were replaced by more effective Correspondence College Centres introduced in 1967 to alleviate the shortage of secondary school places. ... In addition there are evening secondary schools which, together with the centres, are under the administrative and professional control of the Principal of the Malawi Correspondence College. Each centre and evening school has one or two teachers who provide some face-to-face teaching and help the correspondence students in their work. In addition each unit is provided with a radio and a library."

Name: Malawi Correspondence College, Private Bag 2, Chichiri, Blantyre 3, Malawi.

Date of Foundation: 1964

Aims: Secondary education for students without places in secondary schools. Also in-service upgrading of teachers.

Languages: English, except for National Language Course in Chichewa.

Subjects: Primary School Certificate - English, history, geography, mathematics, science, Chichewa. Junior Certificate - English, history, geography, bible knowledge, mathematics, biology, health science, Chichewa, book-keeping, commercial studies. G.C.E. 'O' level - English, history, geography, religious knowledge, biology, human anatomy, commerce, British constitution. Teacher upgrading course.

Students: Pre-secondary and secondary. Enrolments now limited to short periods each year to keep numbers within the capacity of the College. About 3,300 students per annum.

Staff: Principal plus 4 professional full-time; a varying number of part-time tutors; 70 clerical and technical staff.

Teaching Methods: Correspondence courses of approximately 24 lectures, called 'Sets', to cover 2-year course, together with a daily broadcast of 45 minutes, and study groups in every district in Malawi. These study groups meet every day in Correspondence College Centres or Night Secondary Schools, under a teacher-supervisor. There are 89 such institutions throughout the country.

Finance: Average annual revenue - K78,400. Expenditure - K130,720. Fees range from K12-K40 according to level of course.

Sponsorship: The College is a department of the Ministry of Education.

MALAYSIA

OFF-CAMPUS ACADEMIC PROGRAMME, UNIVERSITY OF MALAYSIA

The Off-Campus Academic Programme at the University of Malaysia began in June 1971 with an initial intake of 89 students. This programme of studies by correspondence is run under the auspices of the Centre for Educational Services, which is one of the 'schools' of the University.

Correspondence Education

The Off-Campus Academic Programme is administered by a unit within the Centre for Educational Services, whose function is to service the students and to co-ordinate the work of the academic staff. However, its lecturers are drawn from the academic staff of the University and combine both internal and external teaching duties. The Programme is the only one of its kind at present existing in Malaysia and reflects the University's commitment to service to the community at large.

Under-graduate courses are offered at three levels, with each level corresponding to the requirements for one year of full-time study. Off-campus students, however, will be required to take two years to complete each of the first two levels and a total of five to six years to complete all courses required for a degree. For the first and second level courses, students undertake home study by themselves and receive at intervals such materials as the syllabus and lecture outlines, as well as the reading list appropriate to each course. Students also attend a compulsory vacation course of three to four weeks' duration at each level. For the third level courses, students are required to be full-time students on the campus.

Name: Universiti Sains Malaysia, Minden, Pulau Pinang, Malaysia.

Date of Foundation: 1971

Aims: To balance the inequality of opportunity between working men and full-time under-graduates by providing tuition leading to a degree for adult students who are in full-time employment or working in the home.

Languages: English and Bahasa Malaysia.

Subjects: School of Humanities - history, philosophy, the arts, environmental studies. School of Social Science - economics, anthropology, sociology, political science. School of Physics and Mathematics introduced courses in June 1973.

Students: Current total 205. Only two years (one level) are so far enrolled.

Staff: Academic - 9 full-time lecturers all engaged in on-campus teaching as well. Administrative - part-time Co-ordinator of Programmes, with 1 Administrative Assistant, 2 clerks, 1 typist. Other services rendered by the general office of the Centre for Educational Services.

Teaching Methods: Written correspondence lessons, with vacation sessions of intensive study including lectures, tutorials and seminars conducted by University staff.

Finance: Annual expenditure M\$200,000, most of which is met by the Government. Fees M\$240 per annum, plus M\$50 for vacation courses.

Sponsorship: Universiti Sains Malaysia

Future Developments: Establishment of second and third level courses, with wider range of subjects.

MAURITIUS

THE MAURITIUS COLLEGE OF THE AIR

The Mauritius College of the Air was set up by Act of the Mauritian Legislative Assembly in December 1971. The College is being established for the Mauritian Government by the International Extension College of Cambridge, England, which is seconding staff on a short-term basis and with financial assistance from British charities linked through the U.K. Voluntary Committee on Overseas Aid and Development. The College is administered by a Board of Trustees widely representative of Government educational and broadcasting institutions, and of vocational interests. The College was officially inaugurated by the Prime Minister of Mauritius on television on 28 August 1972, and its first course was offered to selected students in November 1972. Most of its pilot-project courses are being offered as from February 1973.

The establishing Act states that the College shall be "a centre for the promotion of education generally viz. by means of radio and television broadcasts, correspondence courses and tuition". Its particular emphasis is on the promotion of employment-related skills.

The M.C.A. is therefore a three-way teaching institution, using differing combinations of correspondence courses, broadcasting and face-to-face tuition, according to the particular needs

of different audiences and subjects. During 1973 the M.C.A. ran six experimental courses covering a wide range of subjects. The first year of full operation will be 1974. Its first courses include some School Certificate subjects, a rural development course, a teacher upgrading course in new mathematics, and a course on office management.

Name: The Mauritius College of the Air, District Courthouse, Moka, Mauritius.

Date of Foundation: 1972

Aims: To provide a centre for the promotion of education generally, especially by means of broadcasting, correspondence courses, and face-to-face tuition; in particular to provide education and training in employment-related skills, and to promote the development of skills and attitudes which will raise the standards of life of the people of Mauritius.

Languages: (In use in the experimental courses of 1973) English, French and Mauritian Creole.

