

AUSTRALIA

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, others are pre-vocational in nature. The majority of enrolments are at certificate level (sub-professional) or in courses grouped under the term 'special'. Enrolment in trade courses is insignificant as these are catered for through block release and day release training schemes. All correspondence courses follow the same syllabus and prepare students for the same examinations as those taken by students in technical college oral classes. In many cases, intensive practical sessions are arranged during the year.

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

Name	College of External Studies, Department of Technical & Further Education, Goulburn Street, Darlinghurst, NSW 2010, Australia.
Date of Foundation	1910
Aims	To provide an alternative mode of technical education as well as access to technical education 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, 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	Principal, deputy principal, 3 editors, 18 full-time teachers, 550 part-time teachers and 65 administrative staff.
Teaching methods	Written correspondence lessons, supplemented by tapes and records in some courses, e.g. languages and shorthand. Tutorial arrangements that provide for random access by students to teachers as well as formal group meetings.
Finance	Revenue is almost entirely from Government allocations. Course fees are nil for Australian residents and Australian nationals residing overseas for courses designated vocational or pre-vocational.
Sponsorship	Department of Technical & Further Education, NSW Government.
Date of compilation	April 1975

THE CORRESPONDENCE SCHOOL, MELBOURNE, 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	The 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	4224
		Total	5135
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.		
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.		
Date of compilation	March 1973		

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. Secondary education by correspondence was commenced in 1931 but full secondary education 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 70% while other enrolment categories have increased, particularly students enrolled from governmental secondary schools for subjects not offered by the schools concerned.

Name	The Correspondence School, 52-58 William Street, Kings Cross, NSW, Australia.		
Date of Foundation	1924		
Aim	To supplement the state school system by providing education at infant, primary and secondary levels for students who 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	649	1,028
	Part course enrolments		2,449
	Adults	39	871
Staff	340 full-time teachers; 56 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 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 and the use of audio teaching tapes is increasing.		
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 cover postage costs for pupils outside Australia. Total cost approximately \$2½ million per annum.		
Future developments	Further development of audio teaching and the possibility of co-ordinating the work of the Correspondence School with other institutions offering external studies as part of a plan for continuing education.		
Date of compilation	June 1975		

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 are disabled, pregnant, or who are in institutions such as correction homes or psychiatric hospitals; students travelling abroad or in the mainland of Australia; and disturbed children who cannot cope with the normal school situation.

Name	The Correspondence School, Education Department, 26 Bathurst 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, science, including School and Higher School (Matriculation) Certificates. Also remedial courses in mathematics, spelling, English.
Students	At the end of 1974 there were 38 primary pupils, 71 secondary, and 14 adults, a total of 123. About 200 enrolments are dealt with per calendar year.
Staff	Principal, 3 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 the reception is bad are sent tapes of the programmes. An explanatory broadcast is made at the beginning of each term. Pupils are sent cassettes on which they record oral lessons. Teachers then reply with comments on pupils' answers.
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	Sweeping changes are planned for 1976 and all further education in Tasmania is to be administered by the Technical and Further Education Division (TAFE) of the Education Department. A wide range of cultural, technical and academic subjects are planned by the School of External Studies in which the Correspondence School will be incorporated.
Date of compilation	July 1975

THE CORRESPONDENCE SCHOOL, WESTERN AUSTRALIA

The Correspondence School of Western Australia 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 $3\frac{1}{2}$ hours daily all told, devoting half an hour to each grade.

Name	The 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 for other types of students who require the same general 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 4th and 5th years of secondary school. Average yearly enrolment 1,100 - 1,200. Enrolment gradually declining because of expansion of school facilities in remote areas. Primary - about 420 (6-12 years) Secondary - 210 (12-15 years) Adults (i.e. over 15 years) - fluctuates around 500. 70% or so of adult students are female.
Staff	Teaching - 44, all full-time and all fully qualified. Administrative - 3 senior teachers hold post 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 $\frac{1}{2}$ hour's instruction daily for each primary grade.
Finance	Tuition fees and expenditure both dealt with directly by Education Department.
Sponsorship	State Education Department
Date of compilation	July 1973

MACQUARIE UNIVERSITY, PART-TIME STUDIES CENTRE

All teaching, research and examining at Macquarie are done within its eleven teaching schools but students, once admitted to the University, may choose to work full-time, part-time (the majority of these are in the work force during the day) or externally. The staff of the teaching schools are responsible for all teaching and all students must meet the same standards and sit the same examinations; however, it is recognised that, for external and part-time teaching, special methods and facilities are necessary.

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 and external 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. From the beginning of 1976, it will be concerned with external students from States other than New South Wales as the University Council has recently decided to accept any qualified student, providing he or she is a bona fide resident of Australia.

The Centre is the point of communication and contact with the University for all students in the external science and law programmes. 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 assignments to the Centre which checks and registers these, refers them to the appropriate schools and tutors 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 to remove both the disadvantage of distance and any feeling there might be of alienation from the University.

The Centre is open at all times in the year for student enquiries and interviews so that students may discuss study problems and make arrangements to see academic advisers. The Centre is particularly busy during the January, May and September vacations when 'residential' (on-campus) schools are held for students in external courses. Numerous weekend schools for country students are also held at Macquarie.

Personal interviews are held with country students during these residential school periods, as well as during the Director's regular visits to country centres. When making 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 and external teaching and in using audio-visual aids for this purpose. 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 1976 their use is to be extended further both for external science and law teaching and for a number of experimental ventures in the teaching of evening students.

In its first year of operation (1967) the University provided tuition externally in both science and humanities, but it later decided to concentrate external teaching on science subjects, leaving the external teaching of humanities to the University of New England. In 1975, the external teaching of law began when the first intake of candidates for the Bachelor of Legal Studies were admitted.

In order to hold a balance between full-time, part-time and external numbers, Academic Senate sets varying quotas for each category of applicant. At present the quota is 650 students within the external science programme; a further 100, rising to 600 in the law programme; while, beginning in 1976, the quota for external science students will be increased to 1200 by 1980.

The six teaching schools of the University whose staff teach externally as well as internally are; Behavioural Sciences, Biological Sciences, Chemistry, Earth Sciences, Mathematics and Physics, Law.

Name	Macquarie University, Part-time Studies Centre, Balaclava Road, North Ryde, NSW 2113, Australia.
Date of Foundation	1967
Aims	To provide and improve part-time degree studies for qualified adults in New South Wales and, from 1976, for suitably qualified adults anywhere in Australia; to work with internal teaching staff in improving methods for evening and external teaching; to help bring about a close association between the University and its part-time students; to develop external teaching communications.
Language	English
Subjects	Major - behavioural sciences, biological sciences, chemistry, earth sciences and mathematics; also inter-disciplinary programmes; from 1976, a major in statistics will be offered. Supporting studies - education, physics and English to second year levels. Law students work for the B.Leg.S. (recognised as an approved legal qualification by the Solicitors' and Barristers' Admissions Boards of NSW). Support studies for law students are offered by the School of Historical, Philosophical and Political Studies.
Students	Mostly primary and secondary school teachers. Others include forestry officers, soil conservationists, engineers, social workers, farmers, nurses, housewives. Ages 17-65; majority in the 24-30 range. In Law programme, first preference for entry is given to people already practising law, who have begun training, or who can demonstrate a significant use of law qualifications in their professional work. Occupations of law students include students-at-law, employees of Justice Department, senior members of police forces, members of armed forces dealing with legal matters, articulated clerks, registrars, trainee clerks of Petty Sessions and various shire and municipal clerks. Entry to all courses is limited to matriculated students or to mature students (25 years and over) with lesser qualifications. In 1975 there were 800 part-time external students; 650 being science oriented, 100 being law students and 50 being admitted for miscellaneous non-degree studies. In 1976 the number will be further increased, rising to 1800 by 1980.
Staff	Director, Assistant Director, 4 Professional Officers, 12 office staff and 12 part-time clerical staff. Most of the internal teaching staff of the Schools are required to participate in both external and internal teaching programmes.
Teaching methods	Students are supplied with study guides, textbooks, maps, diagrams, science experimental kits, taped internal lectures and specially prepared audio tapes. Visual aids are being developed. Intensive compulsory residential schools are held in university vacations to provide facilities for practical and laboratory work and opportunities for student-staff contact.
Finance	Tuition fees at all Australian universities were abolished in 1974 for all students. All Australian universities are funded by the Federal Government and the costs of external teaching are part of the annual teaching budget of Macquarie University. In 1976 the Australian Universities Commission will be making available a special per capita grant to improve external courses and their methodology.

Sponsorship	Macquarie University; Director responsible to Vice Chancellor.
Future developments	Increase in external law students to 600. Liberalisation of entry criteria; development of non-degree studies and continuing education; doubling of external science students quota to 1200 by 1980; extension of external teaching beyond state to whole of Australia; continuation of research at the Centre into external teaching methods and mature age student performance.
Date of compilation	July 1975

THE PRIMARY CORRESPONDENCE SCHCCL, 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 7000, 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 1800.

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 Australian League and to contribute to the school magazine.

Name	The 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. Language arts, mathematics, social studies, science, with art papers in preliminary production.
Students	Primary students - 1700; adults doing primary subjects - 65; pre-school - 400; travelling families (papers only) - 80. Students include children living more than 3.2km from the local school or 1.6km from the nearest bus route. For children up to the age of ten years - 4.8km from the local school or 3.2km from the local transport service. Children of Queensland families travelling interstate or overseas are also eligible.
Staff	Primary teachers - 77; pre-school teachers - 16; office staff (stenographers, typists, illustrators, printers, storeman, accounts) - 27; teachers performing special duties (script writers, lesson paper writers, remedial) - 8.

Teaching methods	Written lessons are sent to pupils and then exercises are marked on their return. The three schools of the air (Cairns, Charleville, Mt. Isa) supplement and enrich lessons to about one quarter of the students. Families on permanent addresses are supplied with cassette recorder players and the teachers complement their written comments with remarks sent on cassette tapes. On the reverse of the tape the children reply to questions, read specific passages or just chat to the teacher. Special cassetted programmes to enrich the written papers are also supplied, as well as a breezy news of the Primary Correspondence School programme called 'Think of it this Way' which is mailed for ten weeks of each term. Library facilities are extensive. The pre-school correspondence programme was successfully piloted in 1974 and is now being extended to include not only pupils of the Primary Correspondence School, but also children living near small country schools.
Finance	Queensland Government. No fees are asked for children within Australia. There is an enrolment fee of \$10.00 for overseas students.
Sponsorship	Queensland Department of Education.
Date of compilation	February 1975

THE ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY, SCHOOL OF EXTERNAL STUDIES

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 Banker's 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	The Royal Melbourne Institute of Technology, School of External Studies, 167 Franklin Street, Melbourne 3000, Australia.
Date of Foundation	1919
Aims	To provide external study courses in technical, business studies and humanities courses both at university and at pre-university levels.
Language	English
Subjects	Advanced College - diplomas in medical nucleography, medical radiography, valuations, business studies, mathematics, journalism. 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 7000-8000. Age range from 15-65 with the average age around 30-35. Since 1955 about 3000 have enrolled from South East Asia and the South Pacific.
Staff	8 academic administrators, 43 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	In most cases no fees are paid by students, the cost being borne by the Commonwealth Government.
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	Large scale expansion of the technical and further education area is taking place now. Considerable expansion in the tertiary area is scheduled for 1976.
Date of compilation	February 1975

SCHOOLS OF THE AIR, NORTHERN TERRITORY

The Schools of the Air are Australian Government correspondence schools catering for isolated primary school children. They provide daily radio lessons for students with suitable radio-transceivers, correspondence lessons, library and audio visual services and visits by teachers on patrol.

Names	School of the Air, Alice Springs, Northern Territory, Australia. School of the Air, Katherine, Northern Territory, Australia.
Aim	To provide primary schooling for children in areas where isolation or remoteness prevents normal schooling.
Language	English
Subjects	Normal primary school subjects.
Students	Between them the two schools cater for over 300 pupils between the ages of 4 (pre-school) and 12 (Year 7). Most students are situated on cattle stations but others live at outback police stations, road works camps, mining camps, national parks and aboriginal settlements. Their distance from the schools, by road, ranges from 15km to over 800km.
Teaching methods	Each grade has one radio lesson per day, and "on air" time for individualized reading programmes, plus optional lessons catering for the children's own interests - from music to cooking. Concerts and talks are sometimes given by visiting guests; and parents and supervisors meetings are held. Correspondence lesson kits provide the basic unit of instruction. Lessons are returned to students fortnightly accompanied by the teacher's written assessment for the student, parent and supervisor. As much as is possible at the present time, the lessons incorporate individualized lesson packages, laboratories and kits, textbooks, filmstrips and cassette tapes.
Finance	A Government grant of up to \$350 per annum is made to children in isolated families to help cover educational costs (such as employment of a governess). Apart from an annual school fee of \$5 per student all tuition and lesson materials are provided free. Radio-transceivers are available for hire from the Schools of the Air at a cost of \$20 per year.

Future developments In order to ensure more individualized programs in the near future it is hoped that all outposts within the network will be equipped with a radio-transceiver, filmstrip projector, cassette tape recorder and various educational kits.

Date of compilation December 1975

THE 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 housebound 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	5,800 enrolments at June 1975.
Staff	53 qualified teachers, 23 of whom are graduates, 22 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. A library has been established by a trained teacher-librarian and books of reference are available for borrowing for short periods, also tapes and records are available. Some instructional material - tapes, records and books - is available for borrowing for short periods.
Finance	Queensland Government. Free tuition since early 1974.
Sponsorship	Queensland Department of Education.
Date of compilation	July 1975

THE SOUTH AUSTRALIAN CORRESPONDENCE SCHOOL

The Correspondence School began in 1920, offering classes only at primary level 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. In addition, lessons are available for South Australian school children who are temporarily abroad.

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 course 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.

