

WISCONSIN STATE UNIVERSITY--LA CROSSE
GRADUATE SCHOOL

Candidate Margaret A. Kachab

I recommend acceptance of this seminar paper to the Graduate School in partial fulfillment of this candidate's requirements for the degree Master of Science. The candidate has completed his oral seminar report.

2-11-69
Date

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This seminar paper is approved for the Graduate School:

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A HISTORY OF THE GUIDANCE PROGRAM OF THE
LA CROSSE PUBLIC SCHOOLS UNDER THE LEADERSHIP OF
MISS JOSEPHINE HINTGEN 1920-1957

by

Margaret K. Kosbab

ABSTRACT

Statement of the problem. This study was a history of the first thirty-seven years of the guidance program in the public schools of La Crosse, Wisconsin. It recorded the development of the guidance program during the period 1920-1957 when Miss Josephine Hintgen was employed by the La Crosse Board of Education to direct the program.

It was the purpose of this study: (1) to describe the informal guidance program which preceded the formal guidance program presently in the public schools of La Crosse, Wisconsin; (2) to explain the philosophy and goals underlying the present guidance program in the public schools of La Crosse, Wisconsin which originated under the leadership of Miss Josephine Hintgen; (3) to describe the activities associated with the guidance program; and (4) to explain the involvement of industrial leaders, civic groups, and law enforcement agencies in the development of the program.

Method and procedure used. Literature researched in preparation for this paper included the following publications of the La Crosse public schools between the years 1920 and 1957: (1) reports of the superintendent; (2) the teaching guides; and (3) unpublished material written by Miss Josephine Hintgen, coordinator of the guidance program. In addition, this writer had personal interviews with Miss Hintgen, carried on correspondence with Miss Hintgen's co-workers and her former students, and read related material in the La Crosse Tribune. The library of the Wisconsin State University at La Crosse and the La Crosse Public Library were used.

Summary of the findings. It was the purpose of the writer to present in sequential order the guidance services offered to the students in the La Crosse public schools during the period 1920-1957. Under the leadership of Miss Josephine Hintgen a continuous developmental process of guidance was organized. With the schools as the central coordinating agency in the guidance program a variety of new activities were employed on all grade levels kindergarten through grade twelve. It is the opinion of the writer that annual reports of the supervisors indicated that the present guidance procedures used in the La Crosse public schools could be traced to developments directed by Miss Josephine Hintgen and those working with Miss Hintgen.

Procedures incorporated in the guidance program to improve each individual's capacity for self-direction were as follows: testing, individual or group, flexibility in the curriculum, the use of case histories, the use of special classes for the exceptional children, joint community-school cooperation, teacher training, and individual and group counseling.

A HISTORY OF THE GUIDANCE PROGRAM
OF THE LA CROSSE PUBLIC SCHOOLS
UNDER THE LEADERSHIP OF
MISS JOSEPHINE HINTGEN
1920-1957

A Seminar Paper
Presented to
Dr. Burton Altman, Professor
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In Partial Fulfillment
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by
Margaret Kosbab
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CHAPTER I

THE PROBLEM AND EXPLANATION OF TERMS USED

The early child guidance movement in our nation's schools resulted from society's knowledge of the importance of the individual.¹ In the state of Wisconsin this movement had its impetus when Dr. Charles McCarthy of the State of Wisconsin Legislative Reference Library prepared a report for the 1909 Wisconsin State Legislature which contained the following statement:

Wisconsin's prosperity in the future is to be dependent not only upon the bounty of nature but upon the patience and hardworking qualities and the intelligence of her people. Her future's greatest resource must be superior intelligence of the individuals in their various vocations.²

These ideas initiated the nurturing of individual interests and abilities. Guidance in conjunction with schooling helped to develop the masters of the arts, inventors, and leaders who formerly would have been obscure.³

The board of education of the La Crosse Public Schools, realizing that new responsibilities were being placed upon them through changing industrial and social conditions, took steps to adjust the school system to meet

¹La Crosse Public Schools, Educational and Social Guidance, A Report Prepared by a Committee of Principals and Teachers and the Superintendent (La Crosse: Board of Education, 1925), p. 1.

²M. M. Quaife, Wisconsin, Its History and Its People (Chicago: S. J. Clark Publishing Company, 1924), p. 249.

³Bart E. McCormick, "Blessed is He Who Has Found His Work," The Wisconsin Journal of Education, LXIII (December, 1930), pp. 182-83.

the new demands through new programs in education, new school organization, and new curriculums.⁴

I. THE PROBLEM

Statement of the problem. This study was a history of the first thirty-seven years of the guidance program in the public schools of La Crosse, Wisconsin. It recorded the development of the guidance program during the period when Miss Josephine Hintgen was employed by the La Crosse Board of Education to direct the program, 1920-1957.