Subjects: English language (for S.C.), human and social biology (for S.C. and for use in Social Welfare Centres), Mauritian Creole, new mathematics for primary school teachers, office management, rural homestead skills.

Students: Projections for 1973 - S.C. candidates (secondary school-children and adults) 3,250; primary school teachers on new mathematics course 600; clerical workers on office management course 75; village adults, some in clubs, following rural homestead skills course 75; visiting foreigners studying Mauritian Creole 30. Also young people at Social Welfare Centres.

Staff: (As at the beginning of 1973) Full-time - 5 senior administrative and tutorial staff (some on secondment from the Ministry of Education), 2 broadcasting officers (on secondment from the Ministry of Education), 5 office administrative staff. Part-time - 30 (approximately) course writers, presenters and tutors.

Teaching Methods: Radio, television, correspondence courses, supervised classroom use of programmes and materials, occasional face-to-face seminars, radio forum meetings, cassette tape recordings.

Finance: Fees Rs.75 - Rs.250 per course. Income - from fees, overseas donor agencies, U.K. Voluntary Committee on Overseas Aid and Development and from Mauritian Government sources - Rs.400,000 (c.£30,000). Expenditure - annual expenditure for 1973 - Rs.400,000.

Sponsorship: Joint sponsorship by the International Extension College and the Government of Mauritius.

Future Developments: Courses in family planning and welfare, motor mechanics, agricultural science and additional management courses, are now under discussion, but plans for 1974 are to take account of analysis of pilot courses in both subject matter and method.

NEW ZEALAND

CORRESPONDENCE SCHOOL, DEPARTMENT OF EDUCATION

The Correspondence School was founded in 1922 to provide facilities for primary children who would otherwise be unable to receive education owing to remoteness or ill-health. Some years later a similar service was provided for secondary pupils. Part-time adult students in employment are also catered for now, as are children attending regular secondary schools who wish to take special courses. There are also courses for intending and serving teachers.

Much emphasis is put on the need for the children to feel that the school they belong to is a cohesive unit in the same way that a regular school is. For this reason the School has its own uniform, Parents' and Ex-Pupils' Associations, an annual magazine, special awards and prizes, and a number of school clubs which circulate magazines among members and organise holiday camps and meetings.

Each year some of the teachers involved in operating the courses are able to visit their pupils. Moreover, permanent visiting teachers, each responsible for a particular region, are charged with making regular visits to full-time students throughout the year and with organising 'school days' and other gatherings in their area. In addition, month-long residential schools are organised yearly in order to provide children with an opportunity to experience community life.

Correspondence Education

Other services, normally available to children in schools, are provided by Vocational Guidance Officers and by Medical and Dental Officers based locally.

Name: Correspondence School, Department of Education, Private Bag, Wellington, New Zealand.

Date of Foundation: 1922

Aims: To provide educational opportunity for children and adults who are unable, because of remoteness or ill-health, to attend ordinary schools and educational institutions.

Language: English

Subjects: All lower primary, upper primary and most secondary subjects are taught. All secondary pupils must take a 'core' in their first three years consisting of English, mathematics, a science subject, an art or craft subject, health education, music, social studies or history or geography. Other subjects taken depend on whether the student enrolls for the Academic Course, the Commercial Course, or the General Course. Physically or mentally handicapped children may be sent modified courses to suit their individual needs. Teacher training and upgrading courses are also available.

<u>Students:</u>	Full-time primary	1,200
	Full-time secondary	800
	Pupils of other secondary schools	
	enrolled for special courses	1,500
	Adult part-time students	3,500
	Teachers	1,550
	Total	<u>8,500</u>

Staff: Administrative 50, secondary school teachers 135, primary school teachers 35, part-time tutors 25, visiting teachers 5, total 250.

Teaching Methods: Correspondence lessons supplemented by radio broadcasts; by tape recordings, especially in languages; by resident courses and short seminars; by visits from the 5 permanent visiting teachers; by kits sent out for practical subjects like woodwork, needlework, art and sciences.

Finance: The School is a branch of the Department of Education and is not financed separately. A new building estimated to cost \$2,000,000 is being planned. There are no fees for full-time pupils required by law to attend school, but adult part-time students and teacher-students pay an enrolment fee. Textbooks are supplied free to full-time pupils. Postage and the loan of science kits are free to all students; stationery and art materials are available at normal prices.

Sponsorship: New Zealand Department of Education.

Future Developments: Extended use of tape recordings and the provision of educational television programmes by the Department of Education and the Broadcasting Corporation. Expansion of continuing education facilities for adults.

W.E.A. - TRADE UNION POSTAL EDUCATION SCHEME

In 1968 the New Zealand National Council of Adult Education established the Trade Union Postal Education Scheme in collaboration with the New Zealand Federation of Labour and the Workers' Educational Association. Since 1971 the actual administration of the Scheme has been the responsibility of the W.E.A., but the original tripartite committee still directs operations.

The Scheme's overall aim is to increase the general effectiveness of the Trade Union Movement as a whole by providing courses of interest to its members. It does not aim at equipping members with academic qualifications or professional skills. The original courses were based directly on those produced by the Trades Union Congress in Britain, but many have since been re-written by specialists in New Zealand, and locally-prepared courses added.

Students enrolled are of all levels of education. Many have neglected or been deprived of formal education in their youth; at the other end of the scale are those who have reached university entrance qualifications. Their ages range from 18-77, with the greatest numbers being around 32 and 49.

An affiliated union pays a basic fee plus a further sum based on its financial membership.

A student enrolls by completing a form which he obtains from his union, provided the union itself is affiliated to the Scheme. He is entitled to follow courses throughout the year free of charge.

A report on the working of the Scheme written in 1969 ("Report on the working of W.E.A. - T.U. Postal Scheme up to end of June 1969", W.E.A.-T.U. Postal Education Committee) showed that of those who enrolled and completed the first assignment - regarded as evidence of serious commitment - a total of 38.5% withdrew from their courses. Students gave pressures on time from work and domestic commitments as the main reasons for withdrawal.