The Correspondence School is associated directly with the Schools of the Air at Port Augusta and Broken Hill, the latter to a lesser extent. The major function of these Schools of the Air is to supplement and enrich lessons provided by the Correspondence School. Because of the two-way communication through transceivers the former can concentrate on, for example, the practical aspects of language teaching or on music. They also organize social activities such as Pony Clubs, picnic outings and conferences for supervisors. These schools function through courtesy of the Royal Flying Doctor Service.

During 1974 primary pupils in the Northern Territory were divorced from the South Australian Correspondence School. However, this school is still responsible for secondary education by correspondence in that large area. Another change in 1974 was the commencement of marking of the work of some lower grade primary pupils at the Broken Hill School of the Air rather than at the Correspondence School in Adelaide. Port Augusta followed suit in 1975. This will probably be extended to higher grades eventually.

Name	The 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	1974 enrolments: <table><tr><td>Primary</td><td>643</td></tr><tr><td>Secondary</td><td>302</td></tr><tr><td>Adults</td><td>125</td></tr><tr><td colspan="2"> </td></tr><tr><td>Total</td><td>1070</td></tr></table>	Primary	643	Secondary	302	Adults	125			Total	1070
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Staff	Full-time teaching staff - 52, including 16 secondary and 30 primary, 2 dealing with prisons, 4 working with Schools of the Air. Full-time administrative staff - 15, 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, together with 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	Running costs are met by the Government of South Australia. No fees are charged to South Australian students. Non-South Australians have to pay fees which vary with cost of production, etc. It is anticipated that this will be \$320 Australian for 1976.
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.
Date of compilation	June 1975

TECHNICAL EXTENSION SERVICE, WESTERN AUSTRALIA

The Technical Extension Service of the Western Australian 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 Education 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 Technical Extension Service 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 350 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 8,000 new students enrolled in 1974.
Staff	85 full-time and 117 part-time teaching staff; 57 full-time administrative and other 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 \$4.50 are charged for some subjects, with special concessions for students under the age of 21. For the majority of subjects the student pays no fees, the cost of enrolment being met by the Australian Government.
Sponsorship	The Technical Extension Service is a college of the Western Australia Department of Education, Technical Division.
Future developments	A systematic expansion of courses leading to technician and other sub-professional qualifications is planned. The Technical Extension Service 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.
Date of compilation	July 1975

UNIVERSITY OF NEW ENGLAND, DEPARTMENT OF EXTERNAL STUDIES

The External Studies Department was built into the university from the beginning and its primary function was to provide graduate and post-graduate 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, NSW, Australia.
Date of Foundation	1954
Aims	To administer externally the degree and diploma courses offered by the university for 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. At present about 25 different subjects are represented in 13 different qualifications.
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 in 1975 were in excess of 4000.
Staff	External tuition is conducted by the university's full-time teaching staff who also teach internal students. Enrolments are governed by subject quotas determined by a staff/student ratio roughly equivalent to one full-time lecturer to every 50 course enrolments. The Department of External Studies is a purely administrative body and comprises a director, an associate director, 5 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. Audio-visual kits are distributed to study-viewing centres for use by geography students. Informal and tutor-led discussion groups are also established where the student distribution permits.

Finance	External teaching is not financed separately within the university but is supported out of general recurrent funds. The University of New England receives triennial grants through the Australian Universities Commission from funds provided by the Australian and State Governments. Tuition fees have been abolished and students pay only a minimal amount in subscriptions to student organizations.
Sponsorship	The Australian and New South Wales Governments.
Future developments	The present enrolment of 4000 external students will be permitted to expand to a limit of about 6000. This should be reached within the next three or four years if predicted expansion at the under-graduate level into other states takes place from 1976 onwards.
Date of compilation	February 1975

UNIVERSITY OF NEW SOUTH WALES, DIVISION OF POSTGRADUATE EXTENSION STUDIES

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 technological 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, communication, 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 TV 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 post-graduate 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 post-graduate courses to specialised topics and to leave non-professional and general adult education to other bodies better able to offer them.

Name	University of New South Wales, Division of Postgraduate Extension Studies, PO Box 1, Kensington, NSW, 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 DPES 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	Television demonstrations and televised lectures (some made originally for CCTV) relayed through the University's television station. Radio lectures, relayed through the University's radio station. Printed notes to be used in conjunction with those above. 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.) Attendance at seminars and laboratory sessions at the University.
Finance	Financed through Universities Commission of Australia. Total revenue from fees for TV courses \$7,000 p.a.
Sponsorship	University of New South Wales.
Future developments	Introduction of Open Postgraduate University.
Date of compilation	January 1973

UNIVERSITY OF QUEENSLAND, DEPARTMENT OF EXTERNAL STUDIES

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 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 ceased to be the province of a few committed individuals and became 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 of the university.
Language	English
Subjects	External teaching is provided for certain courses in the faculties of arts, commerce and economics, education, law, science (mathematics courses only).

Students 1974 - total approximately 3300, 70% teachers. Average age 26. Overall cancellation 17%. Largest enrolments for arts and education faculties.

Queensland	2425
New Guinea	279
Northern Territory	168
Other Australian states	417
Colombo Plan scholarship holders	11
	3300

Staff Director and academic (49) and administrative staff (32).

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 organize 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 Tuition fees abolished 1974.

Date of compilation June 1975

UNIVERSITY OF WESTERN AUSTRALIA, EXTENSION SERVICE

The University of Western Australia provides facilities for its BA 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.

It is planned that all the correspondence work of the University of Western Australia should be transferred to Murdoch University, Western Australia, by 1976.

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

Date of Foundation University founded in 1911

Aim To provide tuition on an external basis for BA, 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 1 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 p.a. charged to full-time students. Financial assistance is available.
Sponsorship	The University of Western Australia is an independent body.
Future developments	The correspondence work is to be taken over by Murdoch University, Perth, Western Australia.
Date of compilation	March 1973

BOTSWANA

BOTSWANA EXTENSION COLLEGE

Botswana Extension College was set up by a Botswana Government Cabinet Directive of November 1973. It has been established for the Ministry of Education by the International Extension College (see separate entry). Finance for the starting period is largely from the Ford Foundation (administered by the International Extension College) with the Botswana Government contributing local staff salaries etc. Senior staff have been seconded by IEC until local senior staff are identified and trained.

Botswana Extension College reports both to the Ministry of Education and the Rural Education Co-ordinating Committee, their interests being mainly in formal and non-formal courses respectively.

The purpose of the College is to combine printed course material, radio broadcasts and face-to-face teaching in non-formal education with a rural bias and formal courses at post-primary level. The college also aims to explore by action research how multi-media teaching can best be used to meet the educational needs of Botswana. All the college's work is evaluated by the Botswana Extension College evaluation unit which consists of an evaluator and two assistants.

The Director, seconded from the International Extension College, started work in July 1973. Cabinet approval for BEC's first plans for work was given in November 1973, and the first course started in July 1974. Enrolment for formal courses together with the other non-formal courses followed early in 1975.

The Rural Education project is a major part of the Botswana Extension College's non-formal work. This has involved preliminary research to identify areas for a pilot course and the needs of the villagers in those areas. The topics chosen as a result were nutrition and cooking, child care and vegetable growing. The first two of these have been included in the pilot course in two groups of villages.

Another major non-formal programme at present is a training scheme for village development committees. These committees are responsible for planning and managing development projects in the villages and form the base of government's project planning structure. The village development committee course attempted to increase their planning and management capacity and provide a forum for the study of (and, we hope, village development committee involvement in) new development projects. Here again the learning context is radio listening, discussion, and feedback to the college. Local extension workers have been trained to play a major role in providing advice and encouragement.

Botswana Extension College's first course was to teach 4B clubs (rural youth agricultural organizations) how to grow fruit trees. Subsequently there has been a course on vegetable growing and a second version of fruit trees. All have used radio broadcasts and printed booklets with club leaders and agricultural demonstrators guiding members in following them.

The college is also developing other non-formal courses, among them work in connection with a major programme of land reform.

Generally, formal courses are in English and non-formal ones in both Setswana and English.

Name	Botswana Extension College, Private Bag 43, Gaborone, Botswana.
Date of Foundation	1973
Aims	To provide non-formal education by distance teaching methods, especially in relation to rural development; to provide in-service courses in particular skills for employees of Government or other

organizations; and to provide secondary courses for those who dropped out of, or were unable to enter the schools system.

Languages	English and Setswana
Subjects	Initially, English, Setswana and mathematics for Junior Certificate taken in the third year of secondary education, and English, mathematics, history, human biology, commerce and geography for GCE "O" level. Growing fruit trees and vegetable growing for 4B clubs. Map reading for agricultural demonstrators and Land Board clerks and members. Village leadership and development for Village Development Committees (VDCs). Child care and nutrition and cooking for Rural Education project. Grazing land development.
Students	Junior Certificate: 56; GCE: 68; Map reading: 218; VDC (pilot) 250; 4B: 1700 (fruit trees); 1550 (vegetable growing); Rural Education project (pilot) 100.
Staff	Administrative/educational 8, clerical/production 18.
Teaching methods	Formal Courses: printed lesson material including self-check exercises and worksheets to be sent in for marking, tutor counselling service, radio lesson support (weekly) where appropriate. (See also Future Developments). Students work at their own pace. Non-formal Courses: radio study groups, programmes weekly (repeated), with leader training, printed study material and simple questionnaires for feedback. Government extension agencies are involved in providing local advice and encouragement.
Finance	In the development stage, Ford Foundation through International Extension College (IEC), and Botswana Government. Sub-economic income from course fees. Junior Certificate R10 (about £6) per subject; GCE R15 (about £9); non-formal courses free.
Sponsorship	Ministry of Education of Botswana Government with International Extension College.
Future developments	Extension of Village Development Committee, Rural Education and 4B courses. More subjects in formal courses with new GCE courses written for Botswana, Lesotho and Swaziland jointly. Heavy involvement in Government's education programme for implementing changes in rural land use. Starting study centres for formal course students (not only those enrolled with Botswana Extension College). Possible involvement in Government's in-service teacher training. Increased involvement in in-service training for government extension workers.
Date of compilation	July 1975

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 trained 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 will end in 1973 when the final group of students have 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 out theoretically fundamentally sound project".

The correspondence courses have now been closed down.

Name	Francistown Teacher Training College, Francistown, Botswana.
Date of Foundation	1968
Aim	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	The programme is to end in 1973.
Date of compilation	1972

THE ASSOCIATION OF DISPENSING OPTICIANS

The Association of Dispensing Opticians, a company limited by guarantee, opened for membership in May 1926, and is the only organisation in this country representing jointly both principals and employees engaged in optical dispensing.

The broad principles of the Association are to safeguard the interests of dispensing opticians and to provide an efficient optical dispensing service.

One of the immediate actions of the Council of the Association of Dispensing Opticians in pursuance of the second of these principles was the establishment of a system of training, instruction and examination; this was introduced in 1927, has continued without cessation since and has developed to become one of the Association's most important functions. The growing importance over three quarters of a century of specialised optical dispensing, combined with developments in the field of ophthalmic optics and ophthalmology have led to an extension in training and examinations far beyond those adequate in 1926.

The Association's correspondence courses cover the necessary theoretical knowledge for the Preliminary and Final Dispensing Examinations. Special courses preparing for the Geometric Optics of Ophthalmic Lenses examination and for the theoretical side of the Association's Contact Lens Fitting examination are also available.

The Association of Dispensing Opticians has been admitted to membership of the Association of British Correspondence Colleges, a body formed in 1955 to promote sound educational standards and to safeguard the interest of students in accordance with its codes of ethics.

The Association was also recognised in 1971 by the Council for the Accreditation of Correspondence Colleges. The dispensing courses are periodically visited on behalf of the General Optical Council which has subsequently recorded its approval of the Association as a recognised training institution under the Opticians' Act of 1958 by virtue of the courses.

Name	The Association of Dispensing Opticians, 22 Nottingham Place, London W1M 4AT, United Kingdom.
Date of Foundation	(of correspondence courses) 1927
Aims	To meet the needs of professional members and others who are unable to attend classes at a recognised college, a series of correspondence courses has been drawn up which enables students to attain the high standard necessary to pass the theoretical sections of the various dispensing examinations.
Language	English
Subjects	The entry qualifications required are GCE "O" level in mathematics, English and two further (optional) subjects of which physics, general science, biology, chemistry and zoology will be found most useful. Students who have only 3 "O" levels (which must continue to include English and mathematics) with A, B or C grade passes must offer <u>two</u> subjects with grade D or E passes.
Students	Trainee dispensing opticians - approximately 400 enrolled for correspondence courses every year.
Staff	3 full-time administrative, 19 part-time instructors.
Teaching methods	On enrolment each student is sent notes on the method of study and the list of recommended textbooks. Students are expected to spend a

minimum of 10 hours per week on the correspondence course which contains a certain number of papers with set questions. Reference is made on some papers to experiments which the student is told to conduct for himself. Papers are sent on a fortnightly basis and one worked script must be returned to the instructor for marking each week. It is a condition of admission to correspondence courses that the student must agree to attend the City and East London College or the Bradford College of Art and Science for two separate fortnights during each course year.

Finance	Correspondence courses, which are non-profit making, are financed from examination fees.
Future developments	The Association's Education Committee constantly reviews the correspondence courses to ensure the subject matter and content are kept up-to-date.
Date of compilation	October 1975

THE CHARTERED INSURANCE INSTITUTE TUITION SERVICE

A Tuition Service was established in 1946 by the Chartered Insurance Institute for the professional body of insurance men and women. The Tuition Service is now a division of the Education and Training Trust of the Chartered Insurance Institute.

The service was established to ensure that tuition could be provided for any student who might wish to take the examinations of the Chartered Insurance Institute. Some people study by means of attendance at classes, but the majority of students outside the United Kingdom (there are over one hundred overseas examination centres as well as centres in most large towns and cities of the United Kingdom), and many U.K. students taking highly technical subjects do not have access to class tuition.

The Tuition Service has a staff of 17 under a superintendent, supplemented by a large panel of advisers and tutors who are mainly practitioners in the specialist subject for which they act as adviser or tutor.

