



The History
of Teacher Education
at the
University of Wisconsin-Superior
1896-1997

The Superior State Normal School was authorized in 1893 and offered its first classes in 1896. It had a faculty of fifteen and an enrollment of 247 and was the seventh normal school established by the state.

From this beginning, over 100 years ago, it has developed into an excellent University with a wide variety of undergraduate and graduate programs. Teacher Education is still an important part of the University.

It was my hope that by drawing upon the rich heritage of Teacher Education at the University of Wisconsin-Superior, that future teachers could see that the trends and innovations in education are always anchored in the past. Teachers and education are also never separated from the influences and concerns of society. By seeing where we have come from, we may more clearly see where we are going.

Because of my University Foundation Fellowship, I have been able to spend innumerable hours in the library archives studying all the catalogs and bulletins from 1897 through 1997. I have also made use of the student yearbooks, the **Gitchee Gumees**. From the vast amount of material I have collected, I selected some of the more interesting aspects to share in this booklet. More space has been spent on describing our early beginnings, not only because it is an interesting time on its own, but because it was the start of our excellent Teacher Education programs. After describing the first few years, I have organized the history into decades and tried to capture the essence of that period. As much of the actual language used in the catalogs, bulletins, and yearbooks, including the generic "he" for the student, was used as possible to attempt to keep the flavor of the times. The emphasis was not on dates or the names of people but on the essence of what Teacher Education and education generally was like. My particular interests in elementary education and reading instruction also influenced choices. Material was specifically selected that reminds us that many of our concerns and questions about education and Teacher Education have been visited many times before. Where appropriate, I bring this to the attention of the reader. Out of the many pictures I have copied, only a few could be used.

Teacher Education at the University of Wisconsin-Superior has an outstanding and informative heritage. May you enjoy exploring the past as much as I did.

I would like to thank the University Foundation for its fellowship grant, the Jim Dan Hill Library staff for being patient and supportive of my efforts, and Ms. Wendy Kropid, and Dr. Richard Carter for reading my draft and giving suggestions.

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1896-1899 - The First Four Years

In describing the reasons for why a person would want to attend a normal school to become a teacher, the catalogs from the first years spoke of the opportunity to mix with young ambitious people who came from many parts of the country and who would be a source of great inspiration, as well as being able to come into contact with teachers chosen for their ability to teach, for their judgments matured by experience, and for their unquestioned integrity. A student would also gain that mental and moral training that would give one a high place among his fellow men and commend him to those pursuits which look to the advancement of all human interests. He would become acquainted with the laws of mind growth, gain a knowledge of the history of education, and secure a recognized legal standing in the profession.



State Normal School, 1898

The state of Wisconsin was described as clearly recognizing that good teaching is an art of vital importance to the welfare of the public and that native talent can be improved by proper training. Interestingly it was also claimed that in giving principles of the profession to future teachers, which are drawn from long experience in the art, from disastrous mistakes, and from the investigations of the masters in the profession, teachers could then safely judge the hosts of fads and innovations that are constantly appearing. The Normal School would try to place before its students only that which is trustworthy, and would make them familiar with it.

Teachers were also compared to doctors, lawyers, and dentists since these were required to attend school to prepare themselves. But knowledge of the subjects to be taught was still not sufficient. Pupils were to be taught, not the subjects. The prospective teacher was also notified that it was not enough to make a good teacher that a person has been well taught himself. The interesting example is used that a person would not expect to be a good cook in consequence of having eaten good food all his life. Although a person could become a good teacher without the assistance of a normal school, the Normal School could prevent mistakes that a young teacher is likely to make, and make good teachers out of many persons who would otherwise utterly fail in their work. The Normal graduate could take the reins of instruction at once with confidence. There would be an absence of blind groping for methods. There would be less mistakes at the expense of pupils and taxpayers. Therefore it really was for the benefit of the school children that normal schools were established. Superintendents were also reminded that normal trained teachers are freer in their work, less hampered by circumstances, and are, other things being equal, better teachers than those not so trained. They had the capacity for work and would be healthy and adverse to the use of tobacco or any other stimulants.

Prospective teachers could enter the Normal School with only an elementary school level of work, if they passed an examination in arithmetic, geography, penmanship, grammar, reading, spelling, and United States history. They then entered into regular studies; if not, they entered the preparatory department, where they worked on updating these common branches of knowledge. A variety of other class work was taken in post preparatory studies including work in English grammar, composition, rhetoric, literature, critical literature and reading, writing and business forms, physical and natural sciences, geography, physical geography, history and civics, algebra, geometry, and trigonometry, music, drawing, and physical training.

There were several complex courses of study available which led to different types of

licenses. The common school course led, after 30 weeks of work, to a certificate to teach ungraded schools (schools not organized into grades) and produced teachers who possessed good moral character and exhibited indications of power to teach and govern. Unlike the common school certificate, the elementary course had legal value and entitled teachers to work with all grades below high school. Eight months of work were required and led to a certificate active for five years.

The English-scientific course, German language based course, and Latin based course required 4 years work. After teaching for eight months, the recipient was eligible for a life certificate to teach in Wisconsin in any public primary, grammar or high school. These courses of study also prepared students for the last two years of college work at a state university.



Posing in Physical Culture, 1908

The graduate course was available to anyone who had graduated high school and required two years work for certification. And finally there was the one year professional course for persons having already taught 24 months and who could pass the examination for a first level (grade) certificate.

Upon completion of a course of study of two years, excluding preparatory department work, a person would be awarded the Bachelor of Philosophy in Pedagogy (B.Ph.) degree.

The first education class would be Professional Studies which involved studying some good textbooks on the art of teaching, which then formed the basis for observation proper. Methods and practice work came next. Students were not allowed to graduate until they showed the ability to teach and govern.

There was a class on pedagogy, which covered psychology with respect to the learning process and a course on psychology itself. Students also studied the history of education.

The descriptions of the classes in the early years are quite interesting in that, rather than describing the class only, they often argue for the good that will come from it. For instance, a class on School Management and School Law had to be taken. The description of the course states that a teacher stands or falls by the way he manages his school and goes on to say that it is no longer true that anyone whose own education is good should be considered well qualified to teach others. A man with perfect health is not qualified to be a physician. The physician does not cure by imparting his own health, nor the teacher teach by imparting his own knowledge. The real power of the teacher lies in the numberless little ways in which he contrives to get the best work from each pupil, to develop in each a manly or womanly spirit, and to encourage in the school body as a whole a public opinion that shall be wholesome and strong. This depends largely on natural aptitude and tact. One may possess these qualities without being aware of it. To reveal these possessions to the individual, and to strengthen and develop them by directing his thought along right lines, by creating high ideals, and to suggest mechanisms for reaching such ideals was the purpose of the course in School Management and School Law. The topics covered in the course included: school control, moral training (incentives and punishments), mechanism of the recitation, examinations, records, promotions, graduation,

school law, school supervision, educational content of each school branch, planning the course of study, relation of superintendent to teachers and patrons, relation of teachers to superintendents and patrons, and school house architecture with special reference to ventilation and light.

Even then the teaching of reading was a controversial subject. For instance, in the course on reading required of prospective teachers, it was argued that reading as an art had been losing ground. The blame was placed on the encroachments made by the introduction of critical literary reading, long before the art of reading was in any degree mastered. The description contends that the "lotus-eating" reading under the guise of literature had played sad havoc with the art of expression and that in some places pupils are discharged with the ability to read the third reader only indifferently well.

In the 1899 **Gitchee Gumee**, Jennie Major, a student, discussed the methods and devices for teaching reading and compared the various methods: alphabet, phonics, word and sentence. She found the same problems with phonics that are often described today - namely that it is not practical with our alphabet as some letters have so many different values. The best method in her estimation was the sentence method because expression is introduced from the first and the child learns to tell to what is on the printed page instead of blurting it out a word at a time. Then, too, this method, if used correctly, embraces the best in all other methods. The sentence unit is divided into words and these are subdivided into sounds. Miss Major concluded that the teacher must not lose sight of the focus in teaching reading - to give a student the best, and strive by it to lead him higher. Reading was the "open sesame" to education and the aim of education was to develop a manly or womanly character.

The Normal School's pride and joy was its training school. There was a Superintendent of Training and three assistants to handle eight grades. Classes were purposely large since student teachers would probably have to handle large classes after leaving the Normal School. The Training School aimed to furnish student teachers with high ideals, and to give them a real experience in teaching and governing. There was a grammar department for 7th and 8th graders; an intermediate department that covered 4th through 6th grade; and a primary department which contained a beginner's grade and first, second, and third grades. In the beginner's grade, students attained a reading vocabulary of 200 words by means of the sentence and synthetic methods and the first half of several first readers were read. The importance of oral language was recognized, since it was understood that the child should have abundant opportunities to talk upon subjects about which he can think, and in which he is interested.

Normal trained teachers also had a sense of humor as indicated in the November 1899 **Gitchee Gumee** in an article, entitled *A Modern Scientific Dictionary*. A few definitions may ring a bell with education students of today:

Exam, n (origin not known). Supposed to have been created in the time of Adam. It had a close connection with original sin. In the old Greek mythology exams were personified by the Furies. No one has, as yet, attained a clear idea of the present meaning. It is a general term used to express anything which terrorizes. Syn. quiz, test.

Review, n. and v. Seldom used as a verb. No interest is manifested in its derivation. It signifies a somewhat formal proceeding which takes place in a class when there is a painful lack of topics for consideration.

Practice-Teaching (weird vision of a tortured brain. Could be fittingly considered another name for Pluto.) It is hard to define. For some, it partakes of the nature of an universal catastrophe, for others it is nothing worse than a ghost or guilty conscience. Syn. - Thrashing machine.

Faculty. (Collected from the four corners of the earth in 1896.) A heterogeneous conglomeration of widely differentiated individualities. It is also used to signify an imposing display of

pedagogic forces. The individuals are unique and for twenty minutes twice a week, all sit in stolid silence and gaze into the etherial flimsiness.

Thesis. What the Senior dreads and the Junior dreams of. A composition which shows how many big words one can use to express a very small idea, or to conceal a complete lack of such commodities.

