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A COMPARISON OF SELECTED ADMINISTRATIVE AND
ORGANIZATIONAL VARIABLES IN THE JEEVAN SADHANA
HIGH SCHOOL, BARODA, INDIA, WITH THAT OF THE
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ORGANIZATIONAL VARIABLES IN THE JEEVAN SADHANA
HIGH SCHOOL, BARODA, INDIA, WITH THAT OF THE
BETHANY PUBLIC SCHOOL IN OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
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BY
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1965

A COMPARISON OF SELECTED ADMINISTRATIVE AND
ORGANIZATIONAL VARIABLES IN THE JEEVAN SADHANA
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BETHANY PUBLIC SCHOOL IN OKLAHOMA

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It is rightly remarked that, "Behind the success of every man there is a woman!" This is especially true in the case of a foreign student working on his Ph.D., who has left his family behind in his country, carrying with him his constant concern for them. Hence, the writer takes this opportunity to acknowledge the deep debt of gratitude to his "better-half," who helped him in many ways. But for her help, he would not have been able to finish his study.

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CHAPTER I

INTRODUCTION

One of the emerging trends in education is the exchange of information among schools in different countries. Such exchange contributes to the improvement of education in each country.

In spite of the increasing rapprochement between nations because of the advances made in science and technology, there is not yet sufficient understanding of appreciation among them in the field of education. Organizations like UNESCO will have to go a long way before their efforts yield substantial results.

The United States has taken the lead in making comparative studies, on an international level, of education administrations. Morphet, Reller and others have examined the different aspects of educational administration in their book.¹

¹Theodore L. Reller and Edgar L. Morphet, Comparative Educational Administration, ed. (New Jersey: 1962).

They report wide differences in the control and organization of education, as well as in the processes of decision-making.

Phi Delta Kappa Journal of January, 1960, has reported on some of the most pressing educational problems of Africa. It sheds light on the educational developments in that "dark continent."² After reading this special issue, one understands how the western pattern of education has influenced African education. In the organizational and administrative areas, especially, Africa has drawn heavily on the British pattern. UNESCO too has played a very important role in the coordination of research in these emerging nations.

Although there have been some doctoral dissertations in the field of international education, there are still many aspects of this subject which have not yet been investigated.

Table 1 will reveal that most of the studies are confined to the description of the educational system in the student's own country. It reflects a somewhat provincial approach to this problem.

It will be clear from this table that, of the dissertations which have been completed in international education, no study has compared any two individual schools in two countries.

There is, therefore, need for further study in some areas of international education. It is with this aim in mind that the writer of this dissertation has chosen this topic for

²Phi Delta Kappa Journal, "Africa - its problems and promises" (New York: H. W. Wilson Co. Vol. XLI, No. 4, Jan., 1960.

his study.

Table 1

The Number of Doctoral Studies in the United States
in the Field of International Education in 1962³

Area of Study	No. of Dissertations Completed
EDUCATION	1488
INTERNATIONAL EDUCATION	106
COMPARATIVE EDUCATIONAL SYSTEMS IN TWO COUNTRIES	7
COMPARISON OF TWO SCHOOLS IN TWO COUNTRIES	0
Total number of Dissertations	1601

The Purpose of This Study

The main purpose of this study was to make a comparative analysis of the operations of the Jeevan Sadhana High School, Baroda, and the Bethany Public School in Oklahoma City, in order to gain through a comparative analysis, an insight into the patterns of school organizations.

This was done by comparing and contrasting the common and unique elements in these two schools, with regard to the following:

- (1) the relation of the Jeevan Sadhana High School and the Bethany Public School to their boards

³Phi Delta Kappa Journal, "Research studies in Education" (New York: H. W. Wilson Co., Sec. II, 1962), pp. 56-119.

- (2) their relations to the State Departments of Education
- (3) their internal organization
- (4) their educational programs.

More specifically, the study was concerned with the following questions: In what ways were the organizational and administrative pattern of the American school different from that of the school in India? What were the common and unique elements in the two schools?

Basis of Selection

The following were used as bases for selecting the schools in this study:

- (1) organizational pattern
- (2) size of the student body
- (3) number of teachers
- (4) size of the community
- (5) socio-economic status of the communities.