Until recently the Tuition Service confined its activities to those of a traditional correspondence college, but for some subjects residential and non-residential seminars are now arranged to supplement the postal tuition and the range of seminars is being expanded. Attendance at these seminars is entirely voluntary.

The Tuition Service has the financial backing of the Chartered Insurance Institute as a whole, but its financial objective is to cover its costs by fees received from students and from the sale of its study courses for non-examination purposes. The seminars mentioned above are also costed on a break-even basis.

Name	Chartered Insurance Institute Tuition Service, 31 Hillcrest Road, London E18 2JP, United Kingdom.
Date of Foundation	1946
Aims	To ensure that insofar as they are not available elsewhere, adequate means of preparation for the examinations of the Chartered Insurance Institute are made available to all students on a worldwide basis.
Language	English
Subjects	All the subjects of the Introductory examination of the Chartered Insurance Institute. These include English, economic organization, principles of English (or Scots) law, elements of insurance. All the subjects of the Chartered Insurance Institute's Associateship examination. Candidates take nine subjects from any of the following

branches: general, life, motor and liability, property, marine and aviation. All the subjects of the Fellowship examination of the Chartered Insurance Institute, these include: finance, investment and management accounting, management of human resources, and either management techniques and statistics, or marketing and statistics.

Students	Open to all, but most students are in full time insurance employment and study in their own time and/or time allowed to them for this purpose by their employers.
Staff	Superintendent, 16 full-time staff, over 100 part-time tutors and advisers.
Teaching methods	Correspondence supplemented for some subjects by residential and non-residential seminars.
Finance	Fees are fixed to cover all costs. The service is not subsidised but has the financial backing of the Chartered Insurance Institute of which it is a division.
Sponsorship	The Chartered Insurance Institute.
Future developments	To expand as the range of subjects examined by the Chartered Insurance Institute expands. To provide more seminars than are at present available in order to give as many students as possible the opportunity of face-to-face instruction and a chance to meet their postal tutors.
Date of compilation	October 1975

THE COLLEGE OF LAW

The College of Law was established in 1962 by an amalgamation of the law tutorial firm of Gibson and Weldon, founded in 1876, and the Law Society's School of Law, founded in 1903.

The College is governed by a Board of Governors appointed by the Law Society; and day to day administration is the responsibility of the Board of Management. It is a non-profit-making body, and its income derives almost entirely from the fees paid by class and postal students, and from special courses provided for members of the legal profession.

The College has four branches; in London (Chancery Lane) where Bar classes are held; and in London (Lancaster Gate), Guildford and Chester, where classes for the Law Society's examinations are held. Some 3,500 students attend classes every year. The general administration of the College and the administration of all postal students is conducted from Guildford; an average of 3000 postal students commence courses every year.

Name	The College of Law, Braboeuf Manor, St. Catherines, Guildford, Surrey GU3 1HA, United Kingdom.
Date of Foundation	1962
Aim	To provide tuition for students for the Bar Part I and Law Society Examinations.
Language	English
Subjects	Legal subjects for the above examinations.
Students	Persons qualified to sit for the above examinations. Details of qualifications must be obtained from the Council of Legal Education or the Law Society. The College is not responsible for entering students for the examinations or checking that they are eligible to sit the examinations.
Staff	The correspondence courses are prepared by the full-time teaching

staff of the College, comprising approximately sixty barristers and solicitors, and are marked by barristers and solicitors, most of whom are in practice.

Teaching methods	Entirely by correspondence, based on recommended text-books, printed matter, written tests and model answers. The text-books are not provided by the College.
Finance	The College receives no Government subsidy, although many individual students obtain Government and Local Authority grants. Details of fees are contained in the prospectus which will be sent on request.
Sponsorship	The Law Society.
Future developments	Changes pending in the syllabus for both the Bar and Law Society examinations will be reflected in the correspondence courses provided by the College.
Date of compilation	October 1975

CO-OPERATIVE UNION EDUCATION DEPARTMENT POSTAL TUITION SECTION

The Co-operative Union Education Department began providing correspondence courses for employees and members in 1919. The work was transferred to the newly established Co-operative College in 1946. The courses were originally addressed to the needs of students in "Co-operative" group certificates and awards in Co-operative and Social Studies; in Retail Salesmanship and Management; and in Secretaryship.

In recent years the "Co-operative" awards, with the exception of the Diploma in Co-operative Management, have been phased out and Society employees now study in local colleges for the National awards in distributive studies. Since access to these National awards was available only to students in colleges, the Co-operative Union and the Institute of Grocery Distribution were obliged to promote parallel awards - The Introductory Certificate in Distribution; The Advanced Distribution Certificate and the Certificate in Distributive Management Principles. The Co-operative Union and the Institute of Grocery Distribution offer correspondence courses for these awards and provide examinations and issue certificates of success. Most of the students are employed by Co-operative Societies and are following courses directly related to their work. The employing Society frequently gives financial support to students and is entitled to receive reports on student progress. The Co-operative Union maintains a system of correspondence courses for Co-operative and Social Studies and is extending these to provide for Co-operative activists in the field of education, politics and consumer education. The instructional method is to use specially prepared lesson outlines with recommended text-books; face-to-face seminars are organized during each session.

Name	Co-operative Union, Education Department, Stanford Hall, Loughborough, Leics., United Kingdom.
Date of Foundation	1919
Aim	To provide training opportunities for staff at all levels in the distributive trades and to equip Co-operators to own and control their own businesses.
Language	English
Subjects	Courses fall into three main groups: distributive trades qualifications, social studies, courses for co-operative directors and education committee members. Most students enrol for a group of subjects and work towards a Group Diploma or Certificate, but enrolment in

individual or various combinations of subjects is also possible.

Students	Current enrolment roughly 1300. 75% enrolled by co-operative societies and 25% are individual enrolments.
Staff	30 tutors (including full-time Co-operative College staff), all currently practising in their fields and all qualified, together with directing and administrative staff.
Teaching methods	All courses undertaken by correspondence but one day and two day seminars are available at the beginning and towards the end of each session. Students sponsored by local societies also receive support from colleagues and training officers.
Finance	Student fees range from £5 to £30.
Sponsorship	Co-operative Union Ltd.
Future developments	Wider range of Co-operative courses in preparation to serve the needs of the active Co-operator in education, politics, as society directors, in consumer education, etc.
Date of compilation	December 1975

INTERNATIONAL EXTENSION COLLEGE

The International Extension College is a non-profit organization, 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:

a) where invited to do so by developing countries, it is helping to set up a number of colleges which use correspondence, broadcasting and face-to-face tuition to meet local educational needs. The first of these are the Mauritius College of the Air, the Botswana Extension College and the Lesotho Distance Teaching Centre. International Extension College's function here is to help launch the courses and provide them with whatever services can usefully be offered centrally.

b) 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.

c) 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. The course has been used in various ways. Students may be tutored individually, either by the College's directors or by senior staff of their own institution; the course has also been used with much success at training workshops in Ethiopia, Mauritius, Nigeria, Botswana and Turkey.

The International Extension College may develop other courses where there is a demand which can be met more appropriately internationally than nationally.

Name	International Extension College, 131 Hills Road, Cambridge CB2 1PD, United Kingdom.
Date of Foundation	1971
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	In principle the course is 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 organized by the College.
Staff	Course written and conducted by IEC's directors.
Teaching methods	Written lessons with sound tape recordings.
Finances	The College is supported mainly from Foundation aid. The cost of this course is met by student fees.
Sponsorship	The International Extension College is an independent charity.
Future developments	Course-writing course is currently being revised in the light of experience to date. Expansion of range of courses is envisaged in response to demand.
Date of compilation	September 1975

NATIONAL EXTENSION COLLEGE

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 GCE 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. The National Extension College'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, 131 Hills Road, Cambridge CB2 1DP, Cambridge, United Kingdom.
Date of Foundation	1963
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: GCE "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 for 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	11,000 students estimated for 1976. Largest groups housewives, teachers, nurses. Ages 15-80, majority 25-35.
Staff	Headquarters staff: 19 full-time, 2 part-time. Tutorial staff: 295 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 GCE "O" level language courses are supplied complete with sets of tuition tapes. Students are encouraged to contact tutors direct.
Finance	Student fees range from £8-£20 for correspondence courses; £35-£55 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 in preparation: "O" Grade Scottish Gaelic, Science Preparatory Course for Open University, How to Solve Problems, SMP "O" level Mathematics, Teaching Junior Science.
Date of compilation	May 1975

NATIONAL AND LOCAL GOVERNMENT OFFICERS' CORRESPONDENCE INSTITUTE

The National and Local Officers Association, founded in 1905, decided in 1919 to press forward with a 'progressive educational policy' comprising its own examination and a correspondence school. From that beginning the National and Local Government Officers' Correspondence Institute has provided courses for a wide range of qualifications appropriate to local government officers, from administration to weights and measures, from baths management to population registration, and from housing management to health service. New examinations are added from time to time when there is a demand for tuition.

Students are supplied with study notes, test papers based on typical exam papers, and papers for pre-examination and revision practice. They may also have the facility to attend college classes where the tuition is integrated with that of the relevant correspondence course. They may also have the chance to attend a week's residential course dealing with the syllabus of their examination and taking place shortly before the examination date.

The tutors writing the course and marking the papers for NALGO students are in the main university lecturers or senior officers in the local government service - experts in their academic or professional fields, who review and revise the study notes as required to keep them in line with new legislation and current practice. Comparable experts - sometimes the same people - are selected to staff the residential courses that go hand in hand with correspondence tuition.

Special schemes are mounted for particular qualifications: these include a comprehensive scheme for the Institute of Personnel Management comprising correspondence tuition, a series of residential courses and practical training through local authorities; a scheme for special training in district audit work; and a scheme for accounting technician membership of the Chartered Institute of Public Finance and Accountancy.

Name	NALGO Correspondence Institute, 8 Harewood Row, London NW1 6SQ, United Kingdom.
Date of Foundation	1920
Aims	To help members qualify for promotion by providing first-class tuition; to set a standard of work and conduct appropriate to a responsible trade union; to earn widespread recognition among employers of the efficacy of correspondence tuition as means of training; to develop members' capacity for doing responsible work intelligently and to convince them that this is a more worthwhile aim than merely to scrape a pass; to operate on a self-supporting basis, while charging reasonable fees.
Language	English
Subjects	The subjects of the professional syllabuses of the examinations for ambulance officers, baths managers, entertainments officers, financial officers, health service officers and administrators, home help organisers, housing managers, medical records officers, rent officers, weights and measures inspectors, and other local government officers.
Students	Members of NALGO - i.e. local government officers; members of other trade unions eligible for NALGO on payment of an extra fee; members of other trade unions who are not eligible to belong to NALGO; members of special training schemes or research projects run in co-operation with other bodies.
Staff	9 full-time administrative staff; about 150 part-time tutorial staff.

Teaching methods	The basic items are study notes supplying the relevant information and lessons dividing the studies into manageable units, together with test papers to be worked after each lesson and sent for marking. Textbooks are normally prescribed for reading. Regular reviews are issued to keep the study notes up to date and to give extra guidance for the examinations. Certain other colleges run courses combining class tuition with the study of NALGO correspondence courses, the two being fully integrated to ensure getting the best of both methods. In addition to correspondence tuition, residential courses usually lasting about a week are run in connection with the examinations and dealing with departmental interests.
Finance	Fees £12-£50 per course. Students may pay cash or by instalments; they are entitled to apply to their employing authority for financial assistance for correspondence course fees and for paid leave for residential courses, and some such help is usually granted.
Date of compilation	July 1975

OPEN UNIVERSITY

The Open University offers tuition by means of correspondence supplemented by closely linked radio and TV 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 TV 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 were appointed in January 1969 to begin detailed preparation of initial courses ready for the commencement of the undergraduate 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 mathematics and science.

(Commonwealth Universities Yearbook 1972, page 546)

Name	The Open University, Walton Hall, Walton, Bletchley, Bucks., United Kingdom.
Date of Foundation	Charter granted in 1969; first courses started in 1971.
Aims	To provide opportunities, at both undergraduate and post-graduate 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, arts, science, mathematics, education, social science, technology.
Students	Total enrolments: 1971 - 24,000; 1972 - 20,000; 1973 - 17,000. 30% teachers. Roughly 65% male, 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 are divided into units, each with a supporting TV 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 £11m, which is to be covered by a Department of Education and Science grant of over £9m and by income from fees and marketing of around £1½m.
Sponsorship	Department of Education and Science.
Date of compilation	March 1973

TRADES UNION CONGRESS EDUCATION SERVICE POSTAL COURSES

Trade union education in various forms has been carried on in Britain since about the beginning of the century. Tuition in the form of postal courses for trade union members was pioneered by the National Council of Labour Colleges from 1923 and by Ruskin College. In 1964 the separate services of postal courses provided by these two agencies were integrated with the TUC's education service. Since then, a single service of postal courses, financed internally, has been provided to trade unionists by the Education Department of the Trades Union Congress.

The postal courses have always provided tuition in subjects related to trade union activities, and to the requirements of trade unionists active in their unions, and they have not sought to provide a general education. Some of the courses give training in skills useful to active trade union members, and courses have been provided for chairmen, secretaries, and other officials, and also for shop stewards. Other courses deal with subjects relevant to trade union members' working conditions, including health and safety, aspects of collective bargaining, work study, and industrial law. Courses concerned with the wider role of trade unions and their members in society have included economics, social and industrial history, the machinery of government, and some aspects of the social services.

During the year ending June 30th, 1974, 4,678 students began work on Trades Union Congress postal courses and 2,461 students from 70 trade unions completed postal courses. About 23,000 items of written work were marked by the tutors during the year.

Progress is being made in preparing a number of new postal courses in trade union subjects which will form an element in a multi-media scheme of studies being developed by the Trades Union Congress Education Service in co-operation with the Workers' Educational Association and the British Broadcasting Corporation. This scheme of studies will consist of an integrated provision of different types of educational facilities, of which the postal courses will be part, which will offer opportunities to trade unionists to study the functioning of trade unions within industry as well as the role of unions in the economy and in society as a whole. The postal courses part of the scheme will involve the introduction over a period of three years of about 10 new postal courses. The postal course study will be linked with day schools and will be assisted by a series of British Broadcasting Corporation television programmes.