Name: W.E.A. - Trade Union Postal Education Scheme, Box 12114, Wellington North, New Zealand.

Date of Foundation: 1968

Aims: To provide a range of correspondence courses of interest to Trade Union members, and thereby to assist the Trade Union Movement to play a significant part in society.

Language: English

Subjects: Basic courses in English, arithmetic, statistics, and 'how to be a student'; courses of specific Trade Union interest, e.g. history of Trade Unionism in New Zealand, industrial and trade union law; subjects of social and economic interest to unionists, e.g. science and industry, international trade.

Students: Average yearly enrolment 500-550. All members of an affiliated union. All educational levels up to university entrance.

Staff: Specialist outside tutors appointed for each course. Administration: 1 part-time secretary-director, 1 full-time clerical assistant.

Teaching Methods: All teaching is by correspondence.

Finance: National Council of Adult Education annual grant; Federation of Labour annual grant; union affiliation fees and student enrolment fees which are payable by unions. Average annual income \$5,000; expenditure slightly above that.

Sponsorship: National Council of Adult Education, established by an Act of Parliament in 1963; New Zealand Federation of Labour; New Zealand Workers' Educational Association.

Future Developments: Extension of schedule of courses. Local seminars in collaboration with University Extension Departments and Polytechnics.

NEW ZEALAND TECHNICAL CORRESPONDENCE INSTITUTE

The New Zealand Department of Education set up the then Technical Correspondence School in 1946 to take over the Study Course Section of the Army Education Welfare Service and also a small number of correspondence courses which had been developed at the Wellington Technical College for professional engineering.

As the result of the report of an Apprenticeship Commission (the Tyndal Report) the apprenticeship system was strengthened and many apprenticeship committees required technical education for the first three years of apprenticeship. Because there are many areas in New Zealand where there would be insufficient numbers of apprentices in a given trade, local study is not possible and such apprentices are directed as part of their contract to study with the T.C.I. to which about 30% of all apprentices in the various skilled trades are directed to study. Tuition for the smaller trades, e.g. watchmaking, is conducted entirely by the Institute.

Examinations for almost all of the skilled trades are conducted by the New Zealand Trades Certification Board which was established in 1948.

In 1954 the controlling authority for Certificates in Engineering was formed to conduct examinations leading to the New Zealand Certificate in Engineering (approximately equivalent to the Higher National Certificate in the United Kingdom). Such was the success of this that the authority, by Act of Parliament, was changed to be the Technicians Certification Authority of New Zealand, to conduct examinations for employees in engineering, building, architecture, science and commerce. In each of those mentioned there are many options, some of which are taught only by T.C.I. because of the small numbers of students in any given centre.

Correspondence Education

Government and other bodies such as the Ministry of Works and the New Zealand Division of the Chartered Institute of Transport also run training schemes in conjunction with the Institute.

The general pattern of this collaboration has been that the Boards prepare the syllabuses for the courses and set the standards of certification, while the Institute provides the tuition. The impressive development of technical education in New Zealand in the post-war years, and in correspondence instruction in particular, has almost certainly been made possible by the existence of qualifications which are set by national boards and are nationally recognised as requirements for employment or advancement. Most apprenticeship committees make training - either at classes or through the Institute - compulsory for their apprentices; some employers, moreover, encourage employees to study towards higher qualifications by allowing time off and by offering financial incentives. Two particularly noteworthy features of the Institute are firstly, that its teaching is almost wholly by full-time specialist tutors trained in teaching the art of study by correspondence, and secondly, that the courses are designed for those people in active employment related to their course of study. In fact this is a pre-requisite for enrolment.

Over the years the examination results of T.C.I. students have usually proved as good as, and often better, than the national average, which accounts for the remarkable growth of the Institute. In recent years there has been an increasing demand for upgrading courses for maturer men and women, e.g. roading overseers, life underwriters, railways management, and so on.

Name: New Zealand Technical Correspondence Institute, P.O. Box 30335, Lower Hutt, New Zealand.

Date of Foundation: 1946

Aims: Training of students employed in trade, industry and commerce; further education and re-training of adults.

Language: English

Subjects: Agricultural courses - farming, valuation, dairy manufacturing, horticulture, gardening. Trade courses - automotive engineering, building, metal trades, printing, electrical, and most other skilled trades, some of which are taught only at T.C.I. Technician courses - engineering, draughting surveying, building science, commerce, etc. Professional/commercial - e.g. chartered accountants and secretaries, Institute of Transport, railways management, valuation, quantity surveying. Miscellaneous - mining, airline pilots' courses (international and commercial), engine drivers' courses, drain-laying, welding, textiles (including knitwear).

Students: Apprentices; practitioners of various trades and callings who wish to improve their qualifications; technicians, i.e. those working in engineering, building, commerce, architecture, science, etc.; adults wishing to advance in their occupation. Total - 16,250.

Staff: Principal and Deputy, administration officer, 10 heads of departments. Full-time teaching staff totals 290, 70 administrative. Newly appointed tutors are required to attend induction courses of training because of the specialised nature of their teaching. Those who have undergone conventional teacher training, however long, are still required to attend the induction courses.

Teaching Methods: Written lessons with self-assessing questions after each topic; test paper at the end of each assignment to be returned to the tutor for checking and comment. Emphasis is placed on self-discipline in study and written expression of great assistance in examinations. Theory is supplemented by annual practical courses where necessary.

Finance: Annual enrolment fee \$2. Tuition fees - \$1.50-\$4.50 yearly. Under 20's, armed forces personnel, and those with less than 5 years state secondary education pay \$2 only. Non-New Zealand citizens overseas - \$20 per subject annually.

Sponsorship: New Zealand Department of Education.