It was the purpose of this study: (1) to describe the informal guidance program which preceded the formal guidance program in the present curriculum of the public schools of La Crosse, Wisconsin; (2) to explain the philosophy and goals underlying the present guidance program in the public schools of La Crosse which originated under the leadership of Miss Josephine Hintgen; (3) to describe the activities associated with the guidance program; and (4) to explain the involvement of industrial leaders, civic groups, and law enforcement agencies in the development of the program.

Importance of the study. Prior to this study there had been no organized body of information concerning the

⁴Report of Public Schools of La Crosse, Wisconsin, 1922-1923, p. 25.

guidance program offered in the public schools of La Crosse, Wisconsin. The span of time, 1920-1957, encompassed an exploration of the ideas of Miss Hintgen, pioneer director of the guidance program in the city of La Crosse. The study may serve as a historical reference for planning future guidance programs in the public schools of La Crosse.

II. EXPLANATIONS OF TERMS USED

La Crosse, Wisconsin. La Crosse is located on the Mississippi River in southwestern Wisconsin. The population in 1920 was approximately 30,000 and in 1957 was approximately 47,000.

La Crosse Public Schools. In 1920 the La Crosse Public Schools consisted of eleven elementary schools, grades kindergarten through eighth; no junior high schools; and one senior high school, grades nine through twelve. In 1957 the La Crosse Public Schools consisted of thirteen elementary schools, grades kindergarten through six; three junior high schools, grades seven through nine; and two senior high schools, grades ten through twelve.

Guidance. "Guidance is a cooperative effort of the counselor and his colleagues to help a pupil improve his adjustment to school, and to help him develop skills for

dealing more successfully with the problems he encounters after he leaves school."⁵

Curriculum. Throughout this study the term "curriculum" is used as defined by George Beauchamp: that is, "the design of a social group for the educational experiences of their children in school."⁶

III. RESEARCH DESIGN

The following publications of the La Crosse Public Schools, 1920-1957, were examined in preparing this paper: (1) reports of the superintendents, (2) the teaching guides, and (3) unpublished material written by Miss Josephine Hintgen, coordinator of the guidance program. Personal interviews with Miss Hintgen, correspondence with her co-workers and her former students, and a study of related material in the La Crosse Tribune provided additional information. The library of the Wisconsin State University at La Crosse and the La Crosse Public Library were used.

⁵Merle M. Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace and World, Inc., 1955, 1964), p. 3.

⁶George A. Beauchamp, The Curriculum of the Elementary School (Boston: Allyn and Bacon, 1964), p. 15.

CHAPTER II

INFORMAL GUIDANCE PROGRAM

The establishment of the Boston Civic Service House in 1901 and the Boston Vocation Bureau in 1908 pioneered the work of early vocational guidance. The Bureau was intended to aid young people in choosing and preparing for an occupation.⁷ The lack of training, the inefficient methods of selecting workers, and the waste of human effort in industry disturbed Professor Frank Parsons, director and vocational counselor of the bureau. Because of his work as a civic reformer striving for harmony within the social order, he was designated as the founder of the movement for organized vocational guidance.⁸ It was he who advocated that guidance work become a part of the public school system in every community.⁹

Although by 1911 no city had officially organized a specific guidance plan or department, guidance activities were beginning to appear in various ways.¹⁰ Pittsburgh maintained an individual counseling vocation bureau financed by the Education Fund Commission, and Cincinnati supplied help to the Bureau for the Investigation of Working Children.¹¹ In many cities civic organizations,

⁷John M. Brewer, History of Vocational Guidance (New York: Harper Brothers, 1942), pp. 23-32.

⁸Ibid., p. 92. ⁹Ibid., p. 65. ¹⁰Ibid., p. 61.

¹¹Ibid., pp. 89-98.

educational and social agencies, and city officials made preliminary experiments and initiated guidance work. Grand Rapids, Michigan had the first city-wide guidance organization within a school system. Cincinnati, Lincoln, Minneapolis, and Oakland each organized its first guidance department in 1914; Boston and Philadelphia organized theirs in 1915; Chicago in 1916; and Pittsburgh and Atlanta in 1917.¹² Establishing vocational guidance under a single responsible organization was difficult due to the various kinds of neighborhoods and interests within a city.

In 1914, six years after Frank Parsons had advocated helping youth choose a vocation, Truman L. Kelly, an educator at Teachers College, Columbia University, used the term "educational guidance" to describe instructing or assisting the intellectual growth of an individual through the choice of studies and other school adjustments.¹³

The Wisconsin Legislature of 1909 designated a committee of state educators to report on plans for extended education for children who withdrew from school to work in industry. As a result of this committee's report the legislature organized in 1911 a vocational educational system which required all cities with a population of five thousand or more to establish daytime vocational schools.