The above mentioned points were matched in the two schools as closely as possible.

The Method

The historical and descriptive method of research was used in collecting, analyzing and interpreting the data in this study.

The primary data was collected from the following sources:

- (1) teacher's handbooks

- (2) curriculum guides
- (3) reports and manuals published by the two schools
- (4) interviews with the school administrators, teachers and members of the Bethany school board
- (5) correspondence with the school authorities concerning necessary information related to the study
- (6) publications of the State Departments of Education of Gujarat and Oklahoma
- (7) publications issued by the school boards of each of the schools.

Limitations of the Study

The present study is confined only to the Jeevan Sadhana High School of Baroda, and the Bethany Public School of Oklahoma.

Even though the two schools were selected on the basis of common criteria, they do not necessarily represent the national trends of education in their countries. However, it is likely that the study may give some general idea about the prevailing educational systems in India and the United States.

The comparison of administration and organization in these two schools was undertaken with reference to:

- (1) their governing boards
- (2) their relationship to their State Departments of Education
- (3) their internal organization
- (4) their educational programs

Definition of Terms

In order to understand the problem, it was necessary to define the unfamiliar terms used in the Gujarat educational system.

The Director of Education means the Directorate of Education in the Gujarat State of India.

The Educational Inspector means the officer in charge of administration, and/or supervision of primary or secondary, and/or special schools, and/or primary teachers' training institutes in the State of Gujarat, India.

Management means an association of a body or a board or a committee, or in the case of Government Institutes, the Government Department, or in the case of institutes managed by local bodies, District Panchyats or a municipality and which has general and/or financial control over the institutions.

The Head of the School means a person appointed by the management (board) to be in charge of and responsible for the day to day administration of the school.

A High School means a secondary school in the State of Gujarat, India, which imparts education up to and inclusive of standard XI and authorizes candidates for the Secondary School Certificate Examination (S.S.C.E.)⁴

A Standard means a grade in a school in India.

⁴Government of Gujarat, Grant-In Aid Code, Secondary Schools, Part I, (Ahmedabad: Government Printing Press, 1964) pp. 1-2.

A District is an administrative unit whose boundaries are generally drawn by a State Legislature.

CHAPTER II

REVIEW OF RELATED RESEARCH WORK

In this chapter the writer will review the research and related literature which have a direct bearing on the study. This is being presented with the hope that the reader will be able to understand this study in its proper perspective.

A comparative study of secondary education in India and the United States from 1900 to 1956 was undertaken by Antonio Vincent.⁵ He presents a comparative appraisal of secondary education in India and the United States from 1900-1956.

He compares the aims and objects, organizational and administration, curriculum and instruction in the school systems of both countries. The study not only outlines the major developments in education in India and the United States from 1900-1956, but it also deals with the political, social and economic forces that have hampered the progress

⁵A. M. Vincent, "A comparative study of Secondary Education in India and the United States from 1900-1956 (unpublished doctoral dissertation, University of Texas, 1957).

of education in India.

The recommendations regarding the administration and organizational pattern of secondary education in India are significant. He suggests that the double track system and dual administrative control in secondary education be abolished and that administrative powers and local responsibility be delegated to local authorities.

Although Vincent does not make any new recommendations with respect to administration and organization, he does emphasize the administrative and organizational aspects in the development of education in New India.

Vincent's study is important to this dissertation because it provides the reader with a comprehensive background of secondary education in India from 1900-1956. It should be noted, however, that the administrative and organizational aspects have not received primary attention from him.

Stvedi studied the elementary education program of India and the United States.⁶ He presents a well-balanced comparison of elementary education in these two countries. His study reveals how elementary education in India differs significantly from the American type. He points out some common trends in elementary education in India and the United States.

⁶Hamilton A. Stvedi, "A comparative study of certain phases of Basic Education in India and Elementary Education in the United States," (Unpublished Ph.D. dissertation, Ohio State University, 1956).

His main findings were:

- (1) Elementary education in India is primarily the responsibility of the state government.
- (2) In the two countries under consideration, the philosophy of education is secular and is based on the democratic aspirations of the people.
- (3) India still follows the two track system of education in contrast to the single track system followed in the United States.
- (4) Individual instruction is emphasized more in the United States, although both the countries follow the activity-centered curriculum.