1900-1909

In 1900, Superior was proudly listed as ranking next to Milwaukee in population in Wisconsin. During this decade, in addition to the arguments given before about attending the Normal School, a new emphasis was placed on improving the monetary rewards for teaching and freedom from the anxiety and inconvenience of taking frequent examinations for county certificates if a state certificate was earned. Even if you could only come for a short time, you would have a better reputation and would secure more salary in the future. It might mean some temporary sacrifices to spend time and money in a higher institution, but the teacher would find that such school work will always be the golden period his life, and that the results, in increase in salary, in training, in capability to enjoy the best things of nature, of history, literature, music and art, of individual and social life, would repay in manifold and abundant returns the investment for professional education. In 1904 the Bachelor of Pedagogy was replaced with the Bachelor of Arts.

V.E. McCaskill was the institute conductor of the Superior Normal School and would later serve as president of the college until 1922. The McCaskill campus school was later named after him. Mr. McCaskill was highly regarded by the students and was fondly spoken of by the students in their yearbooks.

The details of the course work required for the various graduation options at the normal schools in the state were now mandated by a Committee on Course of Study and Textbooks. By 1906, the levels of education at the Normal School were: a four year regular course, with emphasis on English, Scientific, Latin or German; two year courses, for high school graduates; the two year elementary course, for would be teachers at the elementary level; and a one year district school course, designed to prepare teachers for small school districts.

The need for teachers to have a solid basis in the common branches, which would be equivalent to an elementary curriculum, was reiterated early in the decade. It was felt that one of the most fertile causes of failure was a lack of properly related knowledge in the branches to be taught. Even high school graduates who were found to be deficient in the elementary branches were to be conditioned in them. Prospective teachers were also reminded that just knowing the common branches was not enough; they must know not only facts, but relations also, and how to correlate facts, relations, and the end in view.

Spelling was also emphasized. This was in conformity with a strong tendency in education then to stress spelling in every paper. For the first time, "orthoepy" - the formation of sounds, proper accentuation, and the right use of the dictionary - was combined with reading. Also interestingly, it was acknowledged that if anyone was found to be incompetent in vocal music, after trying for ten weeks, he could substitute twenty weeks of work in some other non-required subject, so you could be a teacher even if you sang off key. In physical training, students were notified that they would be measured at the beginning of the course and corrective exercises given, to do away with noticeable defects. Except when taking a regular course in literature,



V.E. McCaskill

students were to be members of a library reading class reciting once a week. The course work in the sciences used methods most conducive to the results expected of normal schools. All the sciences were taught by the inductive method and the conclusions based on experimental or observational knowledge.

During this decade professional studies involved observation, methods, school management and school law, and science of education. Every Friday, during observation, students gave renditions of children's literature so future teachers could be familiar with suitable stories. Methods was replaced with the theory and art of teaching. This course covered: the philosophy of questioning, the necessity of proper knowledge of subject matter, the application of what must be known or done in order to accomplish a given aim, the judgment to determine what is already known and what must be done or studied out, together with scientific plans of approaching each phase of the work and reaching accurate generalizations. Later in the decade, in elementary observation, it was thought wise that since students had not been thinking along the trend of mind development, to begin with the phenomena of the individual's mind, thus making the student's first efforts introspective. The interaction of mind and body was considered in its relation of knowledge getting. A simple text was put into the hands of the student to assist him in formulating his own conclusions and to help him in gaining a few of the fundamental facts in descriptive psychology. Later the student was introduced to the study of the child. It was also maintained that the atmosphere of the schoolroom was created by the personality of the teacher and influenced by his appearance and manners, factors which would lead to success or invite defeat in teaching. Introductory reading instruction involved the alphabet, word, object and sentence methods.



Cooking Laboratory, 1903

Teachers were also taking courses in agriculture (10 weeks) and nature study to prepare them to teach. An elective course in domestic science was also added. Cooking and housekeeping were covered and the study of the scientific reasons for each process. In the Training Department school domestic science aimed to awaken an interest in such work in the girls and a liking for it and to cultivate an appreciation of its value and importance as well as an insight into the requirements of the finer, more cultivated side of social intercourse.

And if you wanted to be a principal, supervisor, or superintendent, a course was also available.

The women students even had two basketball teams, the Red and the Yellow.

1903 also saw the first mention of the kindergarten in the Training Department. In 1909 the second normal school training course for kindergarten teachers in the state was inaugurated at Superior and became a major contributor to the outstanding reputation for teacher education at the Normal School. A kindergarten room was added to the main building with a play room having a good sized sand-pit and floor building blocks. The kindergarten course of study developed theory with an emphasis on Froebel's Mother Play and plays and games. The course description states that it had become necessary for the progressive teacher to follow race development as a basis for the study of the individual child, not only by the study of primitive industries, customs and folk



Girls Basketball Team, 1909

stories, but through the medium of historical games and their evolution. There were also courses in kindergarten handwork, music, and practice teaching. The kindergarten diploma qualified the holder to teach in the primary grades as well.

The kindergarten was under the direction of Miss Caroline W. Barbour, an experienced and well-known kindergartner. Miss Barbour was a member of the faculty until her death in 1939. Her name was placed by the Association for Childhood Education on their Roll of Honor as one of the nation's great educators in early elementary education. She had been president of state organizations in early childhood education and even the National Association for Childhood Education. She was honored as having a vital personality and warm human qualities, an appreciation of scholarly attainments, a boundless capacity for enjoyment, and an unwavering confidence in truth, beauty, and sincerity wherever they are found.

In speaking to the Women' Club of Superior in 1903, Miss Barbour emphasized the need to avoid teaching kindergarten children such that the next grade may have either less to be done in it, or the children may be carried on to further work. She hoped that teachers could only get rid of the idea that education is learning to read, write and cipher, and could honestly believe in it as a process of living, as making for the evolution of character and social ideals. Then we would cease trying to hurry our children out of one stage of experience into another, before they had really lived the first.

The Training School sought to develop the many-sided nature of the child - to train the child to observe accurately and clearly, and express his thoughts properly. Appeals would be made to the beautiful as well as to the truthful phase of development. Realizing that what one comes to be was of greater importance than what he simply knows, the school sought to stimulate a sense of obligation and to hold before the will incentives to do the right. The emphasis would be on the child instead of the subject; power instead of facts; development of the ethical nature through responsibility and guidance instead of arbitrary rules; eternal vigilance over posture of pupil in study and recitation and the effort to make the disposition normal. Promotions to higher grades, or transfers to lower classes, were made as the physical and mental development indicate. The natural growth of the individual was kept constantly in mind and comparatively little attention was paid to percents attained in a given subject. The Training Department even promoted relations between the home and the school. Interviews with parents were heartedly encouraged. A swimming pool next to the gymnasium was also available for the children.

At first grade level, there was nature study and at all grades a heavy emphasis on manual work. Manual training activities, such as sewing, weaving, cooking, modeling, and constructing, gave the child insight into the social world and the processes going on about him whereby society maintains itself. They trained the pupil's power of attention and concentration. Individual children attending the Training Department School were considered to have been given the best stimulation and guidance to make them able and disposed to lead happy, healthy, intellectually vigorous, and morally worthy lives.

The first summer school for teachers began in 1907. In a bulletin, the President of the Normal School at Kirksville, Missouri, John R. Kirk, a strong advocate of the normal school move-



Kindergarten Class, 1903



Caroline W. Barbour

ment, discussed reasons for having a summer school. He argued that the prevailing notion of summer vacations for teachers as a means of rest had nothing for its support but tradition. Able bodied people did not need the summer time for rest. There was no reason for becoming worn out in the spring time since it was the season of the year when all nature is at its best. Teachers could attend the summer quarter and live just as well and just as inexpensively as they would in a condition of idleness, perhaps better because they would live more regularly.

As would be true so often in education, this was a time with conflict in approaches to instruction. Several times the terms-progressive education or progressive classrooms-were used in connection with descriptions of courses and the Training School, but in several bulletins, faculty members argued for an emphasis on facts and drill. In a bulletin of November 1907, Professor C.W. Smith, of the faculty, lamented the poor preparation in the common branches. He indicted the cause as the fact that the work in the fundamentals was made too easy, too pleasant perhaps in the common school. Pupils were not made to confront difficulties and surmount them. By the more skillful teachers - normal trained many of them too - the work was "developed" to such a degree that the children have nothing to do but absorb learning like so many sponges, with no effort on their part. But effort was the only thing that promotes mental growth and makes ideas stick.

Professor Smith also suggested that another factor causing poor preparation was the crowded curriculum. Hand-work and drawing and nature work and music were all fine things in their places, but, he asked the question, was it not possible to attempt too much? He felt that graduates of country schools knew more because extra subjects were at a minimum, more time was available to drill in the fundamentals, and the pupils had to do more for themselves.

In a 1908 bulletin, Professor Phil H. Hembt discussed school English and home English and made reference to street English. He also indicated that methods change; principles do not change. Methods depend on a teacher; principles are independent. He applauded the rural school for not infrequently the child in the lower classes follows the work of the older pupils in the process of habit formation so closely that he appropriates many forms and idioms of good speech long before his time of appointment.

1910-1919

This decade saw many major changes in the courses of study offered and levels of licensure authorized. The catalog began to resemble more closely the catalogs of today. In 1910, the preparatory department (where applicants to the Normal School took work if they were not high school graduates or needed remedial work) was abolished by the Board of Regents of Normal Schools and replaced by a ninth grade. This grade would serve as the connecting grade between the eighth grade and the first year of the Normal School. It met in the main assembly hall. The common school certificate was eliminated. By the end of the decade, requirements for admission to the Normal School were now the same as those for the University of Wisconsin (Madison): graduation from a four year high school. Graduates of the first three years of a normal school were also admitted.

By 1918, there were special departments, preparing teachers to teach different levels of pupils or for handling students who were attending the Normal School for different purposes. In describing the primary department, which prepared for teaching from first through the fourth



Faculty, 1910

grades, emphasis was laid on the language arts. The principles underlying the teaching of reading and language, together with a review of the best methods of handling them were studied, along with a detailed study of phonics and their application in reading, and a particular study of seatwork for primary grades. Examination of the best reading textbooks published occurred. Each phase of the work was illustrated by means of demonstration lessons. There were also courses about and in teaching arithmetic, geography, history, and nature study; drawing and music; hygiene and sanitation; juvenile literature; psychology (genetic); handwork and manual training. Penmanship, physical training, library science, current events, and spelling were also required of the students.