¹²Ibid., pp. 93-97.

¹³Ibid., p. 250.

In addition, this law required all children between the ages of fourteen and sixteen to attend school five hours a week for six months in each year.¹⁴ To comply with the law, La Crosse established its first vocational school in February, 1912.

CHAPTER SUMMARY

Early vocational guidance began in Boston during the first decade of the twentieth century. This particular facet of the guidance movement spread next to other large Eastern cities. In 1911 Wisconsin state legislation required all cities with a population of five thousand or more to establish daytime vocational schools. La Crosse established its first vocational school in February, 1912.

¹⁴Quaife, op. cit., pp. 258-61.

CHAPTER III

GUIDANCE IN THE LA CROSSE PUBLIC SCHOOLS PRECEDING 1920

Corporal punishment, tardiness, and truancy were the problems of this era.¹⁵ Discipline was enforced by corporal punishment. The use of a leather strap or a ruler or slapping the child was the method of punishment accepted.¹⁶ School administrators were beginning to find this type of discipline ineffective.¹⁷ Rules 17 and 18 of the 1892 school code of the La Crosse public schools read as follows:

- Rule 17. Corporal punishment of any description only in extreme cases, when appeals to reason and affection have failed, and shall only be inflicted by the principal, or assistant teacher and authority of principal, not to be inflicted in the presence of class, or during lesson in which such offence was committed, not cruel or excessive; not inflicted by blows upon or about head, face or any vital parts, or by pinching, twisting arms or hands, or pulling hair or ears, or shutting in closet or by lonely confinement.¹⁸
- Rule 18. Each principal is to keep a record of all acts of corporal punishment filing a report with the superintendent at the close of each term as to the apparent effects produced upon the conduct and character of each pupil upon whom corporal punishment had been inflicted during the term.¹⁹

To discourage tardiness and absence from classes a rule was instituted whereby:

¹⁵Report of the Board of Education of the City of La Crosse, Wisconsin, 1891-1892, p. 53.

¹⁶Ibid. ¹⁷Ibid. ¹⁸Ibid. ¹⁹Ibid.

A pupil who is absent from school four and one half days within three consecutive weeks of school when such absence is not occasioned by sickness, shall be suspended from school and not allowed to return until the parent has given assurance that the absence for the cause shall not occur again.²⁰

By an act of the Wisconsin legislature of 1903 all cities with a population of 10,000 or over were required to appoint one or more truant officers to assist in the enforcement of a law requiring the attendance of all children between the ages of seven and fourteen for a period of thirty-two weeks.²¹ In 1904, with an enrollment in the La Crosse public schools of 5,227 pupils, there were 4,296 cases of tardiness, 123 cases of truancy and 129 cases of corporal punishment.²² By comparison, by the year 1917, with the enrollment at 5,072, there were 2,549 children tardy and only seven reported acts of corporal punishment.²³

Superintendent Albert Hardy, 1881-1887, emphasized more careful study of children to develop keener insight into their nature and ways.²⁴ The responsibility of the teacher was to train the pupils in the "power to choose

²⁰Report of Public Schools of La Crosse, Wisconsin, 1872-1873, p. 46.

²¹Report of Public Schools of La Crosse, Wisconsin, 1904-1905; 1905-1906, pp. 74-76.

²²Ibid., p. 57.

²³Report of Superintendent of La Crosse Public Schools, La Crosse, Wisconsin, 1916-1917, p. 48.

²⁴Public Schools of La Crosse, Wisconsin Report, 1893-1894, p. 58.

and act rightly" and to impress upon the students that physical punishment was not necessary.²⁵ Superintendent John P. Bird, 1897-1909, took steps in this direction by stating that "the physical is scarcely less important than the intellectual" and by including physical activities in each grade and advocating adequate playgrounds for all schools.²⁶

One of the biggest problems of the time was that of repeaters and dropouts. A policy was inaugurated whereby the teacher and the principal visited the parents of the child who wished to drop out of school to find the cause and to prevail upon the parents to send the child back. Policy solutions to the dropout problem were made by Superintendent L. P. Benezet, 1910-1916. Among these were: the principals were to issue work permits for 14-16 year olds only in extreme cases and after consultation with the superintendent; the teachers were urged to devote more time to the backward child; the teachers were to evaluate a pupil's ability to do work of the next grade rather than to insist upon the completion of every requirement of the present grade; and report cards were established to keep the parents in close touch with the progress of the child.²⁷

²⁵Ibid., p. 63.

²⁶Report of Public Schools of La Crosse, Wisconsin, 1923-1924; 1924-1925, p. 30.

²⁷Report of Public Schools of La Crosse, Wisconsin, 1910-1911; 1911-1912, p. 42.