Several other new postal courses are planned, including courses in basic skills and in health and safety at work.

Name	Trades Union Congress Education Service - Postal Courses, TUC Postal Courses Office, Tillicoultry, Scotland.
Date of Foundation	1964
Aim	To provide members of trade unions affiliated to the Trades Union Congress with the opportunity to study at home a number of subjects related to aspects of trade union work.
Language	English
Subjects	Certain basic skills, trade union history, subjects concerned with workplace relations and collective bargaining, and subjects dealing with the role of trade unions in society.
Students	Members of trade unions affiliated to the British Trades Union Congress.
Staff	10 full-time administrative and clerical staff; about 30 part-time tutors marking students' written papers.
Teaching methods	Each postal course consists of a series of lessons, each lesson representing one month's work. The lessons may be complete in themselves or may require supplementary study of listed books. Each lesson contains a number of exercises to be returned for correction by the tutor.
Finance	All costs are met by the Trades Union Congress, except for supplementary books which students either buy or borrow from public libraries.
Future development	A programme of new postal courses is in preparation, and it is expected that the first of them will become available towards the end of 1975. A number of the new courses are planned for study in the first instance in association with British Broadcasting Corporation television programmes. Regular meetings of tutors with groups of students will be held in a number of centres.
Date of compilation	1975

UNION OF SHOP, DISTRIBUTIVE AND ALLIED WORKERS HOME STUDY COURSE

In 1966 the Union established the Home Study Course with the intention of offering to its members a simple but comprehensive introduction to the Union.

The Home Study Course is especially intended for the newer, less experienced member who wishes to understand the aims and work of the Union to which he contributes and secondly to make effective use of the powers and responsibilities which are his by right as a member. Although offering no academic qualifications, the course is designed as a first step in a growing range of educational facilities available to all members - including one day, week-end and residential courses extending up to a two year residential scholarship to Ruskin College, Oxford.

The course is open to all members of the Union. The student enrolls by completing a nomination form, obtainable from the Unions' Central Office and there is no cost incurred.

The course has increased rapidly in popularity since it began. From its inauguration in 1966 to the present date, total enrolments average 500 per annum.

Name	Union of Shop, Distributive and Allied Workers, 'Oakley', 118 Wilmslow Road, Manchester M14 6LJ, United Kingdom.
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Date of Foundation	1966
Aims	To provide basic information about the Union, develop an understanding of it and encourage knowledgeable participation.
Language	English
Subjects	One course entitled 'Introducing USDAW', comprising: the essence of Trade Unionism; the Union's growth and development; the Union's Structure, Government and Administration; the Union at Work (1 - Wages and Conditions, 2 - The Union's Services to its Members); The Union and Politics.
Students	Members of the Union. Average yearly enrolment 500.
Staff	Specialist internal tutors appointed for the course. 5 administrative staff who deal among other things with administration and marking of the Home Study Course.
Teaching methods	All by correspondence.
Finance	Allocation of Union resources to the Education Department.
Future developments	Not specifically planned but under consideration. 2nd Stage Study Course. Group study projects associated with the Home Study Course.
Date of compilation	December 1975

UNIVERSITY OF LONDON COMMERCE DEGREE BUREAU

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, United Kingdom.
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	Matriculated external students of the University of London. Average yearly enrolment 350, ages 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 - £50 for Part I (2 years) and £100 for Part II (3 years) - cover running costs. Initial backing came from a trust fund. Details of revenue and expenditure are not published.
Sponsorship	University of London.
Date of compilation	January 1975

UNIVERSITY OF READING COLLEGE OF ESTATE MANAGEMENT

The College of Estate Management was founded in 1919 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 for the examinations which they administer.

In 1972 the College moved into the building it had erected at the University of Reading. Under the new arrangement the College's academic staff became members of the University of Reading and the latter took 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 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 organized in preparation for examinations, mostly at the College itself making use of the Halls of Residence of the University.

Name	College of Estate Management, Whiteknights, Reading RG6 2AW, United Kingdom.		
Date of Foundation	1919		
Aims	To provide correspondence teaching for estate management external degrees and for other professional qualifications in the field of land management and development; and to provide post-qualification training through the Centre for Advanced Land Use Studies.		
Language	English		
Subjects	Building technology, construction management, economics, land management and development, town planning, rural studies, valuation, land law.		
Students	March 1975 - 5,964 postal enrolments.		
	B.Sc. degrees in estate management:	337	
	Royal Institution of Chartered Surveyors:	4771	
	Incorporated Society of Valuers and Auctioneers:	533	
	Other professional bodies:	323	
Staff	150 tutors directly concerned with distance teaching. 1 College Centre secretary in Northern Ireland and 3 in Scotland. 75 administrative staff.		

Teaching methods	Written lessons supplemented by non-compulsory vacation and refresher courses and yearly study of lecture sessions in study centres throughout the country.
Sponsorship	An independent charity incorporated by Royal Charter.
Date of compilation	April 1975

ACADIA UNIVERSITY EXTENSION DEPARTMENT

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 organizes 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 thirty-five 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	Department of Extension, Acadia University, Wolfville, Nova Scotia, Canada.
Date of Foundation	Acadia University founded in 1838
Aim	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 envisaged.
Date of compilation	March 1973

THE CORRESPONDENCE SCHOOL, ALBERTA

Correspondence education began in Alberta in 1923 with the provision of educational services at the 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 disability, or a circumstantial handicap such as imprisonment, may receive correspondence tuition free of charge. Children at the primary level 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	Alberta Correspondence School, Department of Education, Edmonton, Alberta, Canada T5N 3M8.
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 academic subjects given by the school in languages, mathematics, science, social studies and in general electives which carry high school credits, but do not count towards university matriculation. Special adult courses at the senior high school level in English, mathematics, science, French and German. Special preparatory course for adults in English and mathematics (non-credit). Personal interest courses for adults: e.g. accident prevention, anthropology, basic grammar, business management, forestry, international cuisine, library services, mythology, personal development, photography and servicing small appliances (non-credit). Special projects at the 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 106 full-time, 17 part-time during summer months. Administrative: 4 senior administrators, 7 senior high school subject supervisors, 56 clerical and printing, including 3 supervisors.
Teaching methods	Correspondence using tapes in languages, communications, and shorthand courses and kits in science and handwork courses, as well as written lessons. Some radio and television.
Finance	Approximately 1/6 of expenditure (average \$2,400,000) 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, cassettes and kits.
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.
Date of compilation	July 1975

CORRESPONDENCE SCHOOL, NEW BRUNSWICK

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, PO 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.
Financial	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.
Date of compilation	1973

CORRESPONDENCE STUDY SERVICE, NOVA SCOTIA

The Correspondence Study Service has for long been concerned with elementary and secondary education for the children of Nova Scotia who for various reasons cannot attend school. Public School courses and a number of vocational courses are also available to adults.

Statistics show that there has been a steady decrease in child enrolments with the service during the past few years. 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 within the Adult Education Programme.

Expansion of adult education has given rise to a re-examination of the courses offered, many of which are at the moment designed for school children. The use of mass media in conjunction with some form of face-to-face learning is 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 B3J 2Z2.
Date of Foundation	1917
Aims	To operate a correspondence study programme which meets the academic needs of children in Nova Scotia who would otherwise be unable to follow regular means of instruction; to assist adults to improve their educational standing so that they may become more effective members of Nova Scotia's work force; to provide high school, elementary, or vocational subjects to students for pleasure, self-improvement and cultural enrichment and to pursue research in 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 2500.
Staff	1 supervisor and 6 clerical staff. 36 part-time markers.
Teaching methods	Correspondence, backed up by visits to students and cassettes in French teaching.
Finance	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 mass media with face-to-face methods of learning is being considered.
Date of compilation	June 1975

MANITOBA DEPARTMENT OF EDUCATION CORRESPONDENCE BRANCH

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 residential 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 range 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, Canada, R3C 0V8.
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 2843, approximately half from 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 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 \$3.00 to \$15.00 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.
Date of compilation	November 1972

OTTAWA UNIVERSITY CORRESPONDENCE DIVISION

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 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

Aim	To provide adults who are unable to attend full-time with the opportunity to gain credits by correspondence towards a 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, sociology, 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 USA. Occupations include teachers, nurses, foreign service and army personnel, and hockey-players. Prisoners and the handicapped also enrol. Current enrolments for 1972-3 are about 500, but new registration regulations are expected to raise this number dramatically.
Staff	3
Teaching methods	Written courses only; the use of TV 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 p.a.; external students are allotted 1/5 of the subsidy of internal students. The Department's expenses - course writing and revision, fees, etc. - come to \$50,000 p.a.
Sponsorship	Ottawa University.
Future developments	Introduction of audio-visual aids, if practical difficulties can be overcome.
Date of compilation	October 1972

QUEEN'S UNIVERSITY AT KINGSTON, DEPARTMENT OF EXTENSION

Queen's University was founded in 1821 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 twenty-three, 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	To provide by correspondence credit courses leading to a BA degree; the Province of Ontario qualification as a secondary school teacher and Higher Teaching Certificates; also non-credit courses for Municipal Assessors, Clerks and Treasurers.
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	BA general students. Students holding a university degree. Students of other universities studying through Queen's with a letter of permission. Mature students. Municipal employees of Ontario municipalities. Registration in December 1972: 1015 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 given the names of textbooks, which can be bought through the University bookshop if unavailable in the student's home town. Students are required to complete assignments by fixed dates; these are marked, commented on, recorded, and returned to the students. In a few courses a weekend seminar is held, attendance being voluntary. In a limited number of courses a telephone conference is arranged with selected students. Non-credit courses: arrangements similar to credit correspondence courses with the exception that no seminars or telephone conferences are held.
Finance	Fee per course \$105 (£45 approximately). 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; extended use of telephone calls and telephone conferences; exploratory use of radio, television and recorded cassettes.
Date of compilation	February 1973

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 organized 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 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 St., Regina, Saskatchewan, S4R 1J8, Canada.
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; and 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 as described above.
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.
Date of compilation	1973

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'etudes' 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, Ministere de l'education, 1110 Est, rue Jean-Talon, Montreal 328, Quebec, Canada.
Date of Foundation	1946
Aim	To develop the use of correspondence as a means of extending facilities for professional (technical, 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 1971-1972 statistics - Total 8893 enrolments: 4254 abandoned, 1557 completed courses and 3082 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 Pedagogique et Methodologique'. 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.
Date of compilation	March 1973

UNIVERSITY OF BRITISH COLUMBIA, CENTRE FOR CONTINUING EDUCATION

Correspondence courses at the University of 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
Aim	To provide undergraduate 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: 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% in 20-29 age-group; 33% in 30-39 age-group; 10% over 50. About 2/3 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 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 3rd and 4th year levels.
Date of compilation	February 1973

UNIVERSITY OF GUELPH INDEPENDENT STUDY PROGRAMME, ONTARIO

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 Studies 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 that course completion increased with age up to about 50 when there was a slight decrease and that 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, were similarly found to have no bearing on the final grade.

Degree credit courses are offered in a limited range of subjects. The candidate wishing to study undergraduate 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; and to provide courses in these fields at university credit level.
Language	English
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. Also 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; those who completed courses averaged 6.43 courses.
Staff	Director, two assistants, one 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 face-to-face courses.
Date of compilation	February 1973

UNIVERSITY OF MANITOBA EVENING SESSION

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 five 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.
Date of compilation	January 1973

UNIVERSITY OF TORONTO INDEPENDENT STUDY PROGRAMME

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 Institute, Canadian Institute of Traffic and Transportation, Institute of Canadian Bankers, Ontario Association of School Business Officials.

The Division of University Extension has now closed down, but has been superseded by the School of Continuing Studies. This deals with similar subjects (non-degree) and uses 'non-traditional' methods. No reply received.

Name	Independent Study Programme, Division of University Extension, University of Toronto, 119 George Street, Toronto M5S 1A9, Canada.
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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% 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	University of Toronto.
Future developments	Courses will continue to reflect changes in educational needs. Greater flexibility through modular development planned.
Date of compilation	1972

UNIVERSITY OF WESTERN ONTARIO CORRESPONDENCE COURSE DIVISION

Courses which do not require special classroom work or laboratory sessions and which can, in the opinion of the Heads of the 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 study 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.

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 instruction 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 text-books 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
Aim	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 \$3000. Revenue from tuition fees (\$125 per course) 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.
Date of compilation	March 1973

INSTITUTE OF ADULT EDUCATION

The University of Ghana Institute of Adult Education was established in 1948 and, since then, has used traditional methods of face-to-face teaching. For some years it has offered evening classes in GCE 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 to 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 the 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 teaching beyond evening classes in towns and so to make wider provision for secondary education for adults; to provide national courses and reduce enrolments at institutions outside Ghana.
Language	English
Subjects	GCE 'O' level - English Language, history of West Africa, economics, commerce, principles of accounts, maths, Bible knowledge, English literature, geography, additional maths. Further 'O' level courses are planned in government, general science, Twi. 'A' level courses are planned in geography, government, history.
Students	Mainly post-primary. 500 students enrolled in first year. Occupations - teachers 33%; unemployed 8%; others 59%.
Staff	Integrated with Institute: 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¢ 12.00; 2 courses N¢ 21.00; 3 courses N¢ 28.00; 4 courses N¢ 36.00; 5 courses N¢ 40.00. Annual budget N¢ 20,000 - including 50% government subsidy.
Sponsorship	University of Ghana
Future developments	Plans to extend a number of subjects and introduce 'A' level courses, teacher training, external degrees, trade union education, co-operative education, vocational and technical education, liberal education.
Date of compilation	April 1972

CHINESE UNIVERSITY OF HONG KONG DEPARTMENT OF
EXTRA-MURAL STUDIES

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 1000 enrolments per session totalling about 3000 in a year. Most of these deal with aspects of the Chinese and English languages, though there are others of academic, 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 a student can receive a letter of certification, on request.