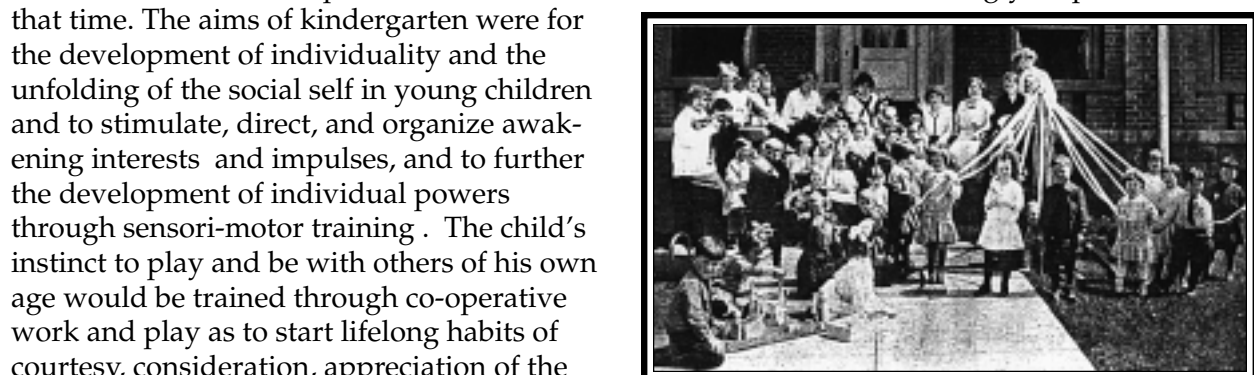
The department for the upper grades provided a course in the language arts for the fourth through eighth grades, where rapid, discriminating silent reading was stressed; general psychology; theory and management; study of and methods in arithmetic, geography, grammar and composition, history, domestic art, and music and drawing. The Bulletin for June 1918 emphasized the practical turn given to most of the courses, including the generous use of field work. The location of the school in a large manufacturing and commercial center made it possible to get the maximum of help from this phase of work. There was also a Department for the Training of Teachers of High School.

Latin and German Departments prepared those who wished to attend college and at the same time were planning to be teachers. There were also two years of college course work, which could be transferred to the University of Wisconsin (Madison). Work could be easily transferred, except in special departments, such as engineering and agriculture. The object of these courses of study were to make a college career possible to a large number of boys and girls who otherwise could not hope to gain it on account of the high cost of "going away". Beyond the advantage of saving money, parents were reminded that they would have their children under home influence and home care when such oversight is most needed.

A department was responsible for the course work for principals of state graded schools. The practice teaching in this department was to be varied so that the student would get a practical knowledge of the relation of the teaching in the different grades and a thorough understanding of school room management.

There was also the Kindergarten Training Department. Scholarship, native ability, artistic and temperamental qualities were to have great weight in the selection of students for this course. A natural aptitude and interest in young children would be enhanced by a musical ability, voice or instrument, by artistic ability, and by a good degree of scholarship.

Early in the decade the kindergarten course no longer spoke of Froebel, but did allow for the use of reminiscence in the study of child life. A theory of play was developed in the Plays and Games class, the importance and value of which could not be too strongly emphasized at that time. The aims of kindergarten were for the development of individuality and the unfolding of the social self in young children and to stimulate, direct, and organize awakening interests and impulses, and to further the development of individual powers through sensori-motor training. The child's instinct to play and be with others of his own age would be trained through co-operative work and play as to start lifelong habits of courtesy, consideration, appreciation of the rights of others, and incipient altruism. Infant education should be mainly concerned with



Kindergarten Group, 1916

stocking and directing the sub-conscious nerve centers. In the Kindergarten Technics course,

there would be a study of the psychology of hand training and the physiology of nervous and muscular development which would give the student a basis for adaptation of the traditional kindergarten occupations to the demands for more and natural uses of materials.

Near the end of the decade, the games and festivals course emphasized play, and it was noted that it had been said that young America had forgotten how to play. The moral value of play was emphasized. At the Normal's kindergarten, they were working on combining opportunity for free activities with opportunity for directed work in small groups. A gradual but definite selection of purposive work with materials had taken the place of toys and physical activities such as running and racing- i.e. a proportion of four to five children bouncing balls or playing horse, with 39 at work on the floor or tables. The children showed an increase in aims or motives, such as interest in completing work to take home and interest in new work such as a new way of cutting or drawing. It was also noted that there was an increase in vocabulary and dialogue through spontaneous dramatizing. Children seemed to pick fit leaders, as shown in group judgment as to which children would make the best mothers, clerks, steady drivers, good horses, etc.: those who, in other words, carry out well the parts selected. There was also an increase in imagery and the filling out of the idea or experience; and, a most important point, the evolution of several of the indolent or passive type of children into participators. Small group work allowed for greater freedom for the child at work - no elbowing, more bodily ease, and independent control of the situation.

At the beginning of this decade, methods courses now existed for the common branches: arithmetic with methods (10 weeks for content, ten weeks for methods); geography with methods; and history with methods. The Normal School believed in much drill in arithmetic, but that this drill should be made interesting and vital, and that games were the best way to accomplish these things. Care should also be taken where a pointer was used to see that it is not held too long upon the object of the drill. The pointer should tap the numbers or combinations in such manner as would call for the active attention of all the children.

Courses in Home Economics were available and Industrial Arts was now part of the curriculum. The Board of Regents of Normal Schools had required this new emphasis on manual training, because it believed that education has for its chief purpose, the development of those powers of the individual that may be effective for useful ends. The child was recognized as a "tool using animal", and yet the system of education in vogue for the past hundred years had neglected to teach the use of various tools and processes until manual training was placed in the curriculum. The course was distinctly educational aiming to train children into the "utmost possible largeness of being for the utmost possible service". Side effects would be to meet immediate personal needs and provide for future trade work. Manual training would supplement other subjects through the construction of models to illustrate those subjects; bring school and home into closer harmony through the construction of articles of real value and use in the home; bring the pupil into touch with the industries of the world through the study of typical methods of manufacture and through the transformation of rough materials into finished products; develop good taste in home furnishings and an appreciation of good workmanship and honest construction; and arouse the child's interest in school work through problems enlisting both mind and hand.



Manual Training Class

The faculty also contained a person who went on to gain eminence in the field of children's literature. May Hill, who later became May Hill Arbuthnot, was described by the students as telling stories by which she wins the love of the children and the grown-ups, too. The hope was that she would stay at the Normal so some of the students could learn the gentle art of story-

telling. Miss Hill was at the Normal from 1912-1917 and later went on to author her famous anthology, **Time for Poetry**. The International Reading Association gives an award every year in her name to an outstanding college or university teacher of children's and young adult literature. She wrote very lovingly of Miss Barbour upon the occasion of Miss Barbour's death.

Three major events occurred in this decade which affected the Normal School - one was local, one was international, and one was of national interest.

First, on March 27, 1914, the Superior State Normal School burned to the ground. Vice Chancellor Emeritus, Dr Haugland, in writing the history of the University, vividly describes what happened:

The usual evening silence had settled over the Superior campus by eleven o'clock on March 27, 1914. Professor A.D. Whealdon had just finished grading papers and was preparing for bed. Thomas Turbity, the night watchman, was making his routine rounds of the building and Leonard Moran, a student, was escorting Bernice Jagers, his girlfriend, back to Crownhart Hall. As the couple strolled across the campus, they noticed a peculiar light in the window of one of the first floor offices. At the same time, it attracted the attention of Turbity, who hurried over to investigate. Then as the light intensified and flames broke out, there was no longer any question of what it was all about - the normal school was on fire!

Explosions followed. The fire spread from the east wing. By morning all books, records, documents and furniture were ashes amid charred and crumbled walls.

In a later bulletin it was noted that not a recitation was omitted because of the fire as the school opened in the Central High School, two blocks north, on the following morning. In future catalogs and bulletins after the new building was built, it was stressed that this building was fire-proofed.

The new buildings were ready by the fall of 1916 - a new main building and a new Training School building. There was a school garden, where children of the grades, as well as students in botany and agriculture, could plant and care for different forms of plant life.

Second, World War I occurred. The only mention in the catalogs and bulletins was in the Bulletin for June 1918, which listed faculty on leave for war service and had a paragraph on War Service Work which stated that during the coming year special lectures and classes would be offered in Food Conservation, Nursing, and their allied activities. This work consisted of lectures, demonstrations, and class work, and could be taken as electives in the various courses and credit for the same would be allowed. There was now a Foreign Language Department, replacing the Latin and German Department. Spanish and French had been added.

Third, there was a major influenza epidemic across the nation that killed many people. At the Normal School there was also concern. In discussing the kindergarten club activities for 1919 in the **Gitchee Gumees**, there are several mentions of "flue" vacations, indicating that the students were not associating in groups due to that dangerous disease.

And in the Register of Students is listed Jeannette Shand, a High School Graduate from Ironwood, Michigan, who so generously left money to the University to support teacher education. She graduated in 1919 and is described in the yearbook, as "This was a soft and pensive grace, A cast of thot about her face." This



May Hill Arbuthnot



Jeannette Shand

money supports the Jeannette Shand Fairbrother (Fairbrother) Scholarships given each year to two outstanding elementary education majors.

1920-1929

During this decade, the Superior State Normal School became the Wisconsin State Teachers College at Superior. Previously the Board of Regents of Normal Schools had awarded authority to grant degrees in education (Bachelor of Education) to those completing four year courses. 29 graduates received degrees in 1927. Degrees were available in Kindergarten-Primary, Intermediate, Grammar-Junior High, High School, and Principal of State Graded Schools. There were now core courses, education courses, majors, and minors. In 1928 with an enrollment of nearly 900 regular students, we were listed as the second largest Teachers College in Wisconsin. By 1928, Superior State Teachers College had been given the highest rating, Class A, by the American Association of Teachers Colleges. The college was also a member of the North Central Association of Colleges and Secondary Schools and the present University holds the distinction of having been accredited longer than any other Wisconsin academic institution.