Stvedi's study reveals a good deal about the educational system in India and explains the relationship of the state government to education.

Muhamad Nural Haq has made a comparative study of the organization, curricula, and teacher education programs in the public schools of the Texas Gulf Coast area and Pakistan, in order to determine the similarities and differences between the two systems and to discover what the implications are for the improvement of public education in Pakistan.⁷

Some of the important implications of Haq's study follow:

⁷Muhamad Nural Haq, "A comparative study of Public School organization, curriculum and teacher education in Texas and Pakistan," (unpublished Ph.D. dissertation, University of Houston, 1962).

(1) In order to promote economy and efficiency, the existing multiple organization of public education by three distinct agencies, namely, the Department of Education, the Board of Secondary Education, and the regional University, should be reorganized under a unit system of administration by creating, after the pattern of State Boards of Education in America, a single Provincial education agency, responsible for broad policy-making function.

(2) Subject to necessary legal safeguards and checks and balances, the American practice of local control of public schools under a non-partisan and non-political, but enlightened, school board or school committee assisted by a professional educator, would be a useful substitute for the existing dual control of public education by the inspector and the local committee in Pakistan.

(3) In order to enable the local communities to provide efficient schools, as they are required to do by law, the method of financing capital outlay through the sale of school bonds should be introduced.

(4) With a view to keeping the public school curriculum adjusted to the needs of the changing society, adequate provision should be made for its constant study, revision and evaluation at all levels -- national, provisional, and local.

(5) Dual control of teacher education by the Department of Education and the affiliating University should be replaced, and a single controlling agency, namely, the Provincial Board

of Education, assisted by an advisory body of teacher education program, should assume complete responsibility for the program.

(6) The practice of maintaining and multiplying separate training institutes for preparing teachers of different categories should be discontinued in favor of a single type of institution capable of training all certified school personnel.

Financial aspects of private education in the United States, Canada, and India were studied in 1962 by a missionary student from India who analyzed the problems of financing public schools in these three countries and suggested several possible solutions.⁸ He also deals with the problems of financing private education in these three countries and makes some suggestions, especially intended for missionary schools in India.

Kurialacherry explains the nature of private and public governing bodies in government and non-government schools, and their financial problems in India. This study shows how the secondary schools in India (both private and public) solve their financial problems. It also suggests that the state government should give more state financial aid to the schools in order to improve the quality of education.

⁸Anthony Kurialacherry, "Financing Private Education in Certain Democratic countries in the United States, Canada, and India." (unpublished Ph.D. dissertation, Loyola University, 1962).

The studies cited above will certainly help to understand this dissertation better, but the writer of this dissertation would like to draw special attention to the study made by Haq (cited above) who compares the organization, curricula, and teacher education programs in Gulf Coast, Texas and Pakistan.

The organizational aspects of this study are important because Haq discusses the relation of secondary schools in Pakistan with the district school boards and the State Department of Education. He criticizes the prevailing secondary educational pattern in Pakistan and suggests to adopt the American pattern of local control, with proper checks and balances, for Pakistan. As the patterns of organization of secondary education in Pakistan and India are, to a great extent, similar, the writer of this dissertation has cited some of the important findings of Haq's study so that the relations of the Jeevan Sadhana School and that of the Bethany public school with the local school board, the State Department of Education, could be properly grasped.

CHAPTER III

THE EDUCATIONAL ORGANIZATION IN INDIA AND THE UNITED STATES

The purpose of this chapter is to present a short background of Indian and American education, in order to develop a better understanding of this study in its broad perspective.

Organization of Indian Education

The responsibility for education in India is shared by both the central and the state government. The constitution of India is very clear on the question of free and compulsory education in independent India. It specifically states that the "states shall endeavour to provide within a period of ten years from the commencement of this constitution, free and compulsory education for all children until they complete the age of fourteen years."⁹

According to the Indian Constitution the expression "State" also includes the central government of India. The central government has delegated the responsibility for primary and secondary education to the states. However, the

⁹Government of India, The Constitution of India (Manager of publications, Delhi, 1951), p. 21.

central government has a direct responsibility in the areas of higher education and research, in scientific and technical education, and the constitution states that "the central government is responsible for coordination and determination of standards in the institutions of higher education and research, scientific and technical institutes."¹⁰ This does not mean that the central government has not taken any interest in primary or secondary education. Since 1890, the central government has appointed a number of committees and commissions to clarify the role of primary, secondary and higher education in India. The central government is also assisted by the Central Advisory Board of Education. This body advises the government on vital issues in education. (See Appendix A).