Name	Correspondence Course Section, Department of Extra-Mural Studies, The Chinese University of Hong Kong, 18 Carnarvon Road, 9/F., Kowloon, Hong Kong.
Date of Foundation	1967
Aims	To provide opportunities for higher education for all who can benefit from it.
Languages	Chinese and English
Subjects	Courses in Chinese, English, business subjects, child development, Chinese painting, design and modern mathematics.
Students	Yearly enrolments around 3000; 95% local students, 5% from abroad.
Staff	Three full time staff, working under the director of the Extra-Mural Department; a total of 18 part-time correspondence tutors are employed by the Department.
Teaching methods	Textbooks, study notes and assignments are despatched monthly; assignments are marked and returned.
Finance	Fees - \$45 - \$110 per course.
Date of compilation	July 1975

INDIA

ANDHRA UNIVERSITY SCHOOL OF CORRESPONDENCE COURSES

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, studies the same syllabuses and curricula, takes the same examination and is awarded the same degree as any other regular student of Andhra University. Students intending to enrol for correspondence course 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 at less cost to the student and the nation than for regular college students.
Languages	English, Telugu
Subjects	B.A. - economics, history, politics; B. Com. - economics, book-keeping, auditing, accounting, statistics, etc; pre-university - English, Telugu, history, economics, civics.
Students	2093 enrolled by 1974
Staff	Director, 2 assistant directors, administrative and accounts assistant, 2 superintendents and 15 office assistants. Teaching and marking is carried out by university and affiliated college lecturers.
Teaching methods	30 correspondence lessons per course are sent to students, each covering a week of class teaching, and referring to class texts. Fifteen response sheets are completed by students during each course, and returned corrected by tutors. Lessons and exercises are pre-tested and constantly revised.
Finance	Funds derived from the University Grants Commission and tuition fees - Rs.200 - Rs.250 per year.
Sponsorship	Andhra University
Future developments	Offering instruction for M.A. and M.Com. degree courses is under consideration.
Date of compilation	June 1975

MEERUT UNIVERSITY SCHOOL OF CORRESPONDENCE COURSES

The University of Meerut commenced the programme of correspondence education for the degree of Bachelor of Arts in July 1969. The programme runs through four semesters spread over two years. People who have completed 12 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 intentionally 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 chosen from: Hindi, English, Sanskrit, philosophy, sociology, political science, economics, maths, history, and four general subjects from a wide range including religion and culture, general English, problems of Indian agriculture, etc.
Students	Average yearly enrolment around 3000. Over 95% make, mostly office workers or servicemen. Average age 25. Must have completed intermediate examination or equivalent.
Staff	Lessons prepared by 9 lecturers, who also co-ordinate marking. Lecturers required to have M.Phil or Ph.D. Around 100 part-time staff for marking drawn from research students, lecturers in nearby colleges, and retired lecturers. Administrative staff 21.
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 exams. Lessons backed up by contact programmes at 2 centres. The School brings out its own magazine annually.
Finance	Funds derived from fees - Rs. 158.00 per semester - and from UGC and State Government grants. Annual budget Rs. 700,000.
Sponsorship	University of Meerut.
Future developments	Development of Master's degree programme and introduction of short-term non-degree courses in technical and general subjects.
Date of compilation	March 1973

PANJAB UNIVERSITY DIRECTORATE OF CORRESPONDENCE COURSES

When the Panjab University first introduced correspondence courses in 1971, it began with a programme of nine subjects leading to a B.A. degree. The initial response was encouraging enough for the Directorate to increase the number of courses it offered. An extra subject, public administration, is to 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. 20 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, Panjabi		
Subjects	English, Hindi, Panjabi, Sanskrit, maths, geography, history, economics, political science and public administration.		
Students	1972-73 enrolments -	Pre-university	2,135
		B.A.	8,084
		Total	10,219
	B.Comm. and B. Office Organisation and Procedures start in 1973-74.		
	Most 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 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 are written by college teachers and checked by Directorate staff; these are sent to students, with assignments to be completed. Lessons are reviewed periodically by subject experts from other universities. Radio talks are broadcast for most subjects. Contact programmes have been set up in three states to provide class teaching and group study. Students' magazine to be brought out in April 1973.		
Finance	Building financed by UGC grant. 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.		
Date of compilation	March 1973		

PUNJABI UNIVERSITY DIRECTORATE OF CORRESPONDENCE COURSES

The Punjabi University, Patiala, was the first Indian University to be allowed by the University Grants Commission to run correspondence courses in regional languages as well as 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 advanced, and the postgraduate (Master's degree) course in Punjabi language and literature.

The Directorate also offers instruction for the pre-university and B.A. three-year degree course.

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 students take the same final examination and receive the same degrees or certificates.

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, and for those who want to earn and learn simultaneously.
Languages	English, Hindi, Punjabi, Urdu and Sanskrit
Subjects	Pre-university - languages, history, mathematics, economics, civics. B.A. - languages, history, economics, mathematics, political science, public administration, religious studies, defence studies, English literature and Punjabi literature. Elementary, honours and M.A. courses in Punjabi.
Students	Average yearly enrolment - 3500, 90% male, 76.4% unmarried; 64% below 24 years of age. Employment - government employees - 49%, private employees - 12% own business - 8%, unemployed - 30%, unspecified - 1%.
Staff	Director and 4 associate directors, 17 assistant directors, 17 assistant directors, 8 instructors and tutors; all are post-graduates in their respective subjects, some have teacher training qualifications too. 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, deputy superintendent, 3 assistants, librarian, 47 clerical and printing staff.
Teaching methods	Printed lessons, backed up by: radio talks given by teaching staff of the Directorate and university or college teachers; personal contact programmes and Sunday classes which are organised every year in various places; regular correction and marking of students' response sheets; a number of study centres have been set up at different places depending upon the concentration of students. These study centres provide library and counselling facilities for students. Personal contact programmes and Sunday classes are organised at these centres.
Finance	Income - Rs. 858,057 derived from tuition fees, university and other grants. The University Grants Commission gave initial support to meet deficit and to cover expenditure on building and equipment, etc. for the first five years. Expenditure - Rs. 912,153.
Date of compilation	September 1975

UNIVERSITY OF DELHI SCHOOL OF CORRESPONDENCE COURSES

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. 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. 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 UK, West Germany, USSR, UAR, USA, Mauritius, Ghana, Australia, Japan, China and Indonesia.

Name	School of Correspondence Courses and Continuing Education, University of Delhi, 5 Cavalry Lines, Delhi 7, India.
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. degree: English, Hindi/Urdu, history, political science, economics, commerce, maths, Sanskrit. B.Comm: Business organisation, office practice, accountancy, business law, economic theory, etc. B.Sc. (general) Group A: Physics, chemistry and maths (only available for students living in Delhi).
Students	Restricted to matriculated students of University of Delhi. Enrolments in 1969-70 were 20,000.
Staff	Principal, deputy registrar, 75 lecturers.
Teaching methods	Correspondence lessons which follow 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. Scheme is more or less self-supporting.
Sponsorship	University of Delhi
Date of compilation	1973

MINISTRY OF EDUCATION CORRESPONDENCE COURSE SECTION

In the early fifties, vocational in-service courses were arranged at Mico College, Kingston, for young teachers who needed help in preparing for the first year training college examination. Later, these teachers asked for further assistance. The system was therefore extended to enable 300 young teachers to spend three months a year as special day students at Mico, and the rest of the time as correspondence course students.

In 1959 the Ministry of Education introduced correspondence courses for those pre-trained teachers who wished to be upgraded following their training at Caledonia Junior College. These teachers, after two years of correspondence course study sat a final examination in four subjects including English, mathematics and education. Successful candidates in this examination were upgraded as pre-trained teachers, Grade III. During the period 1959-64 those who enrolled for this course numbered 1,319. However, in later years all such pre-trained teachers could become qualified as pre-trained teachers Grade II by passing six subjects in the new Jamaica School Certificate Examination (1964). As a result, fewer and fewer teachers registered for the teachers' correspondence courses examination, which was actually more difficult than the Jamaica School Certificate examination, and therefore it was abolished in 1971.

In 1961, a pilot scheme of correspondence study in certain selected all-age schools had been attempted to determine if 15-18 year-olds could be prepared successfully for the examination replacing the previous Third Jamaica Local Examination without excessive expenditure or demands for extra staff. The scheme unfortunately was not pursued beyond 1964 because of administrative difficulties.

As from 1964, correspondence course have been offered to various primary and all-age school principals to assist in preparing school leavers for the Jamaica School Certificate examination and help those students living in remote, rural areas. Several courses have been written and distributed specifically for the examination.

At present an extensive plan has been initiated to educate "Pre-Trained Teachers" up to the standard of "Trained Teachers" in four years by means of correspondence courses followed by monthly seminars at twelve selected centres throughout the island and supported by programmes on tape, radio and television. This scheme begun in 1973, is part of the new In-Service Teacher Education Thrust (ISTET) in which approximately 1,200 pre-trained teachers are currently registered.

Thus correspondence education in Jamaica has a history of some sixteen years stemming from a genuine desire to provide continuing education for children in the 15-18 age group.

Three groups have been served

- (a) young probationer-teachers in need of higher certification,
- (b) primary school-leavers wishing to gain further academic qualifications but without the benefit of formal secondary or high school education to help them.
- (c) teachers without college training in need of trained teacher status.

Name Correspondence Courses Section, Ministry of Education, Caenwood, Kingston, Jamaica, West Indies.

Date of Foundation 1958

Aims	To provide a means of further education for pupils who have not completed secondary education; raise the general academic level and status of pre-trained teachers; and assist in improving the qualifications of the National Youth Service Volunteers for more effective service.
Language	English
Subjects	Subjects of the normal school curriculum and those used in the In-Service Teacher Education Thrust.
Students	15 years and over. Enrolment from state schools - 4,687; private schools - 805, out of school - 509.
Staff	2 education officers, 1 shorthand typist, 1 typist, 3 temporary clerks, 3 casual workers. Course writers and script-markers are engaged as required.
Teaching methods	Students are sent a term's lessons in up to 5 subjects. Each subject has a test paper which is marked by the students' supervisor. The Ministry may examine scripts in order to gauge the quality of work and the students' rate of progress. Courses are complete in themselves and self paced. Some television is used.
Future developments	Expansion of range of courses to include early childhood education; the national literacy campaign (JAMAL); the national volunteer programme; the shift system in primary and other schools; the expansion of the Junior Secondary Schools to Grade II; the creation of supervised study groups, particularly in the rural areas, to supplement normal classroom teaching.

UNIVERSITY OF NAIROBI INSTITUTE OF ADULT STUDIES

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 schoolteachers through three 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 third programme will be aimed at training unqualified teachers with 2 or 4 years secondary education who lack a teaching certificate. After attending the course for 4 years they will qualify as P2 or P1 teachers.

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 Correspondence Course Unit programmes and a 1969 survey showed that these had an audience of half a million adult listeners, out of an estimated total population of 10.6 millions.

The Unit has kept records of the students' examinations results and reports that in 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 Correspondence Course Unit 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	To provide in-service upgrading of primary schoolteachers, and to prepare adults for the Junior Secondary and School Certificate Examinations.
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 - those with 9 and 11 years of primary education: any adult who needs secondary education. In June 1974, 2749 students enrolled for the Junior Secondary Examination, 8641 for the Unqualified Teachers' Programme (P3) and 384 for the Unqualified Teachers' Programme (P2).
Staff	10 full-time academic, 22 full-time administrative staff members and about 50 part-time tutors and course-writers supervised by the academic staff members in their own subjects.
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	Continuation of the training of Junior Secondary and School Certificate Primary School teachers and the development of business and technical subjects to 'O' and 'A' levels; academic courses will also be developed to 'O' and 'A' level. It is hoped to start offering external degree courses in law, education, business administration and arts.
Date of compilation	February 1975

LESOTHO

LESOTHO DISTANCE TEACHING CENTRE

The Lesotho Distance Teaching Centre was set up by the International Extension College in 1974 as an agency both for formal exam courses for adults using correspondence courses with linked radio programmes, and for non-formal courses in practical skills related to national development needs. The Centre was established by the International Extension College by agreement with the Lesotho government.

As well as offering courses itself, the Centre has developed as a service agency, offering services in educational planning, design and production of educational materials to other agencies in Lesotho. The Centre now designs, tests and produces booklets and radio programmes for a variety of official and other non-profit organisations. Projects of this sort have included a radio supported recipe booklet for Catholic Relief Services, a booklet for the Bureau of Statistics explaining the 1976 Census, and a set of leaflets for distribution through the government's Thaba Bosiu Rural Development Project explaining improved agricultural practices. The Centre's role as a service agency is growing in scope; it is now taking part in a joint project with the Lesotho Family Planning Association to expand the latter's educational work, and is planning a training programme for distribution agents in the Thaba Bosin project. In this work, the Lesotho Distance Teaching Centre is helped by its research section which has undertaken a number of enquiries into such questions as Lesotho's non-formal education potential and needs, the rate of literacy and the usefulness of printed materials, and people's perception of visual symbols.

The teaching of private candidates for Junior Certificate exams by correspondence and radio has continued and is shortly to be expanded to include new subjects and levels. As it believes firmly in the need to avoid duplication of effort, the Centre is using an existing National Extension College course in modern maths at 'O' level, and will shortly start working with other southern African institutions on joint course production.

Name	Lesotho Distance Teaching Centre, P.O. Box MS 781, Maseru, Lesotho.
Date of Foundation	1974
Aims	To provide educational materials and services on a large scale, both for academic exam-courses and for non-formal education.
Languages	English and Sesotho.
Subjects	Junior Certificate courses in modern maths, book keeping and commerce, agricultural science. Booklets and leaflets in agricultural improvement, nutrition, co-operative education, the census, family planning.
Students	400 on formal courses, including 50 enrolled on modern maths 'O' level course.
Staff	20 including director, radio officer, researcher, courses editor and writers.
Teaching methods	Formal courses: correspondence courses with radio programmes. Non-formal: booklets researched for effectiveness and distributed through channels of other bodies engaged in non-formal education (e.g. Catholic Relief Services, Lesotho Family Planning Association).