The college was described by President A.D.S. Gillett, a distinctive and energetic writer, as dedicated to the cause of teacher training, and if you were interested in this great cause your cooperation was invited. You would get inspiration here for the big things of life. You would learn definite and clear cut ways of doing things. There was a magnetic and well prepared faculty, guided by lofty ideals. The college could help you and you could help the college. Gillett later referred to the complex problems of modern life which require more and better education for their solution. Here at Superior, we were trying to equip young people for their part in the big battle. We hoped our graduates would have the faith that would encourage them to do things that were worthwhile. We wished them to have the vision that would enable them to move in the right direction. Whether you were a millionaire or a poor man, the same welcome awaited you at the college. Every graduate of this great Wisconsin institution had one thought and that was to develop and enlarge the opportunity and open the gates to attend this institution of learning.



President
A.D.S. Gillett

Summer School continued to stress the monetary advantage of getting more training. You might be able to even earn \$115-\$250 a month because of your additional education. Also by attending Summer School for six weeks, you could fit yourself for greater service to the State. While Superior was promoted as one of the great industrial centers of the country, the climate became a consistent emphasis for encouraging attendance at summer school. The average temperature during the months of June and July was 64 degrees. Only those who have spent summers in study in the great centers of New York and Chicago would fully realize the tremendous advantage of the stimulating climate. Only sore experience would bring one to appreciate the withering effect of baking temperatures upon one's mental work. In the Rocky Mountain region, the days are hot and nights cool, but at the Head of the Lakes, high temperatures do not mitigate against effective study, either day or night.

For several bulletins, the fact that President Coolidge summered in the area was prominently mentioned by President Gillette. The bracing climate proved to be great boon to President and Mrs. Coolidge; thorough relaxation, motoring, and fishing finally brought renewed vigor to the fatigued President. One bulletin referred to Superior as the summer capital of the United States and invited students to study in the bewitching Northland. The work was progressive and stimulating. There were good roads, good fishing, good boating, and good times. Superior was also touted as the Nation's Summer Playground. In another bulletin, prospective

Summer School students were reminded of a Columbia slogan: "Don't neglect your education for your studies", because there were many interesting and instructive trips and excursions to be taken by those who love nature and enjoy the great out-of-doors in a scenic region. Later in the decade, Summer School was also promoted for students newly graduated from high school.

This was still a time when society felt a particular responsibility to protect females. While male students lived off campus, a dormitory, Crownhart Hall, was provided for the women. Several rules regulating the housing of girl students in the dormitory as well as private homes were found to be advisable. A few follow and are enlightening.

1. There were to be study hours after 7:30 pm on regular study nights. In exceptional cases callers may be entertained on study nights and Sundays until 10:00 pm. On Friday and Saturday nights callers may not be entertained after 11:00 pm.
2. Girls must be in their rooms by 10:00 pm every night except Friday and Saturday. On Friday and Saturday they may stay out until 12:00. Students may be allowed to go out one study night providing they are in their rooms by 10:00 pm.
3. Under no circumstances shall girls receive gentlemen callers in their private rooms.
4. No girls in the Normal shall attend parties during the week, except those sanctioned by the Dean of Women.
5. There shall be no driving or motoring outside the city limits after 8:00 pm except by special arrangements with the householder. In each case the householder must be told beforehand with whom the student is going, where, and at what hour she expects to return.

In a 1925 bulletin, each student in the dormitory was reminded to furnish her own towels, napkin ring, dresser and commode scarfs, three new 63 inch sheets, three 45 inch pillow slips, one couch cover, three new 22 inch napkins, and, if she wished to use the laundry her own irons and ironing sheet.

From 1927 on, Nursery school work became an area of emphasis. Since there were 6067 teachers working in one-room rural schools in the state, a Rural Department provided coursework. Students graduating from the two year advanced rural course were entitled to a bonus of ten dollars a month from the State for every month during their first year of teaching in a Rural school, and fifteen dollars for every month's teaching in a Rural school thereafter.

Education courses included: child psychology and principles of education; tests and measurements, history of education, and history of modern elementary educators. There were two courses on secondary problems, and an introduction to kindergarten-primary education and a kindergarten-primary education curriculum and methods course. Play-life was now seen as enrichment of experience and native interests as the basis or starting point for the development of the school curriculum. The project method was studied, as well as a "freerer" organization of the daily program.

This was the decade of an emphasis on testing. There was a course in the technique of testing for elementary grades, including the study of typical intelligence tests with their practical application for the classroom. There was also a study of tests in the principles of education for the kindergarten-primary level. Individual differences, transfer of training, heredity and evolution were studied in the advanced psychology course, later



Kindergarten-Project Period-1920s

referred to as genetic psychology. A new course on Vocational Counseling and Orientation was listed in the June 1925 Bulletin. Emphasis was placed on the junior high level. Methods of student orientation in relation to the school curriculum and in relation to modern economic and social conditions was studied. In the methods for teaching English at the Kindergarten-Primary level, the history of reading, evolution in books, background in pre-primary interests and experience, language and reading type lessons, individual needs, value of standardized tests, courses of study, and place of phonics were considered.

Methods courses differentiated for the level of certification wanted. For instance there was art for the intermediate grades; art for grammar and junior high grades; art for the principal's course; art for kindergarten-primary grades; and art for rural course. Methods teachers from the academic department of the Normal School by 1925 taught and supervised classes in the Training School.

The subject of playgrounds was given special attention in the coursework. Students would not only know how to use the special apparatus in up-to-date playgrounds, but would be able to supervise play and playgrounds in schools where no special apparatus was available.

For kindergarten licensure, prospective students had to pass instrumental and vocal music, which showed them to have reasonable ability with piano, violin, or voice.

The Training School was described as the heart of the Normal School. Around it and for it everything was "built" and ordered, for in and through the Training School was exemplified the idea of education for which the Normal School stood, and in and through the Training School the student's ideals, knowledge, and teaching skill were brought into concrete reality. The Campus School was a combined demonstration and practice school. It exemplified in enrollment and equipment a typical public school and since it was housed in its own building was removed from the influences of Normal School students. It housed grades from kindergarten through ninth grade. The May 1929 bulletin emphasized that efficient teachers can not be trained unless ample opportunity is afforded for active participation in the act of teaching under skillful supervision and approximately typical public school conditions, which role was served by the Training School. The Training School, in the later part of the decade, was renamed for President McCaskill.



Training School

The College believed in an activity curriculum which centered around the experiences of the child. Education should be emotional as well as intellectual. Teaching must be dramatic or sensational. Each individual was entitled to the fullest possible development. Character development was believed in, through clubs and assemblies, and in making monthly reports personality traits as well as actual scholastic achievements were rated. One of the important requirements society places upon modern education was that of training for proper use of leisure time. Also since one of the great problems for all people in connection with education was to steer between unwise educational practices on the one hand, and over conservative practices on the other, it was always the aim of the



Normal School at work on Contract

McCaskill Training School to steer this rather difficult middle course - a conservatively progressive course.

By 1925, the contract system of learning was being promoted. It was developed to handle the range of student abilities in one classroom. Not only would each child grasp the problem, but on him would be placed the responsibility for the solution. Any system which allowed for idleness, working at less than capacity, carelessness or irresponsibility was bad. Each child would do the minimal requirements for a "C" grade and then more for higher grades. The first five minutes of each period was used for drill, so that the children wouldn't forget previously learned material.

The unit study plan was highlighted in one of bulletins near the end of the decade. The class was described as setting the problem at the beginning of the unit - that is the "understanding" that each child expected to get from his study. In another article in that bulletin, teachers were recommended to recognize all types of individuals: the children who are outstandingly leaders, who can manage persons and activities; the children who can manage things; and the thoughtful pupils who can work on ideas. In rating character traits, the faculty at the McCaskill Training School had decided on the following personal traits: self-control, honesty, courage, cleanliness, clear thinking, and refinement and these social traits: sportsmanship, responsibility, consideration, and appreciation.

Departmentalization was occurring in the intermediate grades. As an example of it working well, the progress of one fourth grade class was described. The group was detailed as averaging lower than any other grade in the school in I.Q. and had habits and character traits, individual and collective, in great need of improvement. Departmentalization was indicated to have helped this group of children.

Correspondence work had been initiated earlier in the history of the Normal School. Now it was listed as the Extension and Correspondence Department. Specific courses were available in education, including principles of education and secondary problems. By 1928, a maximum number of courses which could be taken through extension and correspondence work was set.

1930-1939

Early in the decade, the minimum expense at Superior Teachers College for one year for a Wisconsin resident who signed the declaration to teach in Wisconsin, exclusive of railroad fare and clothing, was approximately \$325 dollars, but in the College's judgment this was not a comfortable allowance. Because of the cultural and social value from field trips, concerts, plays, and lectures etc. and since education is derived from sources other than those provided in classrooms, the College believed that students would be greatly benefited by being supplied with more than the minimum amount of money.

Meals were not served in the dormitory. There were several excellent boarding tables and restaurants near by. Boarding facilities had been discontinued so that students, who go home regularly over the weekend or who dine out frequently with friend or relatives in the city, would not be forced to pay the regular boarding rates previously required. Thus many of the young ladies in the dormitory would find it very economical indeed to stay there.

The only mention of the Depression occurs in the summer school bulletin for 1935, where in the general announcement section, it is noted that outstanding teachers are in demand even in times of economic depression. However being a part time student was still being discouraged.

teachers and newly graduated high school students may begin preparation to become teachers. The description of the 30th Summer Session in 1936 offered summer school as a way for the college student who though enrolled in sessions of the regular year could speed up the time of graduation.

Also in the 1936 Summer School, 75 one-hour afternoon conferences on various pertinent classroom instructional problems were scheduled with the critic teachers of the McCaskill School. The use of the summer to schedule educational conferences and experiences for practicing teachers has a long history at the University. In observing the summer program of the McCaskill School, highly motivated drill could be observed as well as definitely enrichment classroom activities.