Future Developments: Upgrading courses for mature students; new courses in line with technological developments and national economy.

DEPARTMENT OF UNIVERSITY EXTENSION, MASSEY UNIVERSITY

Extension study departments in New Zealand amount to what in other countries would be called extra-mural facilities, in other words they offer professional and general interest courses for adults through evening classes, seminars, study conferences and the like. Massey Extension Department has built up a wide range of courses since its foundation in 1970 including such diverse topics as social welfare, music appreciation, and pig production, and these courses operate in a number of centres throughout the university region. In 1973 the Department embarked on its first

correspondence course. Later topics will be decided on as a result of 'market research' into the public's requirements and of ideas which emerge from the close contact being built up with professional bodies such as the Vocational Training Council and the Health and Education Departments.

Name: Department of University Extension, Massey University, P.O. Box 63, Palmerston North, New Zealand.

Date of Foundation: 1970

Aims: To use the University's specialised resources to make a contribution to local and national needs in continuing education.

Language: English

Subjects: Certificate courses in early childhood development or early childhood education available by correspondence (the latter qualification includes a specifically practical element). Consists of Part I - general introduction - and Part II - more intensive study.

Students: Open to those with training in working with children at pre-school or junior level. No formal entrance qualifications are required. Enrolments are limited to 60 in the first year. Minimum age at entry is 19.

Staff: The Extension Department comprises a Director, 6 lecturers, about 300 part-time staff a year, 1 administration officer and 4 secretaries.

Teaching Methods: Correspondence - students submit about 6 assignments and a special topic investigation in each of the 2 parts. Students on the early childhood education course must complete 2 years' practical work. Award of the certificate rests on continuous assessment - there is no final examination. The course may be completed, with approval, in up to 4 years.

Finance: Revenue from University allocations and student fees (\$40 for each part). Services are provided by the University and thus not calculated separately.

Sponsorship: Massey University

Future Developments: The Extension Department plans to establish a Residential Centre, to expand existing arrangements, and hopes to offer other certificates by correspondence.

DEPARTMENT OF EXTRA-MURAL STUDIES, MASSEY UNIVERSITY

The present extra-mural studies system was inaugurated in 1960 at a branch college, in Palmerston North of Victoria University, Wellington, to offer tuition for students unable to attend university classes due to vocational commitments or remoteness. Since the nineteenth century, in the early days of university education in New Zealand, opportunity had existed to enrol, to study without tuition at home and to attempt university examinations. The branch college undertaking this extra-mural programme and also offering internal lectures to local teachers' college students, amalgamated in 1963 with the nearby Massey Agricultural College (founded in 1926) to form Massey University. It now has national responsibility to provide a correspondence programme at the university level throughout New Zealand, as well as overseas for New Zealanders on Government or military service, those working in neighbouring island territories of the South Pacific, and those near-graduates who lack only minor credits to complete a degree or diploma.

Locally-born students from the Cook Islands, Fiji, the Tokelaus, Tonga and Western Samoa have also been eligible to enrol, but in recent years this has been discouraged, partly because the University of the South Pacific is now able to fulfil many of their needs and partly because these students experienced considerable difficulty through under-qualification and lack of familiarity with New Zealand course requirements.

The provision of extra-mural tuition has taken some of the strain from overcrowded campuses as well as allowing an alternative to evening classes and other part-time study arrangements. In its first twelve years, Massey extra-mural enrolments have increased five-fold, i.e. more than double the rate of increase of the total national university enrolment. The proportion of students passing extra-mural courses and the average grade level of passes has risen steadily over the years.

Extra-mural teaching is the responsibility of the regular academic departments of the University. Units completed by correspondence thus have the same status as those taken

Correspondence Education

internally; consequently, any student with sufficient reason for non-attendance may count an extra-mural course as credit towards his degree. The entire Diploma in Education and Diploma in Nursing can be taken extra-murally. For degrees, a proportion of internal study is required - to complete a B.A., B.Bus.Studies or B.Ed. degree extra-mural students need attend internally only for the final year of their major subject; for the B.Sc. only first-year subjects are available extra-murally.

Teaching is chiefly by correspondence but an increasing number of courses use tape recordings to support written materials. Students meet instructors during one-week residential schools or week-end off-campus visits. Students are encouraged to arrange their own local subject study circles.

Name: Department of Extra-Mural Studies, Massey University, Palmerston North, New Zealand.

Date of Foundation: 1960

Aims: To provide throughout New Zealand and associated South Pacific territories, correspondence versions of degree and diploma courses at the first and second year levels for students unable to attend lectures for geographical, vocational or other reasons.

Language: English

Subjects: Economics, education, English, geography, history, mathematics, modern languages (including Japanese and Maori), philosophy, psychology, sociology. Degrees and diplomas offered - B.A., B.Ed., Dip.Ed., B.Sc., B.Bus.Studies, and Dip.Nursing.

Students: In March 1972, 2,576 students were enrolled for 2,385 under-graduate units and 601 Dip.Ed. papers. Chiefly employed persons with non-university training - many teachers, with other categories being nurses, social workers, businessmen, housewives, or those lacking accessibility for various reasons. Over the last 5 years enrolments have increased by 12%-15% per annum.

Staff: Administrative - 4 full-time, 10 full-time and 1 part-time secretarial and clerical staff. Teaching - tuition carried out by regular members of academic departments. About 40 part-time tutors assist in marking.

Teaching Methods: Postal supply of study guides, reprint articles, assignment programmes, and where appropriate tape or disc recordings; residential vacation courses, usually of one week, during school vacations; week-end and evening off-campus visits by academic staff throughout New Zealand; study circles, meeting locally, organised by students.

Finance: Sources - all New Zealand universities are financed by the Government through the University Grants Committee; students pay relatively low fees (\$40 per unit, \$20 per paper); extra-mural students have the same fees, bursary entitlement as internal students. Revenue-expenditure - major items integrated with other accounts.