In the field of higher education, the government of India is responsible for the maintenance of the four centrally-administered universities. In order to coordinate and maintain higher education, the central government appointed the University Grants Commission in 1954. It is an autonomous body.¹¹

India's present educational system is a combination of state and central government control. Each of the fourteen states of India controls all education within its borders, except technical and university education, which is controlled

¹⁰Ibid., p. 242.

¹¹S. C. Sarkar, The Hindustan Year-book, (ed. Calcutta, 1964), p. 263.

by the Central Ministry of Education.¹²

State Education

Each state in India is responsible for making provision for primary, secondary and higher education. The central government assists the states by giving them generous grants and subsidies for special projects. It is, however, the direct responsibility of the state to make provision for primary education. The responsibility for secondary education is shared by the state and local and private bodies. The seventh schedule on the Indian constitution, while commenting on the list of state responsibilities, clearly states, "education, including universities, subject to the provision of entries sixty-three, sixty-four, sixty-five, and sixty-six of list I, and entry twenty-five of list III, is the responsibility of the state government."¹³

The administrative pattern of the organization of education in the state of Gujarat does not differ significantly from that in other states. (See Appendix B).

At present, the Ministry of Education is directed by the Education Minister, who is a member of the state cabinet. He is elected by the people.

The State Department of Education functions under the direct control of the Minister of Education, who controls the

¹²A. H. Moehlman, Comparative Educational Systems (Washington, D.C.: The Center for applied research in education, Inc., 1963), p. 55.

¹³The Constitution of India, Op. cit., p. 246.

educational policy and directs its execution. He is assisted by a secretary, at the secretariat level, and by a Director of Education who is chief executive of the State Department of Education. He is a government employee. Some of the states have a Secondary Education Advisory Committee to help the state government on educational matters.

The State Department of Education sets up the procedure for recognizing the schools, awards grants to private institutions; and fixes rules regarding the administration of schools. It also prescribes courses and selects textbooks for all standards (grades), except the matriculation (eleventh) grade. These recognized schools are inspected yearly. The educational officer who inspects these schools is called the Educational Inspector. He is the State Government Gazetted Officer.

The Local Schools

Although primary education in India is the direct responsibility of the state governments, in a majority of the states it is the local board who supports and manages its own primary schools.

Secondary education is also, to a great extent under the control of the state government, but here too, in actual practice, the responsibility lies mainly with private bodies and district boards.

The following table lists the various levels of gov-

erning bodies of secondary education in India.

Table 2

Secondary Schools and their Governing Bodies
in India, 1956-1957¹⁴

Management	Number	Percentage
Government	6,967	19.2
District Boards	11,128	30.7
Municipal Boards	1,241	3.4
Private Bodies		
Aided	12,876	35.5
Unaided	4,079	11.2

There are two types of private bodies which separate secondary schools--aided and unaided. Approximately fifty-five per cent of these private bodies do not receive financial help.

Table 3 lists, by agency, the various levels of secondary education management in Gujarat state. It will be clear from this table that the secondary schools controlled by private boards are the largest group in Gujarat State.

A body, generally known as the school management, is formed to administer the aided or unaided secondary school. The management is registered with the state government. It is in charge of the school finances and in general has control of the school. The principal, who is the executive head

¹⁴S. N. Mukerji, Administration of education in India, (Baroda: India, Acharya Book Depot, 1962), p. 204.