In 1932, Jim Dan Hill became the President of the College. The present library on campus was named after him. By the end of the decade, coursework had been divided into Divisions: Division of Secondary Education and Division of Elementary Education, with a Kindergarten-Primary Section, Rural Section, Intermediate Section, and Grammar Grade Section. Three and four year curriculums existed in the various elementary sections, except the Rural Section also had a two-year curriculum. The Secondary Division had only a four year curriculum in either the senior or junior high sections. Four year work led to the Bachelor's Degree; other courses to a Teachers College diploma. Throughout the decade, there was little variation from catalog to catalog as curricula seemed to be more firmly established. The demonstration school faculty was listed separately from the college faculty in several catalogs.



President Jim Dan Hill

A child psychology course was required which now aimed at introducing the student to a scientific study of the mental life of the normal child at the two following stages: the questioning age (3-6 inclusive) and the "Big Injun" age (7-12). The introduction to elementary teaching course provided a survey of the field of elementary education with particular attention given to its historical development and its place as a problem-solving, directing element in modern life. Teaching as a profession was also considered with its requirements and opportunities. A course on mental hygiene had the dominant aim to show young people the normal processes of building a wholesome personality. This course naturally followed the course in elementary psychology and grew out of it, giving a deeper knowledge and appreciation of the normal human mind.



Reading Readiness

Teaching English in Kindergarten-Primary and Intermediate Grades was one course and covered reading and language. It was taught in the English Department. A reading program based on the Twenty-Fourth Yearbook (later the Twenty-Fourth and Thirty-Sixth), technical knowledge such as reading readiness, curriculum, textbooks, tests, diagnostic and remedial work, problems, reference readings, and lesson planning based on observation lessons taught by supervisory teachers in the McCaskill School were studied. Math methods required a course in elementary number

theory. The primary grades course gave modern methods in the teaching of arithmetic emphasizing the activities of the classroom which connect arithmetic with children's interests and with reality. There was no description of the course for the intermediate grades but the course for the grammar grades stated that the course made a study of pupil difficulty in arithmetic, and then through a study of the analysis of the steps in the learning process, simplification of the arithmetic curriculum and improvement of instruction materials, finds a way to prevent pupil failures.

Nature study for the elementary grades was still covered, focusing on a study of animals, including pets; plants, including trees and wild flowers; indoor gardening; other features of outdoor life, treated from the seasonal standpoint; and observations and excursions. In sociology there was a course on social studies and industrial arts, which was a study of the kindergarten-primary activity program with emphasis upon social science content and related constructive activities. The methods course for teaching the social sciences in the intermediate grades was also handled by sociology. History, geography, and civics were covered.

For the kindergarten-primary curriculum, the student still needed to meet the usual requirements of character, aptitudes, and scholarship, and needed now to be able to play the piano, with a reasonable degree of appreciation and proficiency.

Minors, in 1934, for kindergarten-primary and intermediate teachers could be English, history, social science, or science. Art, music, or mathematics minors were available but under the control of the Department Director and the Subject Chairman.

The principles of secondary education course covered educational problems, broad supplementary reading, and the writing of original principles. Individual differences, physical and mental traits, and a rapid survey of education in Europe and America were also studied. There was a course in measurements in secondary education as well.

Student teaching was a half-day of observation and teaching for four and one-half months.

Celia B. Carsley, who graduated from the Normal School in 1928, was now serving as a supervisor in the Demonstration School. Miss Carsley generously left money to the college, which presently serves as loans for students in education - the Carsley Fund.



Celia B. Carsley

The 1932 catalog even defined grades. For an A (94 and above), the student should have: scholarship, exceeding expectation of the teacher; initiative, going beyond assignment; attitude, of positive benefit to class; co-operation, entering actively into all group activities; and individual improvement, marked and actual. For a D (75-79), the student would just be getting by: scholarship, barely meeting assignments; initiative, lacking; attitude, neutral, but not objectionable; co-operation, not positive; and individual improvement, slight.

1940-1949


In 1941, the country went to war. President Jim Dan Hill went on leave with the National Guard, as a Colonel. The 1943 Summer School Bulletin described that it had "refresher" courses for qualified teachers who had either not been in service for some time past until recently, or who wished to get back into teaching service. Tutorial arrangements were available to prepare yourself as a substitute teacher for high school classes where men and women had been called into service. All courses in the college and Demonstration School were geared

to meet war-time institutional needs. The 1943-44 catalog listed additional faculty for army classes. Crownhart Dormitory was occupied by the U.S. Army College Training Detachment and was not available to students.

At the beginning of the decade, the college reminded potential students that:

- Our government recommends emphasis upon languages, history, chemistry, biology, physics, and mathematics.
- The shortage of nurses and medical technicians must be supplied by women who have training in biology and chemistry. Superior offers three years of chemistry and four years of biology.
- Engineers and radio technicians are needed in the army, navy and air corps. Superior offers three years of physics, four years of mathematics, a special course in chemical warfare and a special course in radio.
- Many high school seniors will enter college this summer to begin training required for commission in the army, navy and air corps.

As the war ended, prospective teachers were reminded that there was no higher type of public service than the dignified and respected profession of teaching. Teaching was the first line of defense in peace, a strong line in war and offered a way of life that in satisfaction to self and in service to others is second to none. Teachers were needed now in our schools as never before. Beginning salaries compared very favorably with those of other professions. Those who prepare for teaching now would have splendid prospects for continuing employment following the war. Prospective students were asked to enlist now in a career with an assured future. A good college education would be decidedly an advantage in America and the world of tomorrow, regardless of any material changes that may occur.



Superior's
IDEAL LOCATION

Beautiful Lake Superior tempers both Winter and Summer Climate . . . Clear, Sparkling Soft Water . . . Numerous Inland Lakes and Streams . . . Water Falls . . . Parks . . . Huge Coal, Ore and Merchandise Docks . . . Great Ships . . . Fishing . . . Horseback Riding . . . All the Recreational, Cultural and Shopping Advantages of Two Adjoining Cities with a Combined Population of Over 150,000.

*Things Which Everyone Should See . . .
All Within Easy Driving Distance of*

Superior State Teachers College
Superior, Wisconsin

The 1948 Summer Session was advertised for recent high school graduates who desired to begin college education at once; teachers in service such as graduates of county normal schools or graduates of two or three year courses in state teachers colleges who wished to better their professional education; veterans of the military service who wished to take advantage of college education under the federal provisions for Veterans Education; and former teachers who wished to return to teaching. It was pointed out that the general disruption of civil life in America due to the recent war had had a very great effect on the normal supply and demand for teachers. Through press and radio America had been made very much aware of the need for teachers. This need was not only state-wide in Wisconsin, but was nation wide. No good teacher would need now fear unemployment. So far as can be seen a need for good teachers would continue for five years and perhaps longer, especially in the elementary field. It was also noted that in good school systems the elementary teacher was paid just as well as secondary teachers.

Specifically in April 1947, the College was authorized to grant liberal arts degrees in addition to the teacher-training programs and became known as the Wisconsin State College at Superior. In the fall of 1947, by action of the Board of Regents, a program of extension work was approved. This extension service offered to teachers and others the opportunity to take college courses in many communities of Northern Wisconsin. Beginning in September 1948, an Air Reserve Officers' Training Corps was established at the college.

Grade points for letter grades were listed, but no longer were characteristics for each grade level given. The tuberculin test was required of all students, with a follow-up x-ray for those with positive reactions.

Part-time programs were still being discouraged except in the cases of: a. candidates for a degree who were on probation; b. senior candidates for a degree who needed fewer credits than sixteen for graduation and c. persons who were not interested in a degree and wished to enroll for one or more courses without regard for program requirements.

Elementary teachers could widen their certification to include teaching in a rural or state-graded school by taking three courses. Students in the Secondary School Teaching Program could be licensed to teach or act as a principal of a Wisconsin State-Graded school by also selecting three courses. Kindergarten-Primary teachers could add a nursery school option.

Child psychology now read: growth and behavior of the child, including physical, mental, social, and emotional development. Mental hygiene involved the study of the development of a wholesome personality, maintenance of a healthy mind, and the guidance of child behavior in the school and in the community.

Nature study for the elementary grades was still being taught in biology but later in the decade was discontinued. Biology offered a course in teaching science in elementary schools which involved the arrangement and presentation of science materials. Physical education had separate courses for men and women.

In 1947-48, a course in handwriting still existed. It dealt with scoring papers by use of standard scales and charts; study of left-handedness, of changing from manuscript to cursive writing, and of drill. Within sociology there was a course on modern trends in social studies in elementary grades which covered present society and its connection with the social studies; organization of social studies materials; curriculum studies; and current methods as presented in current educational periodicals. There were also courses in teaching social studies in rural and state-graded schools and teaching social studies in the intermediate grades.



Kindergarten-Project Period-1940s

The 1949 Summer Session Bulletin spoke of the demonstration work available at the McCaskill Campus Elementary and Junior High School. Here the particular aim during the daily forenoon sessions was to show enrichment education - not drill of backward or failing students. The prime reason for this arrangement was to enable summer school students to actually see the type of "project" or "activity" or "enrichment" which was the real core of the new American progressive education.

In the 1949-50 catalog, there was a course listed as techniques for elementary school teachers, which covered the study of teaching in the integrated school program, with opportunities for formulating new plans for school and community relationships; for organizing visual aids for use; and to ascertain the frontier thinking for teachers in the democratic school.

1950-1959

Graduate work leading to a master's degree began with the 1950 Summer Session. Graduate work was necessary since, like other professions, public education was becoming more complicated and called for more preparation. Knowledge of the learning process and of conditions conducive to learning had been accumulating rapidly, the environment to which the child must be adjusted was steadily increasing in complexity, and the school and the teaching profession connected with it had become correspondingly complex and difficult. In short, America needed more and better education to do the job of democratic living. By the end of the decade, there were graduate programs in: elementary education, secondary education, public school supervision-administration; critic teacher education, and guidance and student personnel work.

The following specific objectives of the graduate program were listed:

1. to enable the student, on the basis of his teaching experience and growth in professional interest, to extend, reinforce, and recognize his equipment of knowledge, techniques, and skills in the field of his educational interests;
2. to help the student see and comprehend the interrelations between his field and related fields;
3. to acquaint the student with those problems in his field which are under active attack in current and recent research, and with those problems that are now emerging and which will be subjected to significant investigation;
4. to acquaint the student with research techniques and the repeated research in order to make him an elective user of standard and current educational studies; and
- 5 to give the student as severe an intellectual challenge as his abilities and maturity will tolerate so the he must really extend himself.