Finance	Grant from Lesotho Ministry of Education, Irish Government, International University Exchange Fund, and others. Small income from commercial printing.
Sponsorship	Lesotho Government and International Extension College.
Future developments	Three further Junior Certificate courses planned for 1976. Possible collaboration with Botswana Extension College and Swaziland International Education Centre in production of 'O' level courses. Non-formal projects in literacy and family planning to take place in 1976. Expansion of service agency role.
Date of compilation	February 1976

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 tried to make use of 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 schoolteachers. As well as correspondence and broadcast lessons, face-to-face teaching is done at some 67 correspondence college centres and 24 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 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 302, Chichiri, Blantyre 3, Malawi.
Date of Foundation	1964
Aims	To provide secondary education for students without places in secondary schools and in-service upgrading of teachers.
Languages	English except for National Language Course in Chichewa.
Subjects	Primary School Certificate - English, history, geography, arithmetic, science, Chichewa. Junior Certificate - English, history, geography, Bible knowledge, maths, biology, health science, Chichewa, book-keeping, commercial studies. GCE 'O' level - geography and biology. Teacher up-grading course. Malawi Certificate of Education courses: English, history, Bible knowledge, maths, Chichewa and commerce.

Students	Pre-secondary and secondary. Enrolments are now limited to a short period each year to keep numbers within the capacity of college. About 3,500 students p.a.
Staff	Principal plus 10 professional full-time tutors and about 20 part-time tutors; 70 secretarial, 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 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 91 such institutions throughout the country.
Finance	Average annual revenue K78,400; expenditure over K180,000 p.a. Fees range from K10 at primary level to K50 for Malawi Certificate of Education courses.
Sponsorship	The College is a department of the Ministry of Education.
Date of compilation	February 1975

MALAYSIA

UNIVERSITY OF MALAYSIA OFF-CAMPUS ACADEMIC PROGRAMME

The Off-Campus Academic Programme at the University of Malaysia began in June 1971 with an initial intake of 89 students. It is administered by a unit within the Centre for Educational Studies. This unit services the students and co-ordinates the work of the academic staff. The Schools involved in the programme are responsible for the teaching and assessment of the performance of the students. The programme is the only one of its kind in Malaysia and reflects the University's commitment to service the community at large.

Undergraduate courses are offered at three levels, with each level corresponding to the requirements for one year of full-time study. Off-campus students, however, are 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 for themselves and receive at intervals such materials as the syllabuses 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 provide opportunities for higher education to adults over 23 years of age who, for one reason or another are unable to attend full-time studies at a university; to enhance the productivity of those already in employment by up-dating their knowledge and skills; to redress imbalance in educational opportunities between economically favoured and less favoured areas within Malaysia.
Languages	English and Bahasa Malaysia.
Subjects	School of humanities - History, literature, philosophy, geography, communications; School of social sciences - Economics, sociology, political sciences, anthropology; School of physics - Modern and general physics, electricity and magnetism, optics, vibrations and waves; School of mathematics - Linear and modern algebra, statistics, computer programming; School of chemistry - Organic, inorganic and physical chemistry; School of biology - Cell biology and chemistry, genetics, systematics and evolution, invertebrate and vertebrate zoology, viruses, bacteria, lower and higher plants, physiology, environmental biology.
Students	Total enrolment as at January 1975 is 525-351 at the first level of study and 174 at the second level. The first batch of students who joined the programme in June 1971 will enter the final year of study on a full-time basis.
Staff	Administered by part-time co-ordinator who is a full-time senior lecturer in education at the Centre of Educational Studies, with two administrative assistants and 13 full-time junior staff members. Academic staff - drawn from the University Schools involved in teaching both on-campus and off-campus students, assisted by additional part-time lecturers and tutors within the University and at the different Science Centres.
Teaching methods	Written correspondence lessons, with vacation sessions of intensive study including lecturers, tutorials and seminars conducted by the University staff.
Finance	Annual expenditure M\$1,250,000, most of which is met by the Government. Fees M\$240 per annum, plus M\$50 for vacation course.

Sponsorship Universiti Sains Malaysia.

Future developments Annual student intake is to stabilise at approximately 250 so that total enrolment in any one academic year will not exceed 1000. There will possibly be established 3 regional centres, headed by full-time regional coordinators whose main function would be to provide educational guidance to off-campus students residing in these regions and administer the regional library book loan services, liaise with the government departments in the various regions and represent the centre of off-campus studies. Greater provision of instructional media, including videotapes and play-back equipment, is to be made in the various study centres.

Date of compilation March 1975

THE MAURITIUS COLLEGE OF THE AIR

The Mauritius College of the Air was set up by Act of the Mauritian Legislative Assembly in 1971 as a "centre for the promotion of education generally by means of radio and television broadcasts, correspondence courses and tuition", with particular emphasis on the promotion of employment-related skills. The college was established for the Mauritius Government by the International Extension College of Cambridge, England which seconded staff for a short time, and with financial assistance from British charities linked through the UK Voluntary Committee on Overseas Aid and Development.

The Mauritius College of the Air is administered by a board of trustees widely representative of government educational and broadcasting institutions and of vocational interests. It was officially inaugurated by the Prime Minister of Mauritius on television on 28 August 1972. The Mauritius College of the Air is a three-way teaching institution using different combinations of correspondence courses, broadcasting and face-to-face tuition, according to the particular needs of different audiences and subjects. During 1973, the Mauritius College of the Air ran experimental courses covering a wide range of subjects including office practice, English, biology, modern mathematics, and Creole. Since 1974, it has concentrated on upgrading the standard of secondary education in the least-endowed schools.

Name	The Mauritius College of the Air, District Courthouse, Moka, Mauritius.
Date of Foundation	1972
Aims	To provide a centre for the promotion of general education, especially by means of broadcasting, correspondence courses, and face-to-face tuition; to provide education and training in employment-related to skills; and to develop the skills and attitudes that will improve the standard of life of the people of Mauritius.
Language	English
Subjects	School Certificate - English, human and social biology, modern mathematics; Junior Secondary Level - woodwork, agricultural science, modern mathematics; 'A' level courses - biology, maths, English, economics.
Students	Around 11,000 students.
Staff	Full-time - 7 administrative and tutorial staff and 14 clerical; part-time - about 10 course writers, presenters and tutors.
Teaching methods	Radio, television, correspondence courses, classroom use of programmes and materials under supervision.
Finance	Government of Mauritius and International Extension College.
Future developments	Preparation of practical and vocational courses at Junior Secondary Level for use with out-of-school audiences. Introduction of French and commercial courses at Senior Secondary Level and in-service courses for teachers.
Date of compilation	May 1975

THE CORRESPONDENCE SCHOOL, WELLINGTON

The Correspondence School was founded in 1922 to provide teaching facilities for primary children who would otherwise be unable to receive it 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. Other services, normally available to children in schools, are provided by Vocational Guidance Officers and by Medical and Dental Officers based locally.

Name	The 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, maths, 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 up-grading courses are also available.
Students	A total of 8,500 made up of 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; and teachers, 1,550.
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 five permanent visiting teachers; and 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 since they are 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, but stationery and art materials are charged 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 New Zealand Broadcasting Corporation. Expansion of continuing education facilities for adults.
Date of compilation	February 1973

MASSEY UNIVERSITY DEPARTMENT OF EXTRAMURAL STUDIES

The present extramural studies system was inaugurated in 1960 in Palmerston North at a branch college of Victoria University, Wellington to offer tuition for students unable to attend university classes due to vocational commitments or remoteness. Since the 19th century, in the early days of university education in New Zealand, opportunity had existed to enrol, study without tuition at home and attempt university examinations. The branch college undertaking this extramural 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 extramural 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 extramural 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 extramural courses and the average grade level of passes has risen steadily over the years.

Extramural teaching is the responsibility of the regular academic departments of the University. Units completed by correspondence thus have the same status as those taken internally; consequently any student with sufficient reason for non-attendance may count an extramural course as credit towards his degree. The entire Diploma in Education and Diploma in Nursing can be taken extramurally. For degrees, a proportion of internal study is required: to complete a B.A., B. Business Studies or B.Ed. degree extramural, students need attend internally only for the final year of their major subject; but for the B.Sc., only first-year subjects are available extramurally.

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 weekend off-campus visits. Students are encouraged to arrange their own local subject study circles.

Name	Extramural 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.
Subjects	Degrees offered: B.A., B.Ed., B.Sc., B. Business Studies. Diplomas offered: Nursing, Education, Second Language Teaching, Health Administration. Certificate course in Early childhood and introductory course in statistics.
Students	In March 1975, 41,000 students were enrolled. 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 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 and films; 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 Government through University Grants Committee; students pay relatively low fees (\$40 per unit; \$20 per paper); extramural students have same fees, bursary entitlement as internal students; Revenue-expenditure; Major items integrated with other accounts.
Sponsorship	Massey University.
Future developments	Introduction of half year courses; educational broadcasts, advanced courses in continuing education.
Date of compilation	September 1975

NEW ZEALAND TECHNICAL CORRESPONDENCE INSTITUTE

The New Zealand Department of Education set up a 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 Technical Correspondence Institute 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 was changed by Act of Parliament 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 the Technical Correspondence Institute because of the small numbers of students in any given centre.

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 compulsory for their apprentices either through classes or at the Institute; 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 the Technical Correspondence Institute 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.

Name	New Zealand Technical Correspondence Institute, P.O. Box 30335, Lower Hutt, New Zealand.
Date of Foundaton	1946
Aims	To train students employed in trade, industry, commerce, agriculture and local and national administrative services.
Language	English
Subjects	Tuition is provided in 940 subjects covering technical, industrial and commercial fields from apprenticeship level up to second stage university level. 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 the Institute. 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: those working in engineering, building, commerce, architecture, science, etc; adults wishing to advance in their occupation. Total active enrolment 19,000 of which 1,500 are overseas students from as far afield as Europe.

Staff	Principal and deputy, administration officer, 10 heads of teaching departments. Full-time teaching staff numbers 320 supported by 120 administrative, production and printing staff. Some 80 outside part-time workers. Newly appointed tutors are required to attend induction courses at the National Technical Tutor Training Unit, followed by courses at the institute's own training unit because of the specialised nature of their teaching. Those who have undergone conventional teacher training are still required to attend the internal 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 which is of great assistance in examinations. Theory is supplemented by annual practical courses where necessary.
Finance	Tuition fees nominal - financing comes mostly from Department of Education. Annual enrolment fee - \$2; tuition fees - \$3 - \$5 a subject per year, overseas students - (non NZ taxpayers) \$20 per subject per year; armed forced personnel, prisoners and overseas students on a Government to Government or aid plan do not pay tuition fees.
Sponsorship	New Zealand Department of Education.
Future developments	Upgrading courses for mature students; new courses in line with technological development and the national economy; community courses as opposed to strictly vocational courses; greater involvement in foreign aid programmes; development of a national resource centre of supportive services to class-contact technical institutions and community colleges. The new extended block course system for ordered apprentices will reduce the teaching load of NZTCI at the apprentice level, but greatly increase the load at the advanced trade, technician and professional levels, and also extend the supportive remedial and specialist services to the class contact block courses.
Date of compilation	March 1975

WORKERS EDUCATIONAL ASSOCIATION - TRADE UNION POSTAL EDUCATIONAL 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 New Zealand Workers' Educational Association. A National Tripartite committee directs operations. Since 1971 the actual representation by the New Zealand Workers Educational Association has been by members of the Wellington Council, responsible to the national body.

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 degree qualifications. Their ages range from 18-77, with the greatest number being around 32 and 49.

An affiliated union pays a basic annual 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 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	Workers Educational Association - Trade Union Postal Education Service, Box 12-114, 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, New Zealand in International Trade, International Affairs, and You and the Law.
Students	Average yearly enrolment 500-550. All are members of an affiliated union. All educational levels up to university graduates are represented.
Staff	Specialist outside tutors are appointed for each course. Administration: 1 part-time organiser, 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.
Date of compilation	April 1975

AHMADU BELLO UNIVERSITY EXTENSION SERVICES UNIT

There is a long tradition of university extension in Nigeria, starting with the work of the University of Ibadan from 1949-1962 (though distance teaching was not involved). The first university distance was embarked on by Ahmadu Bello University Institute of Education in the mid-1960s with the Teacher In-Service Education Project (TISEP), based largely on correspondence work. After the report of a consultant in 1969, Ahmadu Bello University accepted a serious commitment to general extension work and to the major use of the mass media through the University of the Air. The first mass media staff were appointed in 1970-71. In 1973 the Adult Education and General Extension Services Unit was authorised to proceed to formal credit work for University qualifications through the use of distance teaching and a visiting professor was invited to promote the project. His report was accepted in part and the first correspondence specialist was appointed at the end of 1974. His initial contribution was the preparation of a policy document laying down the guidelines for multi-media distance teaching for university qualifications at Ahmadu Bello University. This was accepted in April 1975 by the General Extension Services Board, the joint Senate/Council Committee which lays down policy for the Unit.

It should be stressed that the Unit is an integral part of the University, with the specialist function of spreading the work of the University by all means available.

Name	Extension Coordination Section, Adult Education & General Extension Services Unit, Ahmadu Bello University, Zaria, Nigeria.
Date of Foundation	1971
Languages	Hausa and English for the non-formal work and English for the formal work.
Aims	Generally, by diffusion of knowledge and ideas through both non-formal and formal programmes to place the University's services at the disposal of as many members of the community as possible. More particularly to do so through the use of modern means of communication. Also, to enable part-time students to take formal University credit courses by distance teaching methods. To provides the University and Institute of education with the necessary editorial supervisory and advisory facilities, as well as administrative back-up for distance teaching. To avoid duplicating the work of existing or planned distance-teaching institutions, such as the Correspondence and Open Studies Unit of the University of Lagos, and the Federal Government's projected National Teachers' Institute, Kaduna and National Adult Education Development Centre, Kano. To co-operate in all extension work with other Nigerian universities, and also with relevant African and international organisations concerned with university adult education, distance teaching and mass communication.
Subjects	Non-formal programme subjects depend on current demand (e.g. courses for businessmen were put on at the time of the country's Indigenisation Decree). Subjects of concern have included trade unionism, rural health, educational methodology, Islamic civilisation, current historical research and drama. The possibilities for the formal programme are still being explored, but the following are likely areas of work: Part-time B.Ed. degree for primary school teacher educators, sub-degree Diploma in law for local government workers, law enforcement officers and "Science Rescue Operation" for the University's School of Basic

Studies, to help prepare partially-qualified candidates for University entrance.

