

**STATE AND COUNTY
EDUCATIONAL
REORGANIZATION; THE REVISED
CONSTITUTION AND SCHOOL
CODE OF THE STATE OF OSCEOLA**

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State and county educational reorganization; the revised constitution and school code of the state of Osceola by Ellwood P. Cubberley

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ELLWOOD P. CUBBERLEY

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ELLWOOD P. CUBBERLEY

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PREFACE

THE revision of the Article on Education of the Constitution and the Revised School Code which follows it, for the hypothetical state of Osceola, which is presented in the following pages, is an expression, in concrete form, of certain fundamental principles relating to the administration of public education in the United States which the author of this Constitution and Code, in collaboration with Professor Edward C. Elliott, of the University of Wisconsin, expects to set forth, a little later, in a book to be entitled *Principles of State and County School Administration*. It was originally intended that this Constitution and Code should form a part of a companion volume of *Sources*,—a volume of illustrative supreme court decisions, laws, extracts from public documents, etc.,—but the size of the material here presented made it seem desirable that this be issued as a separate volume, as will also be done in the case of the *Legal Decisions*.

Osceola is, of course, a hypothetical state, supposed to be located somewhere in the upper Mississippi Valley, and to contain a few large manufacturing and commercial cities, a number of smaller cities, and large and important rural and agricultural interests. The state is not supposed to be one of more than average size or wealth, but it is supposed to be one which has recently become clearly conscious of the need and purpose of public education, and to have resolutely set to work to perfect an administrative organization for its schools capable of meeting the educational needs of the future. It has accordingly made education an important state interest in its new constitution, organized a strong and helpful state department of education, and abolished the

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district system of school administration for a county-unit system, under which rapid and substantial educational progress may now be made.

To give greater concreteness to the material here presented the supposed comments and explanations of the Constitutional Convention and the subsequent Educational Code Commission are appended as footnotes, and a few illustrative forms are added in an Appendix. The analytical table of contents of the Constitution and Code will display the plan of educational reorganization adopted, while the Index will serve to locate material in the Constitution or the Code.

It cannot be hoped that all of the material here presented will meet with general approval. Some of the features look clearly to the future, and their importance may not at first be recognized. There may also be some important omissions in the Code. Many minor details, contained in present-day School Codes, have been omitted purposely, as unnecessary under the new form of educational organization and administration here presented. In its larger outlines, though, it is felt that this hypothetical Constitution and Code embody the main lines along which we must travel in the future if substantial educational progress is to be made by our American states.

The essential features of this Constitution and Code are a strong and useful state administrative educational organization, possessed of power where power ought to be centralized, but with little power in matters of essentially local concern; the county-unit of school organization and administration, with a business and professional organization capable of securing important educational results; the abolition of the outworn and obstructive district system; the elimination of party politics from the selection of expert educational officers, election to and retention of these positions being based on merit and efficiency; the concentration of authority with and responsibility on these experts, both in the cities

and in the county-districts; the uniting of library and school, and provision for making the schools community centers; the provision for industrial and agricultural education; the pooling of costs on a large scale, with a view to equalizing largely the burdens of maintenance; a perfectly definite yet somewhat complicated scheme for the apportionment of funds, designed to stimulate and reward effort, and to penalize inactivity; large local freedom, so that each local supervisory unit may make independent progress, as it desires, instead of being tied to a uniform state system; a strong state system for the certification of teachers and supervisory officers, calculated to stimulate professional growth, and under which each new certificate means added knowledge and professional insight; a follow-up system which will tend to keep teachers in service professionally alive; what is believed to be good principles governing compulsory attendance; and a clear statement of the relation of state to non-state educational effort.

It is hoped that this Constitution and Code for Osceola may prove useful as a basis for discussion to students of educational administration in colleges and universities, and suggestive of lines of reform to members of Educational Code Commissions and legislatures, and to students of educational administration.

ELLWOOD P. CUBBERLEY.

STANFORD UNIVERSITY, CAL.,
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