During the summer of 1951, the well-known Dr. A. Sterling Artley, Professor of Education and Director of the Child Study Clinic of the University of Missouri and one of the nationally known leaders in reading problems, lectured for a full week in front of the advanced class in the teaching of reading in the elementary grades. Throughout the following years and decades, outstanding educators, especially in the field of reading, would be brought to the campus to share their knowledge and insights with undergraduate education students and practicing teachers.

Over the decade, there was little change in the curriculum for the undergraduate programs, though there is a significant emphasis on preserving and strengthening our democratic society within courses. The four-year kindergarten-primary student took courses in physical education, English composition, English literature, art, biology (including heredity and environment), six credits of history at least 3 of which shall be United States history, physical science, physiology and hygiene (school health problems), sociology, teaching of art (grades and high school), introduction to music, and methods of music for kindergarten through grade three. Later a physical science course for elementary teachers which covered basic concepts in astronomy, geology, physics, and chemistry was required.

Specifically, in teacher education, the courses for the four-year kindergarten primary student were: orientation (incorporating into its study their immediate problems, such as orientation to college life, methods of study, some principles of mental hygiene, some trends in human development and cultural aspects of life, and possible life goals and values); child psychology; introduction to elementary education (a foundation study in the preparation for teaching in the elementary school, including a consideration of the philosophy of education in a democracy; characteristics of the teacher and teaching in a democratic school; children's habits as objectives of the elementary school; some types of school systems; guidance procedures in the classroom;

aspects of home, school and community relations; and techniques of evaluation of democratic practice in school and classroom); play and rhythms for young children; teaching English in the elementary school; handwriting; elements of woodworking for the primary grades (fundamental tool processes and techniques suitable for early grades; care of tools, sharpening of tools; nomenclature of the shop; refinishing and finishing methods); teaching arithmetic in the elementary grades; activity school program (theory, materials and equipment for teaching in the activity school, in the kindergarten, and primary grades of the elementary school); curriculum development (kdg-primary); children's literature (for lower grades); story telling; observation and participation; principles and problems of the elementary school; and history of education. In 1956-58, handwriting, story telling, activity school program, and history of education were no longer required. The three year curriculum had the same requirements of the first three years except that minors were not completed and the fourth year courses were left for future study- namely principles and problems of the elementary school, history of education, student teaching, and sociology. The nursery school certification was no longer described.

Towards the end of the decade, for the intermediate and upper-grades curriculum, the student took physical education, English composition courses, art, biology, geography, music, physical science, speech, six credits of history, six credits of literature, teaching of art, children's literature for the upper elementary grades, physiology and hygiene, play activities for boys and girls, and teaching of social studies in the intermediate and upper grades. Some methods courses previously taught out of education were now in education. Education courses included: child psychology, introduction to elementary education, teaching arithmetic in elementary grades, teaching reading in the upper grades and junior high school, upper grade methods (learning to understand the early adolescent and his problems; methods and materials used in modern practice, application of general principles of teaching to specific learning situations; organization and administration of the self-contained classroom), and student teaching. A three year curriculum was still available and was handled as for the three year kindergarten-primary curriculum. In neither the kindergarten-primary or intermediate-upper grade curricula was there now a required course in teaching science. The methods course would be taken if a science minor was added. A speech minor was also available.



Learning to Teach

Secondary education students needed: courses required of all students so that they may have a well-rounded liberal education; professional courses required of all students so that they may have a sound understanding of the psychology of children and of the philosophy and techniques of teaching; and academic major/s and minor/s. There was a special recommendation based on the experience of the Placement Bureau that a student, desiring a position teaching one or more of the academic subjects in high school, would be wise to obtain a certificate in library science, and to elect those courses which would qualify him to direct extracurricular activities. Professional courses included: elementary psychology; educational psychology; principles of secondary education; general methods of teaching in the secondary school, and student teaching. Methods in major and one minor were also required. Majors were available in art, biology, chemistry-physics, English, Foreign Languages (French, German, Latin, and Spanish), Geography-Geology, History, Mathematics, Music Education, Physics, and Speech. Business Education was also added.

student must, during the second semester of his sophomore year, file with the Chairman of the Division or the Dean of Instruction an application for admission to the senior college division in teacher education. A grade point average over-all of 1.00 on a 2.00 scale was required with a 1.320 grade point average on all courses taken in the major field during the first two years. The Faculty Committee would also consider the professional interest, the health and physical fitness, the character, the speech and language usage, and other personal qualifications of the student.

There were still four-year, three year and two year curricula for rural and state-graded degrees and certifications.

Sections in elementary education were also organized into clubs, such as rural, kindergarten, and upper-elementary. Less than the normal load of course work was now supported for students employed in outside work.

1960-1969

The campus grew tremendously during this decade. There were now three dormitories, with two for men, the present McCaskill and Barstow buildings, and a student center. The McCaskill building housed the campus school, a small gymnasium, theatre, and the Art Department, including a gallery area, which was a source of controversy as people questioned whether children should be exposed to or would notice "adult" art hanging on the walls of the hallway. Barstow was the science building. Ostrander Hall and Gates Gymnasium were located in different places on the campus than currently. The Jim Dan Hill Library was completed in 1969. Though there was renovation in later years, the campus configuration was generally set.

In the 1962-64 catalog, a frontispiece announced that Miss Helen Adams, a Superior State College graduate, was the 1961 National Teacher of the Year. She was shown receiving her award from President John F. Kennedy. She was a kindergarten teacher.

Objectives were given for the College. These had been developed over 65 years of the College's growth and expansion and were in harmony with both the nature and the principles of the institution. They were twofold:

1. To provide educational programs structured to meet the needs of the people of the state as well as the interests of the students. As the needs of our dynamic society change, Wisconsin State College would, as it has in the past, adjust its programs to meet the changing needs. More specifically, this objective was:

- A. To provide a liberal education for all students.

- B. To provide programs in teacher education, both at the undergraduate and graduate level, for those students desiring to teach in the elementary or secondary schools or serve as administrators, supervisors, and guidance personnel.

2. To render educational services to those people of the State not in regular attendance at a college. As a state institution, Wisconsin State College, Superior, was conscious of its responsibility to provide cultural and social services for the people in the area served by the college. Of necessity, the extent of such services must be determined in accord with the resources and personnel of the College at the time.



Miss Helen Adams receives
National Teacher of
the Year Award

In 1964, university status was awarded to the College, which then became known as Wis-

consin State University, Superior. Later in the same year authorization was granted by the Board of Regents for the offering of a sixth year of graduate work leading to the degree of Specialist in Education (S.Ed.)

This change in status led to a third objective for the University: to provide professional and pre-professional programs compatible with the University's resources and to either meet the needs of the student on campus or to prepare him for transfer to a professional school.

The 1967-68 catalog reminded the prospective student that Wisconsin State University was part of the state's higher educational system. The state paid the cost of the physical plant and equipment and also the greater share of the day by day operating cost of the University. Thus a student may take advantage of a substantial opportunity to save by attending this University where the cost to him was but a fraction of what it would be at an institution that depends largely upon student fees for its support.

A physical examination of all incoming freshmen and juniors was required. By the end of the decade, admission to the school of education and professional semester required a 2.20 gpa on 4.00 scale. The Teacher Education Committee would consider the professional interest as well as speech and language usage of the candidate as recommended by his major department, the health and physical fitness as evidenced by a school health record and recommended by the University health department, and sound character as recommended by the Associate Deans of Students. A grade of "C" or better in English 101 and 102 and in Speech 110 was required.

Throughout most of the sixties, the curricula in teacher education were relatively stable, except for minor changes in course offerings (for instance the removal of woodworking, and the renumbering and moving around of courses, usually from other departments into education). In several cases, there were mismatches in the names of courses listed by education but taught in other departments, as the campus engaged in transition. As always, many changes reflected new emphases in society. However by the end of the decade there was a major change in the elementary curricula.

Early in the decade, the professional semester for education students which was taken at the end of coursework contained: guidance in the public schools, introduction to tests and measurements, human growth and development (different from child growth and development- ie. psychology of learning and of personality adjustment, with considerable emphasis placed upon mental hygiene as it affects human growth and development), general methods, and student teaching.

Issues in education later replaced general methods. It was designed to give the student a better understanding of current controversies in education. Major topics included: school finance, loyalty, censorship, academic freedom, school organization, segregation, separation of church and state, and federal aid to education.

Finally, at the end of the decade, the professional semester included student teaching, a course on school and society, audio-visual education, and mental health for teachers. School and society, also called sociological foundations of education, involved a study of the historical, philosophical, and sociological influences on American Education. Emphasis was on social structure and social background as an influence on behavior and learning. Mental health for teachers covered principles of mental hygiene and their application to education. Emphasis was placed on the extent one's personality creates problems and situations and the nature of the teacher's mental health and its relationship to teaching. Audiovisual education studied the selection, evaluation, and utilization techniques of blackboards, bulletin boards, maps, working slides and film strips, and sound film used in the instructional setting. Later this course was

updated to educational communication and technology.

The three year curricula and rural-state-graded curriculum no longer existed.

Earlier in the decade, the methods courses had been divided into: general methods for the early elementary grades which covered understanding learning in the five to nine year old child, use of modern methods and materials, application of learning principles to specific classroom situations, classroom management and evaluation of student progress, and procedures for intermediate and junior high grades which was designed to cover fundamental principles in methods of teaching and classroom management, procedures and materials used in modern practice, organization and administration of the modified self-contained classroom, the non-graded and multi-aged groupings and other concepts of individualized instruction.

A major change came at the end of the decade with the collapse of all elementary programs into only one elementary education curriculum. Kindergarten was now a certification involving a curriculum course (Ed 357) and student teaching at the kindergarten level. The elementary education curriculum required: an introduction to elementary education course, educational psychology, foundations of teaching reading, laboratory experiences in teaching in the elementary school (I and II), children's literature, music methods, art methods, and physical education methods. The first laboratory experience covered the general principles and techniques for teaching in the elementary grades, with emphasis on classroom management, measurement and evaluation, lesson planning, and the special application of methods to the sciences and social studies. The second laboratory experience studied elementary school organization, home-school relations, reporting school progress and the special application of methods to arithmetic and the language arts.