Mr. B. E. McCormick succeeded Mr. Benezet as Superintendent of Schools in 1916 and continued in that capacity until 1925. The one principle which seems to characterize Superintendent B. E. McCormick's philosophy of education was: "We are no longer teaching school, but instead we are teaching boys and girls of various capacities, capabilities, and talents."²⁸ By practicing this principle, the professional staff made the students' needs the center of interest in the educational program. Mr. McCormick believed efficiency could be increased by employing a supervisor of the lower six grades. On September 1, 1919, Miss Prudence Cutright was hired to develop a program of educational testing in the elementary schools.²⁹

Special help offered to the individual pupil was another innovation in instruction. Three ungraded rooms were set up for those pupils who were unusually intelligent and for those who were too slow for the work of the regular classroom or had fallen behind due to illness. A special help period was begun in the city schools in 1911 to permit the teacher to devote more time to the special needs of the slower pupils. Average pupils who had not done passing work in the elementary school were

²⁸Report of Superintendent of La Crosse Public Schools, La Crosse, Wisconsin, 1916-1917, p. 17.

²⁹Report of Public Schools of La Crosse, Wisconsin, 1918-1919, p. 37.

given the opportunity to attend high school as special students. Half of their time was assigned to the shops and kitchens on a probationary basis and they were enrolled in the subject matter areas the following year. The free text book system adopted in 1882 provided uniformity in texts. Other curricular adjustments whose goals were, according to the reports of the superintendents, to arouse interest and motivate the pupils were as follows:

1. The introduction of the commercial courses in the high school.³⁰
2. The introduction of chemistry, trigonometry, French, and commercial law.³¹
3. The addition of sewing and cooking to the high school curriculum.³²
4. The introduction of manual training in the seventh and eighth grades in 1907, in the fifth and sixth grades in 1908, and in high school in 1911.³³
5. The organization and introduction of the Wisconsin Reading Circle into the system.³⁴

³⁰Report of Public Schools of La Crosse, Wisconsin, 1912-1913, 1913-1914, p. 43.

³¹Ibid. ³²Ibid. ³³Ibid.

³⁴Report of Superintendent of La Crosse Public Schools, La Crosse, Wisconsin, 1916-1917, p. 9.

ability in all or part of his elementary school work, he was transferred by irregular promotion to the next grade at the most opportune time during the school year.³⁸

Semi-annual promotion and summer school helped to adjust pupils to the correct grade level.³⁹ An employment bureau was established in the spring of 1915 as a service to the high school pupils.⁴⁰

CHAPTER SUMMARY

Wisconsin state legislative action provided for truant officers to help curb the tardiness and truancy problems. A growing awareness by the community about perceiving the students as individuals provided impetus for the organization of ungraded rooms and home visitations. The introduction of kindergarten and promotion by subjects instead of by grades further characterized the informal guidance program.⁴¹

³⁸Report of Public Schools of La Crosse, Wisconsin, 1917-1918, p. 24.

³⁹Ibid.

⁴⁰Report of Public Schools of La Crosse, Wisconsin, 1910-1911; 1911-1912, p. 19.

⁴¹Report of Public Schools of La Crosse, Wisconsin, 1912-1913; 1918-1914, p. 43.

CHAPTER IV

PROFESSIONAL BIOGRAPHICAL DESCRIPTION OF MISS JOSEPHINE HINTGEN, GUIDANCE COORDINATOR OF LA CROSSE PUBLIC SCHOOLS, 1920-1957

Mr. B. E. McCormick's basic educational view, "We are teaching children, not school," became the theme of the La Crosse public schools in the nineteen-twenties with education changing from "school-centered" to "child-centered." During these years efforts were made to bring to the teacher an awareness of the newest trends in the field of education.

Realizing that new responsibilities were being placed upon the schools through changing industrial and social conditions, Miss Josephine Hintgen in 1921 organized material to provide occupational information for her seventh and eighth grade students.⁴² This was the beginning of Miss Hintgen's guidance work in La Crosse. She was graduated from La Crosse High School, La Crosse State Teacher's College, University of Wisconsin-Madison (cum laude), and Harvard. Further study was done at the following universities: Chicago, Washington, Northwestern, Stanford, Oxford, Vermont, Wellesley, Duke, Hawaii, and Grinnell. Her teaching experience included the

⁴²Bart E. McCormick, "Blessed is He Who Has Found His Work." The Wisconsin Journal of Education, LXIII December, 1930, pp. 182-83.

intermediate grades and high school. A course at the University of Wisconsin in 1920 sparked her interest in guidance work. Among the educators with whom Miss Hintgen worked were Dr. John R. Commons and Dr. A. H. Edgerton, both of the University of Wisconsin, and Dr. John Brewer of Harvard.