Table 3

The Number of Secondary Schools and Their
Controlling Agencies in Gujarat State¹⁵

No.	Controlling Agency	Number
1	Centrally Administered	1
2	State Government Controlled	121
3	District Board Controlled	20
4	Municipal Board Controlled	65
5	Private-aided Board Controlled	876
6	Private Unaided Board Controlled	16
TOTAL		1099

of the school, is appointed by the school management. If the school management meets all the educational and financial requirements laid down by the state government, the school is recognized by the state and is eligible for financial help. The management is responsible for maintaining the quality of education in its school. If the management fails to do so, state recognition of the school is withdrawn.

Education in the United States

The United States has fifty state systems of education. There is no such thing as a national system of education in this country. The Constitution of the United States does not

¹⁵Adapted from the Government of Gujarat: Annual Administrative Report, 1960-61, (Ahmeadbab: Government Central Press, 1963), p. 5.

provide for national education.¹⁶

The Tenth Amendment to the United States Constitution fixes the responsibility of education on the individual states. It says, "the powers not delegated to the United States by the Constitution nor prohibited to the states, are reserved to the states respectively or to the people."¹⁷ The provisions of the Tenth Amendment are reflected in a national tradition which opposes a highly centralized form of government.

It follows, therefore, that the federal government has no authority to structure public education or to control its operation in a direct manner. Stated positively, public education is reserved to the "individual states." It is a state function, and the fact has repeatedly been upheld by the courts of the land.¹⁸

This does not mean that the federal government has not demonstrated interest in public education. Far from it. Although the role of the federal government in education is still controversial, its concern for public education can be traced back to federal land grants which began in the early

¹⁶Emery Stoops and M. L. Rafferty, Jr., Practices and Trends in the School Administration (New York: Ginn and Co., 1961), p. 17.

¹⁷Edgar L. Morphet and others, Educational Administration: Concepts, Practices and Issues (New Jersey: Prentice-Hall, 1959), p. 169.

¹⁸Stephen J. Knezevich, Administration of Public Education (New York: 1962), p. 23.

nineteenth century.

The Morrill Act of 1862 signaled a shift in the federal policy. These land grants were conditional. The federal government helped schools directly when the Smith-Hughes Act for vocation was passed in 1917. Similarly, the National Youth Administration and Civilian Conservation Corps had a profound impact on education during the days of the depression.

The federal agency concerned with education is the United States Office of Education. It is headed by the Commissioner of Education who is appointed by the President and approved by the United States Senate.

The United States Office of Education is mainly concerned with "the promoting the cause of education." It disseminates statistics and information, publishes research findings, sponsors studies, arranges conferences, and prepares survey reports. It also administers grant funds, as stipulated by the Congress.

The State Level

It is the legal responsibility of the state to provide education for the people. Since the Massachusetts Act of 1642, state government has been entrusted with the responsibility of the education of the people.

At present, forty-six out of fifty states have state boards of education, which are concerned with public elementary and secondary education, as well as with vocational edu-

cation.¹⁹

The board of education is headed by the state superintendent, who is the chief executive officer. He is, in most states, appointed by the state board of education. He is responsible for executing the educational policy of the state.

The state board of education considers the needs of education in the state, formulates policies, and adopts the necessary rules and regulations to fulfill the responsibilities assigned to it by the constitution and the statutes of the state.

The state department of education has a three-fold function as follows:

(1) Regulations: It must maintain minimum educational progress in the schools. This includes enforcement of minimum standards in education. It must ensure that the schools follow certain rules with regard to school personnel, child accounting, finance, school plant, administration, etc.

(2) Administration: The state also operates such educational services as adult educational classes, trade classes, teacher placement, teacher retirement, legal advice, worker's education, etc.

(3) Leadership: This is the most important function of the state department of education. One well-known authority on school administration remarks, "Here lies the breath and life

¹⁹Stephen J. Knezevich, Ibid., p. 170.

of the department of education."²⁰

The Local Schools

Though public education is a state function, its execution has been delegated to local school districts. A local district in the United States is the creation of the state legislature. As a civil subdivision of the state, it was developed to fulfill the state function of education. The power of the legislature to create, alter or abolish the local school districts is restricted only by constitutional limitations--if such exist at all.²¹

The local school districts are called quasi-municipal corporations and are in a position to hold and convey, to sue and be sued, and to act as a person. The officers are not personally responsible for corporate acts. A school district (as a quasi-municipal corporation) and a city (as a municipal corporation) are separate and distinct entities,, even though their boundaries may be exactly the same.²² The city officials have no authority over the school district.

