

NEW TEACHER CERTIFICATION PLAN AT U. OF WISCONSIN

Madison, Wis.--(I.P.)-- The University of Wisconsin School of Education has come up with a plan that may revolutionize requirements for teacher certification in the state. "To put it simply, we plan to recommend students for teacher certification on the basis of what they know and can do--to measure their general knowledge and scholarship and their teaching ability--rather than to require specific information that may be contained in any particular course," Dean Lindley J. Stiles reveals.

As an alternate to the present plan for certifying teachers, which requires specific courses in a more or less inflexible pattern, the student or teacher may choose to prove by examination that he has mastered the required material in three areas: liberal or general education, the subject field he plans to teach, and the learning process. On passing the exams he becomes eligible to demonstrate his ability to teach.

"With the blessing of the State Department of Public Instruction we are calling on other colleges in the state to help us develop this into a statewide system. Our object is to make certain, in these days of teacher shortage, that no competent teacher is denied a certificate for teaching," Dean Stiles added.

The education faculty has also approved the "block" plan for student teaching in secondary education to give students more concentrated time in actual class-room experience.

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UNIVERSITY CREDIT IN HIGH SCHOOLS IN CONNECTICUT

Storrs, Conn.--(I.P.)-- The University of Connecticut's plan for superior State high school students is paying dividends, the director of the program, which is now entering its fourth year, said. Qualified high school students have been taking

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university-level courses at their local schools, sometimes in addition to their regular academic load.

Raymond W. Houghton, of the School of Education, who currently directs the cooperative venture, pointed out that 406 high school students have already earned university-credit since the program's inception in 1955. Of this number, 195 earned their credits last year. Eleven high schools across the State are participating.

Interest in the program has grown rapidly from the outset, Mr. Houghton observed. Seventy-six received credits during the inaugural year; 115 were enrolled in the program during 1956-57; and 195 participated last year. Of the first-year group of 76, 63 students entered a total of 33 institutions of higher learning, including 11 who enrolled at the University. Later figures have not been completely processed yet.

According to Mr. Houghton, "27 per cent of the admitting colleges automatically accepted transfer credit during the student's first year. Eighteen per cent gave advanced placement, indicating full credit might be granted at a later date."

However, he also reported that 13 per cent of the institutions refused to accept credit and 37 per cent of the students did not request. The refusal of the students to request credit did not surprise Mr. Houghton because one of the program's aims is to enrich the student's background enabling him to substitute advanced courses for introductory courses when he enters college.

On the other hand, Mr. Houghton maintained that more and more students were beginning to apply these credits at their colleges as they have become more familiar with the possibility of accelerating their career.

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