Miss Hintgen accepted a job as supervisor of attendance and vocational guidance in the public, parochial and vocational schools of La Crosse until 1924.

Subsequently she held the positions:

Supervisor of guidance in the public schools, 1924-1926;

Coordinator at the vocational school, 1924-1926;

Supervisor of guidance and upper grade supervisor in the public schools, 1926-1942;

Director of guidance and curriculum, 1942-1948;

Assistant superintendent of schools, 1948-1957;

University of Wisconsin lecturer at summer sessions 1945-1948 and 1951-1952;

Initiator and board member of the La Crosse Child Guidance Clinic.⁴³

At the state level, Miss Hintgen worked actively in the Vocational Guidance Association. She was the chairman for two state brochures on guidance which appeared in 1928 and 1947.⁴⁴ She wrote articles for

⁴³Kay Spence, Josephine Hintgen, Guidance Pioneer (La Crosse: Curtis Press, 1960), p. 4.

⁴⁴Ibid., p. 6.

newspapers, magazines, and journals and talked to Parent-Teacher Associations and other groups in the state explaining her guidance theories. On the national level she was a member of the National Guidance Association from 1924 until 1957.⁴⁵

A favorite quotation which Miss Hintgen sums up her philosophy of guidance:

I wish to be simple, honest, natural, frank, clean in mind and clean in body, unaffected--ready to say I do not know if so it be, to meet all men on an absolute equality--to face an obstacle and meet every difficulty unafraid and unabashed. I wish others to live their lives too--up to their highest, fullest, and best. To that end, I pray that I may never meddle, dictate, interfere, give advice that is not wanted, nor assist when my services are not needed. If I can help people I'll do it by giving them a chance to help themselves. And if I could uplift or inspire, let it be by example, inference and suggestion rather than by injunction and dictation. ---
Elbert Hubbard⁴⁶

Miss Josephine Hintgen characterized the philosophy of Elbert Hubbard in the fine example she set for herself as a leader of the youth of the community. Her devotion was exhibited in numerous ways. The city was awakened to a consciousness of guidance by her inspiration and information. She encouraged the involvement of clubs in sponsoring

⁴⁵Ibid., p. 5

⁴⁶Ibid., p. 10.

scholarships and groups of professional and business men and women in discovering opportunities to be of further service to boys and girls.

Miss Hintgen strived to know personally the individuals in her program and endeavored to meet their varied interests and capacities by the introduction of occupational information classes, exploratory courses, and the continued reorganization of the curriculum.

Beginning with Superintendent Bart E. McCormick's philosophy, "We are teaching children not school," Miss Hintgen attempted to promote guidance for all students in the La Crosse public schools by the introduction of practical courses for those students not college-bound. Her work was reinforced by her continuous evaluation of its value and progress.

Miss Hintgen was aware of changing industrial and social conditions which placed new responsibilities on the schools. She believed her guidance services were justified if they facilitated the learning process for the pupils and the instructional process for the teachers. In-service education conducted by her presented the purposes and benefits of guidance to members of the faculty of the school system.⁴⁷ Miss Hintgen believed in the

⁴⁷Report of the Superintendent of Schools,
La Crosse, Wisconsin, 1945-1948, p. 18.

importance of the good teacher and was appreciative of the time and effort of faculty members in the guidance movement. She strengthened the effort by her willingness to take time to talk with pupils and their parents. Her services as consultant was offered freely to faculty members and school administrators. She served well as a forward-looking individual keeping the goals of the city school system at the highest possible standards.⁴⁸

Miss Josephine Hintgen spent much time and effort in increasing in her students a realistic perception of the world. She believed it was a mistake of society for any boy or girl to be denied education which would make his life fuller. She went to country schools "coaxing the hesitant" to go to school.⁴⁹ She encouraged former teachers to go back to school and earn degrees in their particular field, or in the field of guidance and counseling.⁵⁰

Through her thirty-seven years in the La Crosse public schools education was never at a standstill. As a leader in education she was continually improving herself through further work at colleges and universities.⁵¹

⁴⁸Spence, op.cit., p. 18.

⁴⁹Ibid., pp. 14-17. ⁵⁰Ibid., p. 16. ⁵¹Ibid., p. 3.

Her training and experience provided numerous advantages to her students and fellow workers.