Sponsorship: Massey University (and New Zealand University Grants Committee).

Future Developments: Extended offering, particularly within professional B.Bus.Studies and B.Ed. degrees, including science courses for teachers; more use of audio-visual instruction.

NIGERIA

TEACHER IN-SERVICE EDUCATION PROGRAMME, AHMADU BELLO UNIVERSITY

Nigeria is faced with a major problem of in-service teacher training for its primary schools. The minimum professional qualification for teaching is a Grade II certificate - T.I.S.E.P. runs vacation courses in two stages to prepare unqualified teachers for this certificate. The lower stage of the course, which is open to all teachers, is designed to improve their proficiency in English, arithmetic and teaching methods.

T.I.S.E.P. runs a correspondence course parallel to this lower stage series of vacation courses. The correspondence course covers three years with examinations at the end of each year. Students' work is marked by tutors, who are either on the staff of the Institute of Education or on the staff of advanced teachers' colleges. Marked work is returned to students with model answers.

The correspondence courses appear to have had only limited success - communications, lack of recognition of the examination at the end of the course, and the students' poor command of English have all contributed to this. It is hoped to overcome these difficulties by increasing the amount of face-to-face tuition and by the use of radio and tape recordings with listening groups.

Name: Teacher In-Service Education Programme, Institute of Education, Ahmadu Bello University, Zaria, Nigeria.

Date of Foundation: (Start of courses) 1967

Aims: Upgrading of untrained and lower grade teachers.

Language: English

Subjects: English language, arithmetic.

Students: All lack Grade II certification - minimum professional qualification for teachers. 481 teachers enrolled over 3 years; 105 successfully completed the course.

Staff: Staff of the Institute of Education; part-time tutors at advanced teachers' colleges.

Teaching Methods: Correspondence lessons and model answers; occasional residential courses.

Finance: Fees - N£2-N£10 per annum.

Sponsorship: T.I.S.E.P. is part of the University.

Future Developments: Proposed use of radio and increased residential courses.

SRI LANKA

CORRESPONDENCE TEACHER EDUCATION UNIT

In Sri Lanka there are almost 40,000 professionally unqualified teachers, the majority of them teaching in Sinhalese in primary and junior secondary schools. The 21 general teachers' colleges, through their 2-year residential course, cannot train more than the 3,000 annually recruited into the profession, and are unable to undertake the upgrading of untrained serving teachers. To remedy this situation the Ministry of Education proposed the establishment of a correspondence education unit, which was set up in 1971. The first of its courses, in general teacher education, began operating in January 1972.

The course is directed and administered by the Unit, while instruction comes from the 18 teachers' colleges which operate the scheme. The Unit aims to provide, in 3 years, the same qualification as that obtained by students on the teachers' college 2-year residential course, with the same syllabus and the same final examination. The teachers' colleges are responsible for marking the termly examinations sat by the students attached to them, for holding vacation courses, and for guiding the trainees in their teaching work.

Name: Correspondence Teacher Education Unit, Ministry of Education, Malay Street, Colombo 2, Sri Lanka.

Date of Foundation: 1972

Aims: To clear up a backlog of untrained teachers.

Language: Sinhalese

Subjects: All are serving teachers with a full secondary education. At present only those in the 35-40 age group are enrolled. Initial enrolments in 1972 totalled 2,685. A further batch of 950 enrolled in January 1973.

Staff: The Principal of the Correspondence Teacher Education Unit and his administrative staff work in collaboration with the teachers' colleges, whose lecturers act as markers, seminar leaders, teaching supervisors and tutors to the trainees.

Teaching Methods: Sets of lessons are posted to trainees once a term, together with book-lists and individual assignments. Termly examinations are set, and the answer papers are marked and

Correspondence Education

returned to the trainees with comments. Radio discussion sessions intended to air common problems are broadcast in the second and third terms each year. Classes and seminars are conducted at the yearly vacation courses which last for a week. Students following the course are each affiliated to one of the 18 teachers' colleges which are responsible for supervising teachers on the job.

Finance: Trainees pay an annual registration fee of Rs.25.

Sponsorship: Ministry of Education.

Future Developments: A 6-months' correspondence course for school principals on school management and administration, supplemented by radio broadcasts and termly seminars is due to begin in March 1973. The Unit has also been closely involved in a 2-year diploma course by correspondence for graduate teachers which the University of Ceylon is due to embark on in 1973.

TANZANIA

NATIONAL CORRESPONDENCE INSTITUTION

The National Correspondence Institution in Dar-es-Salaam has been established in response to demands from a wide range of national adult education agencies. Its purpose is to make available the techniques and services of correspondence teaching to such agencies at all educational levels, from literacy to university, in order to extend their coverage to Tanzania's widespread rural communities. Its priorities will reflect Tanzania's overall adult education priorities, and will therefore concentrate on the needs of rural development. An important priority is the provision of political education courses to help Tanzania's rural majority to understand and participate in national political development.

During its first stage it will concentrate on three types of courses - professional and vocational training to service Tanzania's developing industrial and commercial concerns; in-service teacher training to reinforce the attempt to provide universal primary education within the next two decades; courses on national plans and policies. Because of the varying levels at which the skills will be required both English and Swahili will be used. Syllabuses are being determined by vocational requirements rather than by traditional examinations.

The Correspondence Institution plans to draw on the experience of the Co-operative Education Centre, Moshi, Tanzania (which provides co-operative education for farmers by radio, correspondence and study groups), and of civics education by radio and study groups, and plans to combine correspondence study with radio support and to aim both, where appropriate, at organised study groups.

The Institution was opened at the end of 1970 with a three-week training workshop for script-writers from the national agencies responsible for the preparation of the first five courses, the first of its kind in Africa.

Name: National Correspondence Institution, University of Dar-es-Salaam, P.O. Box 20679, Dar-es-Salaam, Tanzania.