Students	The target groups for formal courses have already been indicated. For degree and diploma programmes, normal entrance qualifications are required, though the University also takes relevant experience into consideration. Course-content and course-requirements are the same as for full-time students. At present non-formal courses are open to all, since the major element in them is broadcasting. For tailor-made courses in future, selection is made on the basis of relevant criteria. Student numbers will depend on the results of the pilot project but the annual intake for the part-time B.Ed. programme is likely to be 60-90.
Staff	The Section at present includes 7 members of academic staff, one in overall charge, 4 concerned with mass media work and 2 with correspondence work. One further academic, a studio manager and a senior administrator are expected shortly. The Unit has a general pool of supporting and clerical staff at present.
Teaching methods	Correspondence material, newspaper supplements, broadcasts (principally radio), cassette and tape recordings, some face-to-face teaching on campus or in University Centres off-campus.
Finance	Degree and diploma fees will be the same as for full-time courses. It is hoped that, in many cases, fees will be paid by the relevant Ministries or employers in the private sector or, where appropriate, from the Federal Industrial Training Fund. The distance-teaching operation is entirely funded by the University, and fees, calculated on a non-profit-making basis, will be paid direct to the University.
Sponsorship	Ahmadu Bello University
Future developments	Expansion will take place in response to national departmental, institutional and public demands. In the immediate future, it is hoped to participate in diploma courses in Banking and Accountancy.
Date of compilation	November 1975

AHMADU BELLO UNIVERSITY TEACHER IN-SERVICE EDUCATION PROGRAMME

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. With the plan to launch Universal Free Primary Education in 1976, there is an ever-increasing need to produce large numbers of trained teachers for Nigerian primary schools. The Teacher In-Service Education Programme runs vacation courses at two levels to prepare unqualified teachers for the Grade II certificate. The lower level of the course (Programme B), which is open to untrained teachers as well as those who have some training below Grade II, is designed to improve their proficiency in English Language, mathematics and teaching methods. Programme B, which involves contact sessions during school vacations, and correspondence work during school terms, takes two years to complete. During contact sessions, regular tutors of teachers' Colleges teach The Teacher In-Service Education Programme students. Correspondence assignments are marked by contact session tutors. On successful completion of the course, students are awarded an Institute of Education Certificate and are eligible to enrol for the higher level course (Programme A).

Programme A prepares referred Grade II teachers, as well as West African School Certificate holders and failures who are in full-time teaching, for the Grade II certificate examinations. Mainly, it involves contact sessions during school vacations. Study guides prepared by the Institute of Education are used along with other resource materials by both tutors and students.

The Teacher In-Service Education Programme has achieved a considerable measure of success. Many Programme B students have successfully completed their course and have moved on to Programme A. Over the years, a good number of Grade II referred teachers and those with lower qualifications have successfully completed their course; and some have even successfully completed the three-year Nigerian Certificate in Education course at Advanced Teachers' Colleges.

Name	Teacher In-Service Education Programme, Institute of Education, Ahmadu Bello University, Zaria, Nigeria.
Date of Foundation	1967
Aims	Upgrading of untrained and lower grade teachers.
Language	English
Subjects	English language, arithmetical processes, principles and practice of education, history, physical and health education, geography, English literature, science and mathematics.
Students	All lack Grade II certificate - minimum professional qualification for primary teachers. Currently, 458 students are in Programme A, while 843 are in Programme B.
Staff	Staff of teachers' colleges.
Teaching methods	Correspondence lessons and vacation contact sessions.
Finance	Programme B students - ₦12 per annum Programme A students - ₦8 per subject per annum
Sponsorship	The Teachers In-Service Educational Programme is part of Ahmadu Bello University.
Future developments	Proposed use of radio, television and tapes. Plan to mount a Nigerian Certificate in Education course by correspondence. The Department of Education plans to supplement its Part-time B.Ed. programme with correspondence material.
Date of compilation	June 1975

THE UNIVERSITY OF LAGOS CORRESPONDENCE AND OPEN STUDIES UNIT

The University of Lagos included plans for expanding its services through Correspondence Studies in the very earliest documents setting out its purposes and its constitution. In 1971, a proposal was drawn up for the establishment of a Correspondence Studies Unit which would concentrate on Teacher Education Courses at undergraduate level. Towards the end of 1974, an appointment was made of a Director to draw up detailed operational plans for the Correspondence Studies Unit and Senior Staff have been appointed in the early months of 1975. The Unit, which has now been re-named the Correspondence and Open Studies Unit, is an integral part of the University of Lagos and is attached to the Continuing Education Centre. Its policy is determined by the Board of Continuing Education

under the University Senate. Parallel to the Correspondence and Open Studies Unit is the Further Education Unit and together these make up the Continuing Education Centre. The Unit plans to launch its first courses early in the 1975-76 University session.

The Unit will offer courses by combining correspondence courses with broadcasting and face-to-face tuition. Its purpose is to extend the services of the University both through degree courses and through non-credit courses. It will operate largely by using, on a part-time basis, the internal staff members of the University of Lagos, though it will supplement these with suitably qualified part-time staff from outside the University.

During the 1975-76 University session, it plans to offer degree courses in Teacher Education and Science combined and in Business Administration; a Special Entry Preparatory Course for practising teachers who do not at present possess the normal University academic entry requirements; some tailor-made in-service staff development courses for national institutions; and an action research experiment in urban education by distance teaching.

Name	Correspondence and Open Studies Unit, The University of Lagos, Nigeria.
Date of Foundation	1974
Aims	To extend the services of the University by means of distance teaching especially through correspondence courses, broadcasting and occasional face-to-face tuition; in particular to provide degree courses where manpower requirements so demand, and non-degree courses relevant to national development.
Language	English
Subjects	Pilot project: B.Sc. (with education) including education, physics, chemistry; B.Sc. (business administration) including business, principles of accounts, maths for social science, economics and government; special entry preparatory courses leading to entry into the B.Sc. (with education) course in mathematics, biology, chemistry and education etc.
Students	For the B.Sc. (with education): mature and practising teachers, with long standing professional experience and the normal University academic entry requirements; for the B.Sc. (business): mature and practising business administrators with the normal university academic entry requirements; for the special entry preparatory courses: practising teachers with long professional experience and a minimum of 'O' level or Grade II Teachers Certificate. 200 students will be recruited for the degree courses and 150 for the special entry course. For the special staff development course and the non-formal courses, qualifications and membership as relevant to each individual course.
Staff	By the middle of 1975, the Unit has a senior staff of seven academic and administrative staff, and six clerical and supporting staff. It is projected that within the 1975-76 session, these will increase to a total of nine senior administrative and academic staff and twenty-three clerical, executive and supporting staff.
Teaching methods	Correspondence courses, radio, vacation courses, week-end seminars, occasional visits to study centres, radio and television forums.
Finance	Students for the degree and special entry preparatory courses pay the same tuition fees as internal students, spaced over a longer period of time as required for part-time study. The Unit is entirely financed from the University of Lagos budget. Its income from student's fees will similarly be absorbed in the University budget.

Sponsorship The University of Lagos .

Future developments It is planned to expand degree and special entry preparatory courses to B.A. (with education) and B.Sc. (accountancy and banking) and to other disciplines as required by national manpower development needs. The tailor-made staff development courses will similarly be developed in response to national and institutional demand. It is hoped to set up an urban experiment in non-formal education by distance teaching covering child care and family welfare, home and hygiene, small-scale business economics, elementary motor mechanics etc.

Date of compilation June 1975

PAPUA NEW GUINEA

UNIVERSITY OF PAPUA NEW GUINEA DEPARTMENT OF EXTENSION STUDIES

The Department of Extension Studies was formed early in 1975 following the report of a commission investigating the possible uses and forms of extension studies in Papua New Guinea. Extension courses using correspondence are now getting under way. Correspondence courses are due to begin as a pilot project in 1976 with four courses and will be expanded in later years.

It is anticipated that the majority of the students will be government employees, and, specially in the course for magistrates and the social welfare course, that the course material will have a direct application in the students' working situations. Indeed, it is hoped that the 'package' sent to the community development workers following the social welfare course will also be used by local social work teams as an aid to staff development. Discussion with, and advice from colleagues will thus be an important means of support to students, many of whom live in remote areas. Other means of support, such as group meetings of various sorts and telephone links, are being considered.

Teaching staff for the extension studies department are all drawn from among the university lecturing body. Participation in extension teaching is taken on in addition to internal commitments and is done entirely from choice.

Name	Department of Extension Studies, University of Papua New Guinea, P.O. Box 4820, Port Moresby, Papua New Guinea.
Date of Foundation	1975 (correspondence courses in 1976)
Aim	To make university facilities for learning more widely available throughout Papua New Guinea and thereby to help equalise learning opportunities.
Language	English
Subjects	Magistrate's course, Introduction to the History of Papua New Guinea, Introduction to Social Welfare, Introduction to World Religions.
Students	1976 pilot project - around 70 students. All mature adults with matriculation or equivalent professional qualifications. Most students will probably be employed in government service.
Staff	Administrative - director, senior lecturer, and secretaries. Teaching - 4 university teachers working on extension courses part-time.
Teaching methods	'Packages' including correspondence material and some audio tapes are sent to students. Reinforcement will probably take the form of group meetings and visits to students by staff. The possibility of using telephones and the Pacific satellite is being considered.
Finance	Student fees expected to cover bulk of expenditure, but most students will be sponsored.
Sponsorship	University of Papua New Guinea.
Future developments	Expansion of current range of courses projected for 1977.
Date of compilation	December 1975

MINISTRY OF EDUCATION IN-SERVICE TRAINING PROGRAMME
FOR UNQUALIFIED TEACHERS

Prior to the establishment of the St. Lucia Teachers' College in 1963, the in-service training of unqualified teachers was conducted by means of correspondence courses supplemented by visits and vacation classes run by a team of teacher trainers. Over the years, the nature of the visits and classes has taken various forms but the correspondence part of the programme has continued to the present day.

Name	In-Service Training Programme for Unqualified Teachers, Ministry of Education, Castries, St. Lucia.
Date of Foundation	1963
Aim	To assist unqualified teachers to reach a standard approximating to G.C.E. 'O' Level in subjects relevant to their teaching.
Language	English
Subjects	English language, mathematics, science, history and geography.
Students	Over 300 full-time teachers.
Staff	Two full-time coordinators and 40 part-time tutors.
Teaching methods	A series of eight units in each of the subjects is prepared and represents three to four weeks' work. These units are supplemented by textbooks, after school classes organised fortnightly and Saturday classes. The units set out exercises and assignments which are returned to the 40 part-time tutors for correction.
Finance	All costs including salaries are met by the Ministry of Education. The budget approximately totals EC\$60,000.
Future developments	It is hoped to make the units self instructional, to integrate the academic and professional studies in the units, and to use radio for providing explanations. The intention is to effect this development over a two year period.
Date of completion	March 1976

CORRESPONDENCE TEACHER EDUCATION UNIT

In 1970 there were almost 40,000 untrained 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 could not train more than the 3,000 annually recruited into the profession, and were 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.

This 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 exams sat by the students attached to them, for holding vacation courses and for guiding the trainees in their teaching work.

The second of its courses, in Graduate Teacher Education (Diploma in Education), began in 1974. This is equivalent to the full-time one year interval Diploma Course which is conducted by the University of Sri Lanka. The course consists of two parts which should be completed in two years. The course is directed and administered by the Unit in collaboration with the University of Sri Lanka. The Unit aims to train about 500 untrained graduate teachers annually. The total number of untrained graduate teachers in service in 1972 was 8,670. The University cannot take in more than 435 graduate teachers for their one year full-time Diploma in Education Course; this has serious effects on the educational level of the country. The course is conducted in two media, Sinhalese and Tamil.

Name	Correspondence Teacher Education Unit, Ministry of Education, Malay Street, Colombo 2, Sri Lanka.
Date of Foundation	1972
Aim	To provide training for a backlog of non-graduate and graduate untrained teachers.
Languages	Sinhalese and Tamil
Subjects	The correspondence course for General Teacher Education covers three subjects in every year, a total of nine. These are the same subjects as for the Teachers' College 2 year course. The correspondence course for the Diploma in Education covers 34 subjects in the first year, and 3 subjects, an essay and practical teaching in the second year. These are the same subjects as for the University Diploma in Education one year full-time course.
Students	General course: all are serving teachers with a full secondary education. At the beginning only those in 40-45 age group were enrolled but now there is no age limit. The total enrolment up to 1975 was 4,100. Diploma course: all are serving graduate teachers with a minimum of 5 years' teaching experience. The total enrolment up to 1975 was 1,037.
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 on the general course; and with the University of Sri Lanka whose lecturers act as lesson

writers, tutors, teaching supervisors and seminar leaders to the students on the diploma course.

Teaching methods	Sets of lessons are posted to trainees once a term, together with book lists and individual assignments. Termly exams are set and the answer papers are marked and 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. Diploma course: sets of lessons are posted to students once a term together with book-lists and individual assignments. Individual assignments are marked by University lecturers and returned to the students with comments. Residential seminars are conducted during school vacations and last for a week.
Finance	The trainees who follow the General Teacher Education course pay an annual registration fee of Rs.25/-. The Diploma students pay an annual registration fee of Rs.100/-.
Sponsorship	Ministry of Education
Future developments	A correspondence course for school Principals on School Management and Administration supplemented by radio broadcasts and termly seminars will begin soon.
Date of compilation	July 1975

SWAZILAND

SWAZILAND INTERNATIONAL EDUCATION CENTRE

The Swaziland International Education Centre has developed from the work of Ephesus House, a school offering both residential and correspondence teaching to South African refugees. In 1974-75 its two activities became separate, so that, while Ephesus House continues to work with refugees, the Centre's main work is correspondence tuition for adult Junior Certificate candidates.