As described in Miss Mauree Applegate's testimonial, "Her third dimension is total devotion, complete dedication to a notion." Guidance for all the youth of La Crosse was her notion.⁵²

Testimonials tell of her devoted services to the community of La Crosse. Dr. R. W. Bardwell, former superintendent of schools, La Crosse, writes about Miss Hintgen:

. . . The La Crosse community is indebted to her for the sound philosophy of education which her work in child guidance and curriculum improvement brought to the teachers and children of La Crosse.⁵³

Concerning her work, Mr. Arthur Jordan, former superintendent of schools, La Crosse, states:

. . . Probably one of the finest testimonials of her leadership in the field of education was evidenced by the continuing request by the University of Wisconsin for her to serve on their teaching staff during the summer sessions.⁵⁴

Henry C. Schwandt, former assistant director of educational services and superintendent of schools, La Crosse, wrote:

In 1948, I became involved in student council work at Logan Senior High School. At that time, Miss Hintgen gave me some valuable information regarding the conduct of this program. Following this, I became counselor at the same school and then, of course, worked very closely with the

⁵²ibid., p. 19.

⁵³ibid., p. 12.

⁵⁴ibid., p. 13.

school career I recall working with Miss Hintgen on a project which became known as Career Day. . . . Following employment in La Crosse as a classroom teacher I received much encouragement from Miss Hintgen to do graduate study in the field of guidance and counseling. . . . It is the opinion of this writer that there is no other one person who has ever been a member of the La Crosse Public School staff who has made so great a contribution to the education of children as Miss Josephine Hintgen.⁵⁸

Miss Elizabeth Wiley, guidance counselor, Central High School, La Crosse, writes:

It was largely due to her encouragement that I entered the field of guidance. . . .⁵⁹

Jo Hintgen's non-pretensional;
 She's thoroughly three-dimensional.
 That she looks young and emancipated,
 Is the result of being intergrated
 Her convictions
 Are not restrictions!
 Head, hand, heart make one connection.
 All headed in the same direction.
 Life will never put her under.
 She keeps her capacity to wonder.
 When life confronts her with gnawing chasms,
 She bridges them with enthusiasms,
 Her third dimension is total devotion,
 Complete dedication to a notion
 Without one bit of wasted motion.
 Intergrated--enthusiastic--dedicated
 Three dimensional--
 Yet, absolutely unpretensional!

Mauree Applegate Clack

La Crosse, Wisconsin

Wisconsin State College⁶⁰

⁵⁸Spence, op. cit., pp. 14-16.

⁵⁹Ibid., p. 17. ⁶⁰Ibid., p. 19.

Miss Josephine Hintgen had gained the respect of the community as revealed by the preceding testimonials. Her work in informal guidance began while she was an upper grade teacher. She served in various guidance positions on the local and state levels during 1920-1957. Her influence was further expanded through her published articles.

CHAPTER V

SEQUENTIAL DEVELOPMENT OF THE GUIDANCE PROGRAM IN THE LA CROSSE PUBLIC SCHOOLS

I. FIRST DECADE 1920-1929

The faculty of the public schools of La Crosse in the years 1920-1929 made an attempt, under the leadership of Miss Josephine Hintgen, to provide the students, especially those in the seventh, eighth, and ninth grades, with a large variety of experiences which might help them to analyze their own capacities.⁶¹

Miss Josephine Hintgen was given authorization by her first superintendent, Mr. B. E. McCormick, to work out a guidance program. Miss Hintgen's program consisted of the following elements:

- The Stay in School Program
- The cumulative record card
- Achievement and intelligence testing
- Occupational information classes
- Exploratory courses
- An educational guidance conference

⁶¹Report of Superintendent of La Crosse Public Schools, La Crosse, Wisconsin, 1916-1917, p. 17.

Reorganization of the high school course of study
Special departments⁶²

State laws required a work permit for all boys and girls between the ages of fourteen and sixteen years. In addition, the city schools required a school release from the principal following a thorough investigation of the students' families and school situations. Miss Hintgen, in conjunction with her Stay in School Program, visited homes and conducted personal consultations. Scholarships were granted by civic organizations to financially needy capable students who wished education.⁶³

Another element of the guidance program was the development of a cumulative record system which included the scholastic, social, health, and home records of each child for the entire thirteen years of school life. The cumulative record cards were especially useful in the junior and senior high schools as a tool for advising pupils about various academic progress.⁶⁴

The use of achievement and intelligence tests were introduced in 1924 as an aid in determining if one were to

⁶²Report of Public Schools of La Crosse, Wisconsin, 1923-1924; 1924-1925, pp. 38-49.

⁶³Report of Public Schools of La Crosse, Wisconsin, 1922-1923, p. 28.

⁶⁴Report of Public Schools of La Crosse, Wisconsin, 1923-1924; 1924-1925, pp. 38-39.

revision in the curriculum. Instead of the traditional work in manual training, the boys were provided with opportunities to gain experience in wood-working, drawing, electricity, sheet metal, and cement work. The girls were given opportunities for experiences in sewing, cooking, home accounting, home decorating, home management, infant care and feeding, and the care of the sick. In commercial work the pupils could try out typing and elementary accounting.⁶⁷ It was found that these exploratory or try-out courses did have a place in the curriculum but needed to be modified from time to time to meet society's need for people with new skills.⁶⁸

An educational guidance conference, through direct contact with people in different vocations, was another activity designed to assist high school pupils in choosing vocations. Miss Hintgen did preliminary work by surveying through a questionnaire the vocational choices of all junior and senior high school students of the La Crosse public schools. This information was used in assigning the students to group conferences. Following an informative evening meeting for the parents and a morning assembly for the students, each student attended an afternoon conference

⁶⁷Report of Public Schools of La Crosse, Wisconsin, 1923-1924; 1924-1925, p. 41.