There were one hundred and two thousand school districts in the United States in 1940. In 1960, their number was reduced to thirty-five thousand.²³

²⁰Lee M. Thurston and William H. Roe, State School Administration (New York: Harper and Brothers, 1957), p. 82.

²¹Stephen J. Knezevich, Op. Cit., p. 122.

²²Ibid., p. 126.

The most important function of the school district is to provide educational opportunities to resident pupils. The local school districts fulfill their legal responsibilities through the district school superintendent. The members of the local school board are generally elected by the legal registered voters of the district. The school board is a policy-making body. The policy of the school board is executed by the school superintendent, who is its chief executive officer. He is hired or fired by the local school board. He advises the school board on all educational and financial matters of the schools.

It will be clear to the reader of this dissertation that education, according to the Constitutions of India and the United States, is a state responsibility, although the central government in both the countries participates in some areas such as research and technical education.

Similarly, education is compulsory up to a certain age in India and the United States. Although there is a Ministry of Education at the central and the state level in India (there is no such ministry in the United States), there is a separate administrative machinery in both the countries to inspect the quality of education in the state.

However, the differences in the organizational patterns at the local district level in India and the United States are significant and fundamental. This will be shown in the concluding chapter.

CHAPTER IV

THE BACKGROUND OF THE TWO SCHOOLS UNDER STUDY

This chapter presents a comprehensive description of each of the two schools under study in its individual setting so that a lucid comparison may be made.

Jeevan Sadhana High School of Baroda (India)

Jeevan Sadhana High School is a public management school founded in 1956. A management school is defined as one registered and recognized by the government, but maintained and operated by a private body. It is eligible for financial grants from the government.

This school was organized to provide a new type of education in the City of Baroda. It is a child-centered school, run by teachers, so far as its educational program is concerned.²⁴

The Composition of the Jeevan Sadhana Management

The structure of the Jeevan Sadhana management is, in fact, unique. The management of the Jeevan Sadhana management

²⁴Jeevan Sadhana Booklet (Baroda: Jeevan Sadhana publication, 1956), p. 7.

is licensed by the government and is responsible to the State Department of Education for fulfilling the education requirements set by the state.

The Management of the Jeevan Sadhana School is composed of donor-members and founder-members. They form the general body. The number of the founder-members is constant while that of the donor-members may change every year. An individual becomes eligible for membership in the school management upon payment of a prescribed donation. The membership of the management is permanent.

The executive committee of the school management is composed of twenty-two members who are elected from among the donor-members and the founder-members on the basis of proportionate representation. It is responsible for the finance and general control of the school.

The meetings of the executive committee are held twice every six months and are not open to the public. The president and the secretary of the executive committee are elected from among the membership of the executive committee. The executive committee appoints one well-known educator to the education committee which is responsible for the education program of the entire school. The president of the executive committee works as the coordinator of the executive committee and the education committee.

The Education Committee

The education committee is unusual in the sense that

it exists solely for the purpose of framing and carrying out the educational policy of the school. (See note below). The education committee has been empowered by the executive committee of the Jeevan Sadhana management to:

- (1) Prepare and carry out the educational policy of the entire school
- (2) Hire and fire the teachers of the school.

The education committee is composed of the following members: One representative of the school teachers, elected by them; the five founder-members of the school; a well-known educator of the state appointed by the executive committee of the school management; and the president of the executive committee.

It is quite clear that a line of demarcation between the executive committee and the educational committee regarding their functions has been clearly drawn.

School Organizational Pattern

Enrollment at Jeevan Sadhana, at present, consists of nearly five hundred boys and girls, and there are twenty-two teachers on the staff. The school is made up of three units: the pre-primary, the elementary, and the secondary sections. According to the report of the Educational Inspector of the Baroda District, the junior and the senior high school, including grades five to eleven, had an enrollment of two hundred

Note: The writer of this dissertation is one of the founder-members of the school. He is also the principal of the school.

and ninety-five boys and girls.²⁵

The School Management

A brief background of the composition of the Jeevan Sadhana management has already been covered in the third chapter.

