

**THE EDUCATIONAL
SYSTEM OF
PENNSYLVANIA**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649568581

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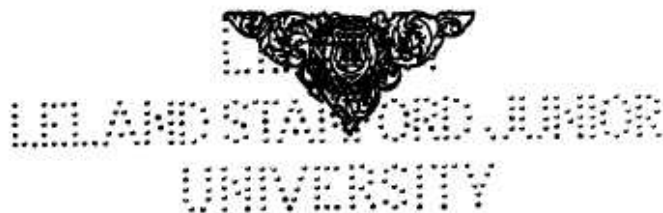
J. M. YETTER

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J. M. YETTER, A.M., Ph.D.



COCHRANE PUBLISHING COMPANY
TRIBUNE BUILDING, NEW YORK

1909

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*An Account
of
the Events which led to
Founding of the Pennsylvania
School System,
The Plan of the System as
Expressed in the Laws
and
The Practical Interpretation and
Working out of the Plan.*

By

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*Written as a thesis for the Doctorate
of Pedagogy in New York University.*



PREFACE.

It seemed best to divide the "Educational System of Pennsylvania" into three parts or divisions: Part I treats of the elements contributing to the system, and tells how, out of such a conglomerate of people with much diversity of opinions, ideals, and beliefs, a general plan was at last formed and accepted. Part II treats of the system as planned and formulated by law. Part III shows what the system is in actual practice.

Of Part I we claim no original material, but at least some new interpretation of old facts. Part II discusses the system in a different and, we believe, a better planned and more systematized way than has ever before been undertaken.

In Part III the working of the system is described from our own experience, which includes work done in the common, ungraded country school, the city graded school, the State Normal School, and the college. Thus from personal experience in and with the system we obtain the information upon which almost the entire contents of Part III are founded.

It will be noticed that the system led the people rather than the people urged forward the system. Governor Wolfe sacrificed the office of governor a second term for the system's foundation, and likewise Governor Bigler urged its improvement by the law of 1854, though fully realizing that it meant his political death. Fortunately for the system the successors of both these governors stood by the ideas of their predecessors on school matters.

Instead of popular sentiment urging forward these great improvements they were quickly followed by its decided rebuke. It must not be supposed, however, that the populace was opposed to education or any improvement of the system, but the variety of ideas as to methods of obtaining these advancements was often the cause of much trouble and hindrance.

The first scheme seems to have been entirely new and soon needed revision, yet it showed both plan and purpose, as will appear on reading Part II.

Part III shows how unthought-of agencies and influences often produce different results from those anticipated. To plan is one thing, to execute may be another, and the executing of the plans was left necessarily into the hands of those who often interpreted and carried out the plans in a way far different from that intended or expected by the authors.

It is hoped that Part I may show the kinds of people who desired a school system and how they struggled for it, Part II what the plan was and how it developed, and Part III how the people interpreted and carried out the plan.

With gratitude, mention is here made of State Supt. N. C. Schaeffer, City Supt. M. L. Brembaugh and ex-U. S. Commissioner W. T. Harris for assistance in obtaining material.

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