⁶⁸Ibid.

in accordance with his indicated interest. The groups were addressed by business, professional, and trades men and women. Young people who did not have any definite plans for the future were addressed on the subject "Choosing a Vocation."⁶⁹ This is one project in which the entire community took an active part. An article in the La Crosse Tribune on the meetings read as follows:

The educational guidance conference is based on the theory that if the individual has a definite purpose in view and knows the demands that will be made upon him when he reaches the desired goal, his preparation in school will be more thorough and more efficient.⁷⁰

A conference speaker made this remark:

The plan is good for the students and teachers and good for the community; the students are led to consider their future work, and the citizens who address them see their own jobs in the light of a social responsibility and carry to the community that consciousness of the solidarity of the citizens and the school.⁷¹

From surveys of students who had withdrawn from school, school authorities were convinced that changes in the courses of study would remedy the drop-out problem.⁷² Two types of programs, A and B, were organized. The B

⁶⁹Ibid., p. 42.

⁷⁰La Crosse Tribune, April 25, 1926.

⁷¹Report of Public Schools of La Crosse, Wisconsin, 1923-1924; 1924-1925, p. 43.

⁷²Ibid.

program included all college entrance requirements; the A program entitled a pupil to a high school diploma but did not enable him to meet college entrance requirements. The new high school courses were designed to meet the needs and abilities of the student whether he was preparing for a job or for college.⁷³

Through the use of the cumulative record cards and by information revealed in achievement and intelligence tests, special departments were established in the public school system. One of these special departments was the Open Air School which opened in 1921 for the care of anemic children. Corrective speech work was organized in 1922. A survey of the city made in 1922 by Dr. Elizabeth Woods, state psychologist, revealed that there were other pupils who needed special attention. Educationally retarded adolescents could not profit by the course of study outlined for the normal child. As a result a special department was organized for these children in the new Washburn School. Those under fourteen years of age were placed in the development room, and those over fourteen years of age were grouped in the opportunity junior high school room.⁷⁴

⁷³Ibid.

⁷⁴Report of Public Schools of La Crosse, Wisconsin, 1922-1923, pp. 8-13.

In summary of this decade it can be reasonably inferred that every school system has some children who experience difficulty in adjusting to the regular curriculum. In the La Crosse schools guidance conferences, occupational class work, and exploratory courses were designed to aid these students. The identification of courses most suitable for the college-bound student resulted in better program choices for high school students. This decade saw the inception of a program which established the foundation for guidance work in the La Crosse public schools.

II. SECOND DECADE 1930-1939

Because of the depression the educational program in La Crosse appeared almost unchanged in the nineteen thirties; however, an analysis showed that continuous improvements were made in the development of the educational philosophy of service to the individual student. Organized committees composed of teachers and supervisors began a program in the kindergarten, first, and second grades which emphasized initiative, expression, natural physical and emotional growth, and citizenship.⁷⁵ Junior and senior high school students met daily with their homeroom advisors for counseling.⁷⁶

⁷⁵La Crosse Tribune, December 31, 1934.

⁷⁶La Crosse Tribune, January 1, 1937.

Miss Josephine Hintgen continued her group counseling with pupils in grades 6, 8, 10, and 12 on matters of educational and vocational choices. A handbook compiled by eighth grade teachers under the direction of Miss Hintgen was used in homerooms and group counseling to promote an interest in and an understanding of the program and extra-curricular activities. Pupils in the sixth grade received handbooks with facts about the junior high school. School records of the two years 1936-1938 showed that Miss Hintgen had about four thousand individual conferences with junior and senior high school pupils.⁷⁷ These conferences brought to her attention the weaknesses in classroom instruction and the need for changes in the curriculum to meet more successfully pupil needs.⁷⁸

In addition to group and individual intelligence tests, standardized achievement tests were used to diagnose individual problems. Test results indicated to the teachers the areas of difficulty for each pupil. Remedial help or transfer of pupils to special classes was then instituted.⁷⁹

The first follow-up study of high school graduates by Miss Hintgen was made in 1938 and served as source material for changes in teaching, administration, and guidance.⁸⁰

⁷⁷Report of Public Schools of La Crosse, Wisconsin, 1936-1937; 1937-1938, p. 15.