The Junior Certificate programme prepares mature local students by correspondence for the University of Botswana, Lesotho and Swaziland's Junior Certificate exam. Most of the students in this programme were forced to leave school prematurely because of financial or other difficulties and are now trying to obtain their Junior Certificates through correspondence. Recently, the Centre began accepting Junior Certificate students who failed subjects and wish to re-sit them as private candidates.

There is also a residential course for 'O' level candidates who wish to re-sit subjects in which they have failed provided they have already passed in two. Preference for enrolment is given to applicants who have been out of school and working for at least a year.

Name	Swaziland International Education Centre, P.O. Box 547, Mbabane, Swaziland.
Date of Foundation	1974
Aim	To provide tuition by post and through residential courses for adults who have not been able to take advantage of regular school provision.
Language	English
Subjects	Junior Certificate courses in English and Zulu
Students	Mature local students who left school early or who failed school examinations.
Teaching methods	Junior Certificate courses are taught by correspondence, with self-correction assignments. Students encouraged to seek help from study centres and to attend a one week residential course in Mbabane each year.
Finance	Junior Certificate course fees range from £14-£20.
Sponsorship	Swaziland Government and Danida (Danish Government Aid Agency).
Future developments	Expansion of vocational training programme; introduction of 'O' level courses by correspondence.
Date of compilation	October 1975

WILLIAM PITCHER COLLEGE IN-SERVICE TEACHER TRAINING PROGRAMME

In 1972 the quality of primary education in Swaziland was very poor. It gave an inadequate training to those who must find their future livelihood in rural areas and provided insufficient basic education for those who proceeded to secondary schools. A major contributing factor was the unsuitability of many primary school teachers for the task they were undertaking which stemmed from their own lack of education and training. More than 25% were totally untrained and a further 15% had very rudimentary training often based on primary education alone.

To deal with the problem the Ministry of Education and the Economic Planning Office of the Swaziland Government formulated in 1972 a project to establish an in-service training course at an existing teacher-training centre, William Pitcher College, in order to upgrade poorly qualified teachers. All those capable of benefiting from further training undergo a course designed to raise them to the standard of qualified primary school teachers. The course lasts three years and is conducted chiefly by correspondence. Every year each student spends six weeks on a concentrated residential course at the William Pitcher College before embarking on the next series of correspondence lessons. Continuous contact is ensured by means of radio programmes, newsletters and field visits by College staff. The College conducts a programme of six residential courses each year and is equipped with offices, and a small self-contained printing unit which is run by the Correspondence Study Specialist.

Six hundred students are expected to be involved over the five-year duration of the project. A new Department of Correspondence Studies has been established at the College and equipped by UNICEF to produce a complete series of correspondence study courses which will constitute the major tuition element in the upgrading programme.

Name	In-Service Teacher Training Programme, William Pitcher College, Manzini, Swaziland.
Date of Foundation	1972
Aims	To improve the quality of education in the primary schools by training some six hundred primary teachers within five years; to inculcate modern methods not only for use by the trainees, but also as a medium for change in others; and to organise the training in such a way that it causes the minimum of disruption to the staffing of schools at any time.
Language	English
Subjects	Core subjects: English language, education, mathematics, science and social studies; subsidiary subjects: home economics, art and craft, agriculture, Zulu/siSwati, music and physical education.
Students	600 primary school teachers - qualifications range between primary certificate (7 years of study - primary) and Junior Certificate (3 years lower secondary).
Staff	Full time - Project manager, head of department of correspondence studies, 10 tutors (2 tutors for each of the core subjects), 9 office staff. Part-time - 6 college tutors (one for each of the subsidiary subjects), 10 tutors for marking the worksheets of correspondence assignments.
Teaching methods	The programme of studies consists of three years' study by correspondence courses supported by radio, newsletters, information booklets and regular field visits by the tutors. Each year of study is introduced by a residential course of six weeks at the College during which teachers are given orientation lectures and discussions for the coming correspondence studies, practical demonstrations, workshops, laboratory and library work.

Finance	The financing of the project is undertaken by the Swaziland Government, UNDP, UNICEF, UNESCO and ODM. Teachers pay 5 Rands each year as nominal fees towards their tuition, board and lodging.
Sponsorship	Joint sponsorship by the Swaziland Government, UNDP, UNICEF, UNESCO and ODM.
Future developments	Expansion is envisaged to train 500 new unqualified teachers beginning July 1976.
Date of compilation	April 1975

THE 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 two are in the final process of merging into the National Institute for Co-operative Education, "NICE". The integration has in practice taken place; it remains for legal formalities to be worked out.

The nature of its tasks has demanded that the Co-operative Education Centre 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 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 courses are organised in villages and rural centres; it prepares regular radio programmes, consisting of educational series, co-operative news and publicity programmes; a wide range of correspondence courses on co-operative education subjects has been prepared, to cater for both vocational and general educational 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 Centre have been written and are available from the Centre.

Name	Co-operative Education Centre, P.O. Box 3091, 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 growing and marketing agricultural produce; to support the development of all forms of co-operative primary societies especially the producer and multi-purpose co-operative societies (i.e. ujaama villages). More recently greater concentration has been put on training staff.
Languages	English, Swahili.
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), ugamaa vijijini (socialist villages), minzania (how to read a balance sheet), misingi ya kilimo bora (basic agricultural skills).
Students	Staff of local co-operative societies and unions; committee members of local co-operative societies and unions; members of staff of the Ujamaa and Co-operative Development Division (Government). 1974 - individual students 15,446; study groups 1,550.
Staff	The Centre has a small full-time correspondence institute but makes wide use, part-time, of all the tutors of the centre and of the Co-operative College for course writing and correction of exercises from students. There are two full-time radio tutors, and residential courses and study groups are organised by the Centre's regional offices (the 12 co-operative wings).

Teaching methods	Correspondence lessons, radio programmes, study groups and one-day courses.
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. The subsidy is made by the Government.
Sponsorship	The Government is the sponsor for all except the 4 additional Wings which were started in 1972 and which are jointly sponsored by Nordic countries and the Tanzania Government until the end of 1975, when the Tanzania Government will take over full responsibility for financing them. Initial aid in establishing the Centre and the Wings has been provided by Governments and Co-operative Organisations in the Nordic countries.
Future developments	The Ujamaa and Co-operative Education Plan for Tanzania 1973-79 states that the College and the Centre as a merged Institution will continue as it is, using radio, correspondence and face-to-face teaching to promote and provide materials for local co-operative education. At the same time, the merged Institution will seek to work together with other national institutions in the promotion of national study campaigns.
Date of compilation	July 1975

THE NATIONAL CORRESPONDENCE INSTITUTION

The National Correspondence Institution in Dar es Salaam has been established in response to demands from a wide range of national agencies concerned with adult education. Its purpose is to make available the techniques and services of correspondence teaching to such agencies at educational levels ranging 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 course: professional and vocational training to help 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.

The Correspondence Institution plans to draw on the experience of the Moshi Co-operative Education Centre, which provides co-operative education for farmers by radio, correspondence and study groups and 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 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 the 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 such as 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 five years from Swedish International Development Agency (SIDA).
Sponsorship	Attached to the Institute of Adult Education, University of Dar es Salaam.
Future developments	During the Institution's first five-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 five-year period will be about twenty.
Date of compilation	May 1972

INSTITUTE OF PUBLIC ADMINISTRATION CORRESPONDENCE
TRAINING SCHOOL

Government-sponsored in-service correspondence training for civil servants in Uganda was started in 1965 with a training programme in local government finance. Recognising the value of correspondence training for civil servants in different fields of government work, the Government encouraged the incorporation of the Ministry of Local Administration's Correspondence Course Unit into the Uganda Institute of Public Administration as one of its departments in 1968; the correspondence programme was expanded to cover training for both Central Government and Local Administrations. The aims were to train the greatest possible number of government employees, to establish adequate qualifications relevant to the Ugandan environment, and to set a high standard in diplomas to assist in measuring an officer's potential for salary increases and promotion when vacancies occurred.

The Uganda Institute of Public Administration runs three professional correspondence course programmes leading to the award of the Uganda Finance Officers' Diploma, the Diploma in Administration for local authorities and the Diploma in Office Management. Each designed for a particular category of staff.

A limited number of non-government applicants may be enrolled for any of these courses provided that such enrolment does not cause a disadvantage to the Government training programme for public officers and provided that applicants pay the cost of training to be provided.

Each of these diplomas is run on a three stage basis. The first two stages of each diploma are offered through correspondence while the last stage is a full-time residential course. Study in residence enables the students to make use of the services of the Institute's Library for research and reference work, and also allows them to benefit from cross fertilisation of ideas and experience through group activities, discussions, seminars and lectures.

The correspondence courses are undertaken by students in both urban and rural areas. The normal entry qualification for any of three diplomas is the East African School Certificate (EASC) at 'O' level, but a one year preliminary course, intended to improve the academic standard of students to 'O' level, is available for those who wish to join the first stage of any of the diplomas but have not attained the 'O' level standard.

Name	Correspondence Training School, Institute of Public Administration, P.O. Box 20130, Lugogo, Kampala, Uganda.
Date of Foundation	1965
Aims	Training government officers in finance, administration and in office management with the aim of improving their efficiency.
Language	English
Subjects	Three stages of course for the Uganda Finance Officers' Diploma, Diploma in Administration for Local Authorities and Diploma in Office Management.
Students	Mainly post-secondary students, with a few secondary students undertaking preliminary course. About 600 students per annum.
Staff	1975 - 20 professional/administrative, 6 clerical.

Teaching methods Correspondence with group discussions, residential revision courses and textbooks on loan.

Date of compilation March 1975

MAKERERE UNIVERSITY CENTRE FOR CONTINUING EDUCATION

The Department of Extra Mural Studies at Makerere began using correspondence courses in the mid-1960s and in 1967 a UNICEF 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 1967-1970 and another group of a thousand started in 1970. The Correspondence Course Unit of the Centre in Continuing Education now also provides courses for licensed teachers and for 4 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 (EACE) 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 courses of 2-3 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 Unit, Centre for Continuing Education, Makerere University, P.O. Box 16196, Kampala, Uganda.

Date of Foundation 1967

Aims To take the university to the public and help citizens improve themselves.

Language English

Subjects Teachers' courses for Grade I and licensed teachers: Introductory English, preliminary English, maths; Intermediate Certificate: communication, government, economics, East African history; Government Clerical: English, general knowledge, arithmetic; EACE 'O' level: English, maths, history, Luganda, principles of accounts, commerce, commercial studies, geography.

Students All post-primary. In November 1971 they were as follows:

Grade I teachers	1,000
Licensed teachers	450
Introductory English	192
Preliminary English and Maths	518
EACA	1,598
Intermediate Certificate	1,589
Clerical Officers'	523
	5,870

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/- to 95/- for 1 subject and from 180/- to 370/- for 4
Sponsorship	Makerere University
Date of compilation	July 1972

MINISTRY OF EDUCATION CORRESPONDENCE COURSE UNIT

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 GCE 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 has meant a complete revision of all courses, an upgrading of the ultimate level of difficulty and an increase in the study period from two to three years. It has also meant that courses in mathematics, health science, civics and history, for example, are now 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 is on a different basis. These students are enrolled directly with the Unit and can use facilities at 16 urban centres. Monitors are 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 the performance of students taking the Units courses are not available but what figures there are suggest that pass rates for the junior secondary and GCE examinations compare favourably with those for evening class, private and other correspondence school candidates.

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

Date of Foundation 1966

Aims To provide secondary level education for adults.

Subjects Junior Secondary: English language, mathematics, history, geography, civics, health science. GCE 'O' level: English language, mathematics, history, commerce, economics, human biology. In preparation: GCE 'O' level: geography, world history; non-examinations: nutrition, home management, African literature.

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

		<u>Junior Secondary</u>	<u>GCE</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</u>		<u>GCE 1968-70</u>
		1968		
School teachers	)			34%
Other government employees	)	54%		38%
Non-government employees		27%		26%
Unemployed		19%		2%

Staff	Full-time: 10 administrative and teaching; 45 clerical etc. Part-time: 7 course-writers; 6 editors and illustrators; 54 tutors; 10 monitors. Some of these are 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 GCE K6 per subject.
Sponsorship	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.
Date of compilation	May 1972

UNIVERSITY OF ZAMBIA DEPARTMENT OF CORRESPONDENCE STUDIES

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. Due to the regulations students take 6-8 years usually to complete their degrees so that, as yet, few students have taken their degrees. But the statistics available so far show that pass rates are, on average, around 80%. Withdrawal rates have varied between 16% and 32% p.a.

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.
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Date of Foundation	1967
Aims	To offer opportunities for university level study to those unable to attend full-time.
Language	English
Subjects	Degree courses in humanities, science, education, social work, law and administration.
Students	All are post secondary or equivalent. Entry requirements are as for internal students (e.g. 5 'O' level GCE passes).

	<u>1971 Original</u> <u>enrolments</u>	<u>At Nov.</u> <u>1971</u>	<u>Occupations</u>	
BA	220	190	Teaching	104
BA(Education)	42	40	Governments	122
B.Sc.	44	42	Private firms	132
B.Sc. (Education)	2	2	University	
			employees	20
Ll.B.	86	67	Social workers	9
Business Admin.	9	7	Other	35
Public Admin.	10	7		
Social Work	2	2		422
Non-degree	7	6		
	<u>422</u>	<u>363</u>		

Staff	Tuition is part of the 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 fee: K30 per course p.a. for Zambian residents, K 150 for students outside Zambia.
Sponsorship	University of Zambia
Future developments	Development of courses for secondary school teachers as part of B.Ed. degree.
Date of compilation	1972