Elementary education majors could complete a minor in a teaching field, or a twelve credit concentration in a teaching field and a six credit concentration in the teaching of reading. Minors were available in math, science, and music (vocal or instrumental). The concentration and six credits of reading were recommended for most students whose primary interest in teaching was the primary grades or self contained classrooms.

A new state wide numbering system had been instituted for all courses across the campus. Several courses (Art 335, Math 230) carried the same numbers that they do now. Student teaching courses were no longer covered in a separate section, but included within the listing of regular education courses.

There were only minor changes among requirements for the secondary education curriculum. It required educational psychology, general methods, and methods in the major and minor, and the professional semester. Units on co-operatives and conservation were included to meet the state certification requirements for students in the secondary program early in the decade.

The Master's Degree was promoted as being of increasing significance for school personnel, with a growing number of states, including Wisconsin, requiring a Master's Degree for certification of superintendents, supervising principals, supervisors, coordinators, and elementary and secondary principals. A high proportion of local school systems were said to demand a year of graduate work of all applicants for teaching positions. Also many school systems throughout the country were offering strong inducements for staff members to secure graduate work through provisions of salary schedules and promotional policies.

At the end of the decade, Master's work covered three plans of study: administrative plan; school services plan; and teacher improvement plan. The three plans differed in emphasis. Masters could be obtained in: school administration, elementary education, secondary educa-

tion, school services, guidance and student personnel work, supervision, curriculum, critic teacher education, and psychometry.

Adult education was available in the form of off-campus classes meeting in the evenings and on Saturdays. The program was designed to assist teachers in complying with certification laws and to aid adult students in continuing work towards a Bachelor's or a Master's degree.

1970-1979

1971 saw the merger of the nine state universities with the University of Wisconsin (Madison and Milwaukee). Now we were the University of Wisconsin-Superior. The 1975-77 catalog began with a welcome from the Chancellor, Karl W. Meyer, a practice followed in some of our earliest catalogs. The University was being advertised as "The University for the Individual". This was to be more than a title. Actually it was to be a way of life: THE way of life on our campus. The University was interested in the student as an individual. All efforts were to be directed toward encouraging and assisting the student toward the goal of attaining a meaningful college experience and a degree to be proud of.

A mission statement describing the over-all aims of the University had preceded the objectives in an earlier catalog. Now our mission followed from the mission for the university system, and then the university cluster. It set forth the University of Wisconsin-Superior's own select character and purpose which included: participating in interinstitutional relationships developed among the colleges and universities in the Lake Superior area and, where appropriate, with universities elsewhere in the System; providing liberal arts undergraduate programs and degrees in selected fields to meet the changing needs of the citizens of northern Wisconsin, the metropolitan Twin Ports areas, and the Lake Superior area; offering undergraduate education in fine and applied arts, teacher education, business education, and business administration; and providing basic graduate offerings aimed at building on the program strengths already established in teacher education, including school services administration and fine and applied arts. Teacher education no longer was the major focus of the campus.

In earlier catalogs, there had been a section on student conduct which prohibited: drinking, gambling, falsification of information, dishonesty, indebtedness, and disorderly or malicious conduct. Reflective of the times, the student conduct section of the 1971-72 catalog addresses student freedom of action quite extensively. Prohibited were: interference with accepted functions or activities of the university or with its educational or service programs, either by breach of the peace, physical obstruction or coercion, or by noise, tumult or other disturbance; unauthorized occupancy of university facilities or blocking access to or from such areas; interference with approved university traffic (pedestrian or motor vehicle); infringement of the rights of students, faculty, staff, and/or other authorized persons to gain access to any university facility for the purpose of attending classes, participating in interviews, university conferences and/or other university activities; and picketing, or demonstrating, with the use of obscene or indecent language, or with signs or banners containing such language or of such size, materials, or construction as to create a hazard to persons and property. Times had changed.

The entire catalog was handled in a more informal manner with the continual addressing of the student in a personal manner. Regulations were included in long narratives, which attempted to give a more personal atmosphere to the University. Weather was indicated, as in earlier catalogs, as a favorable aspect of the area with a mean summer temperature of 63.7 degrees Fahrenheit, while the winter temperature compared favorably with cities 500 miles south. The information was particularly important for international students who were not aware of climate conditions in the Northland. It was noted that there was an invigorating dry

climate, without depressing humidity.

In 1977, the University changed to a quarter calendar. There was a full 33% increase over the number of classes offered with the semester calendar. Ethnic studies type classes were listed. The individually designed major extended degree program was highlighted, as were competency-based self-paced courses. UW-Superior had been designated a "model center" and a "Regional Resource Center" for the extended degree program. As will be seen, all of these changes involved the teacher education programs. Many prospective teachers took their course work through the extended degree format, which provided off campus competency based course materials.

Beginning early in the decade, the University addressed a national concern: science education. The Center for the Advancement of Science Education (CASE) was created. The center served to articulate the teacher education function of the mathematics and four science departments. Secondary education majors and minors were offered in biology, chemistry, geology (minor only), mathematics, physics, and general science (with an emphasis in biological and physical science). Elementary education minors in mathematics and science were also available. The Center also developed a specialist in science/mathematics education (Ed.S.) degree.

The school of education (later college of education) had as its mission the endorsement of the principle that each student should become involved in discovering and learning those things which were relevant for man in the world today for his own continuing education. Emphasis was to be focused on the student learning to do his own thinking about himself and his universe. In the total educational program of the school of education, there was to be a special concern for developing students who manifested a significant interest in intellectual inquiry and in an ability to inspire this interest in others. An environment was to be provided which encouraged self-discovery of a consistent value system within the individual.

The college of education early in the decade had both a department of curriculum and instruction and a department of behavioral sciences in education, which contained courses in the area of measurement and evaluation, learning, mental hygiene, special education, counseling and developmental psychology. The majority of the courses offered in this department were in the area of guidance and counseling at the graduate level. Educational administration had its own department. Later in the decade, the college of education was reconfigured to contain: the department of teacher education, educational administration and counseling, and health, physical education and athletics.

The department of teacher education strived to offer professional leadership and supervision as the student developed basic skills and knowledge of pedagogical theories necessary to the art of teaching. It favored the discovery of the student's individual teaching personality and development of a philosophy of education furnishing a firm background in current educational practices and trends, and by encouraging positive attitudes of critical analysis and innovation in instruction.

The teacher education program was described as a competency oriented, personalized education program (C.O.P.E.). In this innovative program the learning expectation for the student and the level of achievement were explicitly stated. This allowed students to proceed through course work at their own rate and in their own style. The amount of time a student took depended entirely on how long it took to develop the competency. The program was individualized in that the student had the option to work individually or in small groups with the instructors. Interaction groups functioned to build relationships between students and between students and faculty. Field experiences were a major component of the COPE program. Students were to be introduced to the classroom early in their professional training and

continue to accept more responsibility throughout the program, culminating with the assuming complete responsibility in the student teaching experience. It was hoped that this kind of learning environment would be created by graduates in the elementary and secondary schools. This description of the program continues today, with the removal of the emphasis on individualization of progress.

Of particular importance for teacher education in this decade, McCaskill ceased to be a campus lab school. Across the nation, demonstration schools were considered too expensive to maintain and unnecessary with cooperation with the public schools. The pride and joy of the Normal School was no longer appropriate.

This decade saw both the development of more individually paced elementary and secondary programs and then less emphasis on this approach. The introduction to elementary education course was replaced at first by a pre-professional laboratory experience which served as an observation-participation experience for sophomores and then by a course on professional roles and functions in education which was taken by both elementary education majors and secondary certification students. The professional semester was gone early in the decade. Other changes in the elementary education program included the replacement of child growth and development with learning and human development, the inclusion of basic teaching skills, and three instead of two laboratory experiences. Laboratory experience -I emphasized methods of teaching the essential reading, writing, speaking, and listening skills, while II covered science and mathematics, and III involved social studies and the planning and integration of the elementary school curriculum into a total learning environment. Foundations of reading was replaced by introduction to reading and the language arts. However by the end of the decade, methods courses in reading, language and literature, science, mathematics, and social studies with attached field experiences replaced the laboratory experiences. Child growth and development was back, as well as courses on psychological principles of education and basic teaching skills. All courses were graded pass-fail. This was generally the core curriculum in effect into the 1990s.

By the end of the decade, two 15 quarter credit concentrations took the place of a minor, if desired. The concentrations did not need any reading coursework to be attached. Early childhood had a minor, as well as physical education, mathematics, music, and science. Specializations existed in reading and language development, general science, and physical education. A specialization was 51 quarter credits.

The division of professional experiences covered student teaching. The general education requirements now allowed more choice from sets of specified alternatives within the fine arts, sciences, mathematics, humanities and social sciences. However, one course each in biological science, physical science, and earth science were required of elementary education majors. Aerospace studies for three credits could be substituted for freshmen physical education as a general university requirement in the early part of the decade.

Human relations requirements were now part of the programs and well as a reading course requirement for secondary education students. For admission to the college of education, there were the following requirements: 2.30 overall gpa; 2.30 gpa in major; a minimum of a C grade in Eng 101 and 102 and Comm Arts 110; and, in the early part of the decade, successful completion of the interaction laboratory in TED 251. Students who failed to successfully complete the interaction laboratory while enrolled in TED 251 would be required to complete TED 481-personal development laboratory. Also required were the recommendation of the student's adviser; the recommendation of the Dean of Students; and a health certificate on file in the university health office. By the end of the end of the decade, successful completion of TED 200 (Professional Roles and Functions in Education) was required for admission to the college of education and had replaced the interaction laboratory. For a short time, there was also a re-

quirement of a one credit seminar in education which was a professional seminar designed to integrate and clarify concepts obtained in the professional course (TED 200), to examine the individual's attitudinal orientation to teaching, and to provide for career planning and goal setting.