Date of Foundation: 1970

Aims: To equip Tanzanians to fill jobs which meet the manpower needs of the country. To help Tanzanians understand the nation's policies and thereby be equipped to participate more fully in carrying out national policies and programmes.

Languages: Kiswahili (courses on national policies and book-keeping) and English (other courses).

Subjects: Courses proposed for the first two years: book-keeping, accounting, management and administration, national policies and development, teacher in-service course - political education, Kiswahili, English, history, geography and mathematics.

Students: All Tanzanians for course on national policies; at least post-primary education for other courses. First students enrolled in 1972.

Staff: 12 full-time academic and 13 full-time ancillary staff. Part-time tutors will be supervised by full-time subject supervisors.

Teaching Methods: The National Correspondence Institution will, apart from teaching by correspondence, also use other media and methods - face-to-face sessions (both residential and non-residential), radio programmes, study circles, and groups.

Finance: Fees - not yet settled. Finance from Government of Tanzania with assistance for 5 years from Swedish International Development Agency (S.I.D.A.).

Sponsorship: Attached to the Institute of Adult Education, University of Dar-es-Salaam.

Future Developments: During the Institution's first 5-year plan of operation it plans to offer the original courses with new ones developed each year. The total number of courses at the completion of the 5-year period will be about 20.

CO-OPERATIVE EDUCATION CENTRE

The Centre was established in 1964 as a separate body from the Co-operative College in Moshi but to work in close co-operation with it. Whereas the College provides residential training to co-operative staff, the Centre is responsible for local co-operative education for staff and also for committee men and members of co-operative primary societies. In recent years the two bodies have moved closer together and now share an integrated administration.

The nature of its tasks has demanded that the C.E.C. should find ways of reaching out its educational services to Tanzania's remote and far-flung villages, and of making them available to farmers who have had very little formal education but who form the huge majority of the membership of co-operative societies. Over the years it has therefore built up a multi-media teaching system: it has established a network of educational wings - or regional offices - through which large numbers of short residential seminars and one-day schools are organised in villages and rural centres; it prepares regular radio programmes, both educational series and co-operative news and publicity programmes; a wide range of correspondence courses on co-operative education subjects have been prepared, to cater for both vocational and general education needs; campaign approaches, combining all these media into a co-ordinated attack, have been directed at rural study groups organised by village level co-operative societies. In this way the courses have been followed by large numbers of illiterate farmers as well as by literate staff members.

A variety of descriptive accounts of the development and experience of the C.E.C. have been written and are available from the Centre.

Name: Co-operative Education Centre, P.O. Box 3019, Moshi, Tanzania.

Date of Foundation: 1964

Aims: To promote local co-operative education in order to strengthen the Co-operative Unions which play the primary role in primary marketing of agricultural produce; to support the development of all forms of co-operative primary societies. More recently greater concentration has been put on training staff and members in specific functional skills.

Languages: Swahili and English.

Subjects: Primary marketing societies; consumer societies, savings and credit societies; elementary book-keeping; consumer societies book-keeping; Kazi za Halmashauri (work of the committee); Misingi ya Uchumi (basic economy); Ujamac Vijinini (socialist villages); Mizania (how to read a balance sheet).

Students: Staff of local co-operative societies and unions; committee members of local co-operative societies and unions; members of local co-operative societies and unions; staff of the co-operative development division (government). 1971 - individual students 2,267, study groups 225.

Staff: The Centre has a small full-time correspondence institute but makes wide use, part-time, of all the 18 tutors of the Centre and of the co-operative colleges for course writers and markers. There are 2 full-time radio tutors, and residential courses and study groups are organised by the C.E.C.'s regional offices, the 12 co-operative wings.

Teaching Methods: Correspondence letters; radio programmes; study groups; one-day schools.

Finance: Subsidised course fees are charged for all courses. These are usually paid on enrolment by students or study groups. The sum paid is usually refunded to them by their Co-operative Union on successful completion of the course.

Sponsorship: The Government in collaboration with the Co-operative Union of Tanganyika (C.U.T.). With the exception of 4 additional wings started in 1972, the full financing of C.E.C. is being undertaken by the Government and C.U.T., while the full financing of the 4 additional wings will be taken over by local resources at the end of 1975. The initial aid has been provided by governments and co-operative organisations in the Nordic countries.

Correspondence Education

Future Developments: The Co-operative Education Plan for Tanzania 1969-74 states that the C.E.C. will continue as it is, using radio, correspondence and face-to-face teaching to promote and provide materials for local co-operative education. Increasing concentration will be placed on offering training at all levels in functional skills. At the same time the C.E.C. will seek to work together with other national institutions in the promotion of national study campaigns. (The integration of the C.E.C. and the Co-operative College will also be studied.)

UGANDA

LOCAL GOVERNMENT CORRESPONDENCE COURSE UNIT

The Uganda Institute of Public Administration runs correspondence courses on local government finance which are open to any officer working in the field of local government finance, regardless of previous qualifications. The courses lead in three stages to a high level qualification, the Diploma in Local Government Finance, which is recognised for purposes of promotion and salary. The objectives were defined in 1967 as "(1) to provide free training in local government finance at the lowest possible cost to Uganda for the greatest possible number of officers employed in finance in local administration, urban councils and public utilities, (2) to provide adequate qualifications for finance officers, and (3) to provide a high standard diploma to assist in measuring an officer's potential for salary increases and promotions when vacancies occur."

Name: Local Government Correspondence Course Unit, P.O. Box 167, Entebbe, Uganda.

Aims: Training for local government officers.

Language: English

Subjects: Three stages of course for Diploma in Local Government Finance.

Students: Some primary education only, some post-secondary. 200 students per annum.

Staff: (In 1967) 5 academic, 4 administrative.

Teaching Methods: Correspondence with group meetings, residential courses and loan of books.