⁷⁸Ibid. ⁷⁹Ibid. ⁸⁰Ibid., p. 16.

The years 1930-1939 saw a departure from formal academic drill work to creative activity in the public schools of La Crosse. This informal program was initiated to encourage and teach children to think for themselves, to establish proper social relationships in respecting the rights of individuals and the group, and to instill self-discipline. The program aimed for desirable growth through sequences of varied experiences arranged by Miss Josephine Hintgen.

III. THIRD DECADE 1940-1949

The war years of the early forties saw a decreased high school enrollment due to enlistment in the armed services and employment in war industry. Guidance once again focused on development of a healthy American citizen as indicated by health check-ups and follow-up examinations offered to the students of the La Crosse public schools.

Under the direction of Miss Hintgen and consultant services from the University of Wisconsin, the curriculums of the senior high schools were completely revised by grade group committees. The curriculum guides were revised in needed areas annually with only one complete revision in all areas before Miss Hintgen's retirement in 1957.⁸¹

⁸¹Kay Spence, Josephine Hintgen, Guidance Pioneer (La Crosse: Curtis Press, 1960), p. 15.

and group participation of consultants, teachers, principals, and parents underlying causes of problems and school difficulties were more easily understood and solved. These publications reached about twenty titles and attained national recognition. Requests were received from various parts of the United States.⁸⁶

In general the war effort tended to curtail guidance services during the decade 1940-1949. However some progress was made in health education and teacher training programs.

IV. FOURTH AND FINAL PERIOD OF THE STUDY 1950-1957

In 1950 the Wisconsin state legislature changed compulsory school attendance to sixteen years of age or completion of a four-year high school program.⁸⁷

Miss Josephine Hintgen initiated a program in which high school commercial classes visited city business firms for the purpose of observing business operations.⁸⁸ During the last ten weeks students with satisfactory scholastic records were permitted to attend school mornings and work during the afternoons.⁸⁹

⁸⁶Ibid., p. 23.

⁸⁷La Crosse Tribune, January 22, 1950.

⁸⁸Biennial Report of the La Crosse Public Schools, La Crosse, Wisconsin, 1950-1952, p. 4.

⁸⁹Ibid.

to retain pupils in school until the age of sixteen added new responsibilities to the guidance activities in the La Crosse public schools. Programs were initiated to familiarize the students with community job opportunities. The identity of gifted children as revealed by university specialists, and the teaching of gifted children brought about curriculum changes. A departure from departmentalized to multiple-period programs in the junior high schools allowed for expression of the student's special interests and talents.

CHAPTER SUMMARY

Throughout the period 1920-1957 Miss Josephine Hintgen directed several phases of work which helped give each child an opportunity to get the most from his present school life and encouraged his interest in obtaining further education. She inaugurated a guidance program consisting of: The Stay in School Program; the establishment of a permanent cumulative record card system; the use of achievement and intelligence tests as a teaching tool; the introduction of occupational information classes; try-out classes; educational guidance conferences; the installation of A (non-college-bound) and B (college-bound) courses of study in the high school program; and the organization of special departments for students in need of special services.

most important innovations was the identification and teaching of the gifted child. Multiple-periods in the junior high schools served a special purpose in permitting freedom of expression for the individual students.

In presenting this work the author believes that Miss Hintgen's idea of guidance was coordinating a movement which placed emphasis on the child's present and future goals.

This thirty-seven year period was characterized by certain features which this writer believed strengthened the development of the guidance program in the public schools of the city of La Crosse. This guidance program begun by Miss Josephine Hintgen remains an integral part of the La Crosse public schools. This study reveals the need for early identification of pupils needing special help, continuous counseling of pupils, and continuous evaluation of curriculums, methods, and materials in an effort to strengthen a guidance program. This writer recommends that this study be brought up to date.

CHAPTER VI

CONCLUSION

The child, in order to progress satisfactorily in his schooling, requires competent and conscientious teachers, an appropriate curriculum, and suitable instructional materials. But even with these research has shown that some children will not succeed in school unless guidance services are available to them.

In La Crosse the guidance program began with a realization that poor school attendance and tardiness were not conducive to success in school. Each decade of the guidance program in the La Crosse public schools was characterized by the demands of the school leadership of that particular period for increased educational advantages for their children.

The basic structure of the guidance program presently functioning in the La Crosse public schools was based on Miss Hintgen's work in the field of guidance. Miss Hintgen believed that learning was an individual matter and that continuous evaluation and adjustments in the curriculum, sequential use of the cumulative record cards, and the use of achievement and intelligence tests as an aid in determining grade level of pupils were necessary teacher aids

in encouraging each child to utilize more fully his abilities. It is the opinion of this writer that Miss Hintgen's program contributed to the successful adjustment of numerous students in the La Crosse public schools.

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