The requirements for the secondary education curriculum were described as having three parts: the general requirements of the university, required of all students to provide a well rounded liberal education; an academic program designed to give the student competence in major and minor fields of concentration; and a professional sequence of courses designed to provide the student a usable knowledge and competencies in the theories and practices of the teaching-learning process. The secondary education professional curriculum eventually consisted of: TED 339- laboratory experience in secondary education, TED 351 - psychological principles in secondary education, TED 352 - the adolescent and classroom management, and TED 360 - basic teaching skills for secondary education. These four courses were taken simultaneously and became known as the "block".

At the graduate level, there was a variety of courses dealing with interests of the times: teaching the culturally disadvantaged child; teaching Indian children; drug abuse; individualized instruction; and differentiated instruction. The masters of arts in teaching which had allowed liberal arts graduates to earn a teaching certificate while doing graduate work no longer existed.

1980-1989

In 1986-88 catalog, the community profile described Superior/Duluth's placement as the 90th best place to live out of 329 in Rand McNally's "Placed Rated Almanac". The area was ranked 30th for recreation, 23rd for housing, 29th for low incidence of crime and in the top 27th percentile in the arts, health care and environment.

The Center for the Advancement of Science Education was no longer in operation. One dormitory was co-ed by floors and another by wings. By the end of the decade, the semester system had been reinstated.

The college of education was now a division of education. The mission stayed the same. The division of education now contained the programs replacing departments for: educational administration, teacher education, counseling, and physical education and health. There were elementary and secondary education program coordinators.

Masters were listed in educational administration, guidance and counseling, instruction, reading, and special education. The master of education in professional development existed. The masters in school psychology was housed in the psychology program. The graduate certification programs in learning disabilities and emotionally disturbed learner were now available as master of science degrees in special education.

A math requirement was added to the core general education requirements for elementary education majors. Teacher education spoke of basic communication competencies for all graduates of the teacher education program. These communication competencies were deemed necessary for elective teaching and included competence in reading, speaking, and writing, and had to be demonstrated before admittance to student teaching. Demonstration of the competencies would occur in TED 200 (Professional Roles and Functions in Education). Demonstrated competence in reading and writing was later shown by passing a reading test and a writing test administered through the teacher education program, and the grade received in the required Communicating Arts course (CA 110). By the end of the decade, the basic communication

competencies were taken care of by set scores designated by the Wisconsin Department of Instruction (DPI) on Pre-Professional Basic Skills Tests in reading, writing, and mathematics.

Courses, other than student teaching, were no longer listed as mandatory pass-fail, but were graded on an 'A', 'B', 'C' scale. Human Relations were first met by taking TED 470 - Teaching the Culturally Disadvantaged Child and TED 475 - Human Relations in the Classroom, and later by TED 470 only, which was now called Multicultural Education. The special education requirement was in effect and TED 494-Principles and Practices of Mainstreaming was required.

Admission to the division of education now required a 2.50 gpa. The general education requirements for elementary education majors were revised early in the decade to include requirements in cultural studies, fine and applied arts, humanities, science, and social studies. Two courses, involving process skill development and problem solving, were developed as requirements in the major but never offered. Specifically these seminars involved development of integrated process skills in real problem settings. TED 301, Teaching and Learning LOGO, was also created and required of elementary education majors for several years. This course served as an introduction and exploration of computer technology and computer thinking in the classroom through the use of a specific computer application. Later the course was restructured to handle computer technology in teaching more extensively.



Elementary education majors were also required to take a course on knowledge in health and one of the methods in music, art, or physical education, with a total of 12 credits to be accumulated in the area of the methods selected. Minors were available in humanities, social studies, fine and applied arts, science, math, reading and language arts, early childhood education, and foreign language. By the end of the decade, the early childhood education minor had been revised into its current form. Specializations were gone.

Towards the end of the decade, the Wisconsin DPI instituted complex codes of requirements for teacher education programs. The general education requirements for the elementary education majors were again redesigned to meet the new standards of the state. They did not match the categories on the campus however. Philosophy and Spanish were required. Elementary education majors were expected to have methods in all four areas: health, art, music, and physical education. The twelve credit concentration was no longer allowed.

The block courses in the secondary education curriculum were combined into three courses (TED 339 - Teaching in Secondary Schools; TED 340 - Classroom Management; and TED 350 - Psychological Principles for Secondary Education). TED 200 was renamed introduction to education and, as for other minor course revisions, redeveloped to handle several of the new specific competencies from the Wisconsin DPI. After revisions, necessitated by both DPI and the switch to the semester system, the curricula for the elementary and secondary programs remained essentially the same until the later part of the 1990s.

1990-

The 1990 catalog began with an address by Chancellor MacTaggart which spoke of the Superior Plan which offered students the opportunity to become better prepared to succeed and

contribute in our fast changing world. The Plan was built on the qualitative strengths of the University.

The select mission of the University stated that it strived to become the university of choice for the citizens of northern Wisconsin and for students from elsewhere in the state and other states and countries. Its constituencies included recent high school graduates, nontraditional students and the general populace in the region who benefited from the educational, cultural, social, and economic services of the University. In pursuit of its goal, the University would provide a rigorous academic program characterized by excellence in teaching, a caring social environment for students to learn and develop, an organizational climate that was responsive to the needs of faculty and staff, and leadership in economic development and public service in northern Wisconsin.

This decade also saw the installation of the first female chancellor at the university, Dr. Betty Youngblood. During her tenure, the University was celebrated as “The University for Northern Wisconsin”.

Early in the 1990s, the University returned to having departments. For a brief time, colleges replaced divisions. Teacher education was a part of the College of Professional Studies which also included business programs, educational administration, library science, counseling, and physical education. The other college was for the liberal arts. Presently departments operate independently. Dr. Julius Ehrlenbach was recently selected as Chancellor.

This decade has also seen the creation of new general education requirements which have two goals for all students. The first goal is to gain knowledge and appreciation of the evolution of human cultures, social institutions and the natural world and the second goal is to develop lifetime personal and intellectual skills. There are several objectives under each goal. Courses taken were first organized into knowledge categories to be addressed including world culture, contemporary society and aesthetic experience, natural science, and human behavior, beyond the core requirements in communicating arts, English, mathematics, and physical education. Most recently, the knowledge categories have been reorganized into humanities including history, literature, and a humanities elective; social sciences including contemporary society and human behavior; natural and physical sciences; fine and applied arts, including art history, criticism, and appreciation and aesthetic experience. By order of the Regents, there are diversity and non-western requirements met within those categories.

This has also been the decade that has emphasized a value added education where students engage in capstone experiences and assessments that help to determine if they have profited from their learning experiences.

The Teacher Education Program is still described as being designed around a set of well-defined competencies which, when attained by students, lead to a strong preparation for teaching at the elementary or secondary level. Students are involved in a wide range of learning activities combining theoretical concerns with practice accomplished through a variety of field and micro-teaching experiences. Students are introduced to the classroom early in their professional training and continue to accept more responsibility throughout the program, culminating with the assumption of complete responsibility for a class in the student teaching experience. The programs attempt to model the kind of learning environments we expect our graduates will create in the elementary and secondary schools.

During this decade PE 102, now referred to as Health Performance-Health Promotion 102, was added as a requirement for admission to upper level classes. The general education requirements for the elementary education majors now match those of the campus and the re-

quirements of the Wisconsin Department of Instruction (DPI). Additional requirements in philosophy or geography or foreign language present at the beginning of the decade were removed. Elementary education majors and secondary certification students were reminded that DPI requirements represented minimal standards and teacher education requirements might exceed them.

Elementary education majors could extend their minors, with two courses concerning middle school education and appropriate student teaching, to 1-9 certification. Science, social studies, reading/language arts, health, library science, mathematics, and early childhood minors existed. The early childhood minor was and is currently required for certification to teach kindergarten. By the middle of the decade, the Indian Studies minor was also available for elementary education majors interested in the field or wishing to teach this special population of students.

For most of the decade until recently, a writing in the content areas and a practicum in using reading and writing in the content areas, in addition to a course on using reading in the content areas, were required for secondary education certification students, fulfilling extensive requirements on the subject of literacy from the DPI.

Most recently there have been instituted major modifications in the elementary and secondary programs, primarily because of the pressure throughout the University of Wisconsin System to reduce credits to graduation. Courses have been collapsed together or reorganized. Now elementary education majors and secondary certification students take together an introduction to education course, a human development course, and a learning theory course. By covering the age ranges served by both levels of licensure, prospective teachers can see the continuity of changes and growth across learners. Prospective teachers can learn to work together to produce better education. Secondary students do take a specifically designed course for them in instruction with a laboratory experience, one course in using literacy processes in the content areas, and, with the elementary education majors, a course on working with special learners and one on multicultural education. Elementary education majors no longer take generalized teaching principles courses but go directly from the learning theory course into their various methods courses. This decade has also seen the development of an active student group - the FTA (Future Teachers of America).

The Future

The teacher education program at the University of Wisconsin-Superior has made many changes over its more than one hundred years of service. Some were in response to demands of state agencies or the normal school/college/university itself; others originated in new discoveries in educational research and thinking. Many represented ideas and organizational structures that were not new. But within those changes, there has been one consistent characteristic - the desire to develop the best teachers possible.

If you close your eyes, perhaps you can see ladies in high necked blouses and men in starched collars walking the grounds of the campus and chatting over the role of oral reading in reading instruction. If you open your eyes, you will see ladies and men in jeans discussing their newest teacher education assignment involving emergent literacy as they jog to the snack bar. The times have changed, but not the dedication to providing future teachers with the most important and relevant educational information.

This commitment has not been and is not always easy. We still hear people say that to be a teacher all that you need is to know a subject area well. We still hear people who have never

taught describing what courses teacher education programs should have and what experiences should be required. Even though the language is somewhat stilted, perhaps they should read the arguments given for creating the normal schools over one hundred years ago.

This brochure must be dedicated to all those many great teacher educators in our history who gave unstintingly of their time and knowledge to create the outstanding heritage that exists on the campus. They believed that teaching was an honorable profession for which one must learn and develop knowledge and abilities. They held the course steady even when they were buffeted with new requirements and suggestions and complaints from all the parts of society that feel free to comment on education at any time. They have left the legacy of an excellent teacher program that must be protected. It becomes the duty of those of us here now to try to cherish it while we add to it. We will be ready for the future because we know our past.