CORRESPONDENCE COURSE UNIT, CENTRE FOR CONTINUING EDUCATION, MAKERERE UNIVERSITY

The Department of Extra-Mural Studies at Makerere began using correspondence courses in the mid-1960s and in 1967 a U.N.I.C.E.F. sponsored project for training Grade I teachers was started. These teachers generally had only received primary education followed by one or two years of teacher training. A thousand teachers went through that course from 1967-70 and another group of a thousand started in 1970. The Correspondence Course Unit of the Centre for Continuing Education now also provides courses for licensed teachers and for four other groups of students. At the lowest level is an introductory course in English for students who have had no secondary education. Then there are one year preliminary courses in English and mathematics. Above that there are two separate sets of courses at roughly the same level - courses for government clerical officers and courses for an intermediate certificate. Both are roughly at school certificate level. Finally, the Centre runs courses for the East African Certificate of Education (E.A.C.E.) at 'O' level.

The Unit is part of the Centre for Continuing Education and its work is tied in with that of other sections of the Centre. This means that it is possible for correspondence courses to be linked with radio and television broadcasts organised by the Mass Media Unit and residential courses. Intensive vacation courses of two-three weeks are provided in each vacation as part of the programme for Grade I teachers, while the programme for licensed teachers who have had no professional teacher training requires them to spend one year full-time in teacher training colleges.

The results of the course are striking. Of the licensed teachers who started on the Grade I course in 1967, 877 completed it satisfactorily in 1970. Two-thirds of correspondence students enrolled for public service clerical examinations in April 1971 were successful.

Name: Correspondence Course Unit, Centre for Continuing Education, Makerere University, P.O. Box 16196, Kampala, Uganda.

Date of Foundation: 1967

Aims: As part of the Centre to take the University to the public and help citizens improve themselves.

Language: English

Subjects: Teachers' courses - Grade I and licensed teachers, introductory English, preliminary English, mathematics. Intermediate Certificate - communication, government, economics, East African history. Government clerical - English, general knowledge, arithmetic. E.A.C.E. 'O' level - English, mathematics, history, Luganda, principles of accounts, commerce, commercial studies, geography.

Students: All post-primary.

November 1971	Grade I teachers	1,000
	Licensed teachers	450
	Introductory English	192
	Preliminary English and mathematics	518
	E.A.C.E.	1,598
	Intermediate Certificate	1,589
	Clerical officers' course	523
		<hr/>
		5,870
		<hr/>

Staff: 5 full-time educational staff, 20 clerical staff, about 30 part-time tutors.

Teaching Methods: Correspondence lessons; radio and television supporting broadcasts; week-end courses.

Finance: Fees vary from 50/- - 95/- for 1 subject to 180/- - 370/- for 4 subjects.

Sponsorship: Part of Makerere University.

ZAMBIA

CORRESPONDENCE COURSE UNIT, MINISTRY OF EDUCATION

The primary aim of the Unit is to offer an opportunity for people in all areas of Zambia to enrol for secondary education. As, just before Independence, less than 2% of Zambians had the chance of getting secondary education, correspondence education was felt to be appropriate for the many people in employment who had only primary education, especially as the country is very sparsely populated. While two-thirds to three-quarters of the Unit's students are from urban areas, 15% of junior secondary students and 22% of G.C.E. students are from the remoter rural areas. The main emphasis of the Unit's work so far has been on the usual secondary subjects; the radical revision of school syllabuses in 1970 means a complete revision of all courses, an up-grading of the ultimate level of difficulty and an increase in the study period from two to three years. It also means, of course, that courses in mathematics, health science, civics and history, for example, are more closely related to Zambian conditions.

Apart from straightforward correspondence education, the Unit has linked its courses with radio broadcasts in history, civics and English. It is hoped to extend radio work. Courses were used for 4,000 primary school leavers in 1968 but the results were not encouraging - a new programme for 1,600 primary school leavers in 1972 was on a different basis. These students were enrolled directly with the Unit and could use facilities at sixteen urban centres. Monitors were employed to advise them and distribute course material. It is hoped to extend the scheme if the pilot year's work justifies it.

It is also hoped to develop a regular programme of seminars and visits to students, for which resources have not so far been available.

Full examination statistics on Unit students' performance are not available but what figures there are suggest that pass rates for the junior secondary and G.C.E. examinations compare favourably with those for evening class, private and other correspondence school candidates.

Name: Correspondence Course Unit, Ministry of Education, Private Bag 20, Luanshya, Zambia.

Correspondence Education

Date of Foundation: 1966.

Aims: Secondary level education for adults.

Languages: English, use of four Zambian languages under consideration.

Subjects: Junior secondary - English language, mathematics, history, geography, civics, health science, G.C.E. 'O' level - English language, mathematics, history, commerce, economics, human biology. In preparation - G.C.E. 'O' level - geography, world history. Non-examination - nutrition, home management, African literature.

Students: All have completed primary education - some post-secondary or completed junior secondary.

		<u>Junior secondary</u>	<u>G.C.E.</u>	<u>Evening class students</u>
Enrolments	1969	1,013	291	10,000
	1970	636	449	12,000
	1971	1,410	733	14,000

Employment	<u>Junior secondary (1968)</u>	<u>G.C.E. (1968-70)</u>
School teachers	(54%	34%
Other Government employees	(27%	38%
Non-Government employees	19%	26%
Unemployed		2%

Staff: Full-time - 10 administrative and teaching; 45 clerical, etc. Part-time - 7 course-writers; 6 editors and illustrators; 54 tutors; 10 monitors. (Including employment of e.g. expatriate women teachers married to civil servants, mine employees, etc.)

Teaching Methods: Correspondence lessons; postal loans of books; some radio broadcasts.

Finance: Fees - Junior secondary K25 for 3-year, 6 subject course. G.C.E. K6 per subject.

