

SECTION 13

CORRESPONDENCE COURSES

Experiments in the use of correspondence courses in both the initial and further education of teachers have attracted a great deal of attention. J.L. Ewing, in Correspondence Courses in the Training of Teachers: a Survey of Current Practice in the Commonwealth (26), writes: "In a number of countries where training facilities are insufficient to cope with the demand for teachers, and where expenditure must be limited, correspondence tuition is proving a workable and economic adjunct to conventional training"; the author cites examples of such activity and refers to the apparent prerequisites of success. Another overview is provided by the appropriate section of E. A. Pires' A Study of the In-Service Training of Primary School Teachers in Asia (77).

Most of the many articles and reports on the various forms of in-service training (see Section 12) mention or advocate the correspondence course as an important component, either by itself or in conjunction with radio. However, there are a number of articles which make more specific reference to this approach. 'Modern Technological Approaches to Education in East Africa' (126) outlines a proposal for the up-grading of Tanzania's Grade C teachers by means of correspondence courses. In 'The Untrained Teacher in Africa,' (24) P.C.C. Evans describes a Jamaican experiment in in-service education based on correspondence; this experiment is also referred to in G.L. de Landsheere's 'L'Education et la Formation du Personnel Enseignant dans un Pays en Plein Developpement: La Jamaïque' (54).