Sponsorship: Government - Ministry of Education

Future Developments: Development of face-to-face teaching for correspondence students. Enrolment of primary school leavers with monitors to guide their work. Development of courses with other bodies, e.g. National Institute of Public Administration, Commission for Technical Education, Ministry of Rural Development.

DEPARTMENT OF CORRESPONDENCE STUDIES, UNIVERSITY OF ZAMBIA

From its foundation the University of Zambia has intended to provide correspondence teaching to students off the campus as well as the traditional courses on the campus. It now offers degrees in a range of subjects and has plans for introducing diploma courses in teaching. Tuition is provided as part of the regular duties of full-time members of the academic staff and the requirement to do so is written into their contracts. Thus the academic work is integrated with the regular teaching of the University while the organisation of correspondence teaching is in the hands of the Department of Correspondence Studies.

Correspondence students must meet the same entry and course requirements, follow the same courses, and take the same examinations as internal students. They are required to attend residential schools which have, so far, been organised in Lusaka although there are plans for schools in other centres. Thus correspondence study is linked with face-to-face teaching. Similarly they are required to submit written work at regular times and there are limits on the number of courses they may take in any one year. There is a postal loan service for books from the University library. Voluntary week-end schools are arranged and senior members of the staff go on tour from time to time to meet students. Students also receive a monthly bulletin throughout the academic year.

81% of students in 1971 were Zambians - this proportion has steadily risen from 68% in 1967. Students necessarily take 6-8 years usually to complete their degrees so that, as yet, few students have taken their degrees. However, the statistics so far show that pass rates are, on average, around 80%. Withdrawal rates have varied between 16% and 32% per annum.

The Department expects its work to expand over the next few years and in particular to introduce schemes for a mixed residential and correspondence B.Ed. course for secondary level teachers.

Name: Department of Correspondence Studies, University of Zambia, P.O. Box 2379, Lusaka, Zambia.

Date of Foundation: 1967

Aims: To offer opportunities for university level study for those unable to attend full-time.

Language: English

Subjects: Degree courses in humanities, science, education, social work, law, administration.

Students: All post-secondary or equivalent. Normal entry requirement as for internal students (e.g. 5 'O' level G.C.E. passes).

Staff: Tuition is part of regular duties of academic staff. Office staff - 6 professional/administrative, 20 clerical and secretarial.

Teaching Methods: Written lecture notes; study guides, including reprints, etc.; written assignments; face-to-face tuition during evening classes, residential schools and week-end schools.

Finance: Expenditure estimated 1970 K104,000. Tuition fees K30 per course per annum for Zambian residents, K150 for students outside Zambia.

Sponsorship: Part of University of Zambia.

Future Developments: Development of courses for secondary school teachers as part of B.Ed. degree.

BIBLIOGRAPHY

The information used in this survey was taken from questionnaire replies submitted and checked by the institutions concerned and from handbooks, prospectuses and such like supplied by them. In addition, general background material was obtained from the following:

Australia

Dare, A. J. (ed.) (1972) Documents, descriptions and statistics concerning external studies (Royal Melbourne Institute of Technology, Melbourne, Victoria)

Goodman, R. D. (1970) A Case Study of an Innovation in University Teaching in Trends in External Higher Education (Papers presented by the East-West Centre, Honolulu, Hawaii, to the Seminar on New Models in Higher Education held in Honolulu in January 1970)

Olsen, F. J. (ed.) (1967) Proceedings of the Inter-University Conference on Part-Time Teaching in Australian Universities (University of Queensland, Brisbane)

Pratt, H. C. (1972) External Study with particular reference to the Function of the Royal Melbourne Institute of Technology (Paper presented to External Studies Forum held at Armidale N.S.W. in August 1972)

Sheath, H. C. (1965) External Studies: the first ten years, 1955-64 (University of New England, Armidale, N.S.W)

Botswana

White, C. J. B. (1971) Training of Unqualified Teachers through Correspondence Education in Botswana (E.C.A. Symposium on Educational Innovations in Africa, 1971)

Canada

Gagnon, Gertrude (1972) New Developments in Independent Studies: Canadian Universities and Private Schools in H. A. Bern and F. Kulla (eds.) (1972) Ninth International Conference on Correspondence Education, A Collection of Conference Papers (I.C.C.E)

Lynch, Arlene, et. al. (1972) Guide Pédagogique et Méthodologique (Service des cours par Correspondance, Ministère de l'Education, Québec)

India

Behari, R. (1972) Correspondence Education in India in H. A. Bern and F. Kulla (eds.) (1972) Ninth International Conference on Correspondence Education, A Collection of Conference Papers (I.C.C.E)

India (1971) Correspondence Education in India (Paper presented by the Government of India to Fifth Commonwealth Education Conference, Canberra, 1971)

Malawi

Nankwenya, I. A. J. Post-primary Education by Correspondence in Malawi (E.C.A. Symposium on Educational Innovations in Africa, 1971)

New Zealand

Bewley, D. R. (1970) 'Extra-mural Studies at Massey University - the first Decade' in Continuing Education in New Zealand, Vol.3, No.2, November 1970 (National Council of Adult Education, Wellington)

BIBLIOGRAPHY

James, D. G. (1969) Report on Working of W.E.A - Trade Union Postal Scheme to end of June 1969 (W.E.A - T.U. Postal Education Committee, Wellington)

Prime, A. Vocational Education by Correspondence: The N.Z. Technical Correspondence Institute (Paper presented for International Labour Organisation)

A Survey of Correspondence Institutions in the Commonwealth
has been prepared for the Commonwealth Secretariat by
J. El-Bushra, International Extension College, Cambridge

© Copyright 1970

Published by the
COMMONWEALTH SECRETARIAT

To be purchased from the
Commonwealth Secretariat
Printing Section
Marlborough House
London, S.W.1.

S.B.N. 85092 034 5