A body of members generally known as the management (private or public) is formed to run the school. It is registered with the state government. It is in charge of the general financial control of the school. It is recognized by the state government through the department of education as an institution for education. The department of education defines the management as "an Association of a Body or a Board or a Committee, or in the case of Government institutions, the Government Department, or in the case of Institutions, managed by local bodies, District Panchyat or a Municipality and which has general and/or financial control over the institutions."²⁶

The Community

Jeevan Sadhana School is situated in the heart of the city of Baroda, which is an industrial city with a population of 350,000. There are thirty-five secondary schools in the

²⁵The Educational Inspector's Report (Baroda: Department of Education, 1961-62), p. 2.

²⁶Government of Gujarat, Grant-In-Aid Code (Ahmedabad: India, Government Central Press, 1964), p. 1.

city. The school is situated in a middle class locality. More than eighty per cent of the surrounding people have steady jobs. More than half of the parents of Jeevan Sadhana are employed in banks, offices, and business concerns.

Since Baroda is an industrial city, there are many workers living around the school. However, the number of workers' children enrolled in the school is not more than ten per cent. The number of students coming from the adjacent villages is negligible.

The school has been a community center since its inception. It has tried to influence the surrounding community and has created an educational atmosphere there. Reminding the surrounding community of its responsibility, the school bulletin comments, "We believe that the community has to carry more responsibility for the education of its members than the school."²⁷

The majority of the children belong to the Hindu religion. There are also boys and girls from Christian and Islam religions. The percentage of these, however, is very low. As explained earlier, no religious teaching is permitted by the Indian Constitution in Government aided schools.

The Educational Program

In Jeevan Sadhana school, the educational program is considered the joint responsibility of the principal and the

²⁷The Sadhana Quarterly Bulletin (Baroda: Jeevan Sadhana PTA publication, April, 1962), p. 2.

teachers. The planning of the educational program takes place in the teachers' meetings, which are attended by the principal, the teachers, the students and other instructors. The school program is thoroughly discussed in the meetings. Suggestions by teachers are considered. The students are also allowed to make suggestions in the areas of extra-curricular activities and general school discipline.

The president of the Parents Teachers Association is also invited to participate and to make suggestions at the teachers' meeting which concerns itself with the educational program of the entire school. In this sense, the procedures of planning are democratic. When discussion and planning are finished and the decisions made, it is the responsibility of the principal to implement them. The principal has a right to disagree, when problems in education are being discussed in the meeting. He may veto or suggest an alternative to certain decisions, for administrative reasons, explaining the nature of whatever technical difficulties involved. Discussion during the meeting is free and frank.

The primary considerations in the preparation of the educational program are the needs of the school children, the directives of the Jeevan Sadhana management, and the educational requirements of the State Department of Education.

The members of the school faculty actively participate in the planning process and contribute to it substantially.

The school has undertaken many educational projects and has successfully carried them out. Jeevan Sadhana is not addicted to obsolete subject matter and rote memorization. Its educational policies are determined by a faculty board, and it takes pride in its readiness to experiment in the new areas of education.²⁸

The medium of instruction in this school is Gujarati, which is also the regional language of the state. It is compulsory in all the elementary schools, even where the medium of instruction is other than Gujarati.

Course Offered

Jeevan Sadhana School is composed of grades five through eleven. After passing the eleventh grade, the student may enter a college. There is an external examination at the end of the eleventh grade, which each student must pass in order to complete his high school education. This examination is administered by a separate board known as the Secondary School Certificate Examination Board (S.S.C.Board).

There is no twelfth grade in the Gujarat State. High School consists of seven years of education.

Most parts of Gujarat State grades five through seven are treated as parts of the elementary school. However, in Jeevan Sadhana School, grades five through seven are incorporated into the secondary school. Since education in India

²⁸Root of Change (N. P. a Ford Foundation publications, 1962), p. 39.

is free and compulsory up to the age of fourteen, according to the Indian Constitution, seven years of education is available at any elementary school in the city.²⁹

Crafts are compulsory in all elementary schools in India. The Department of Education, influenced by the ideas of Mahatma Gandhi, is extremely sensitive on this matter. In addition to one craft, the student also learns elementary mathematics, basic general science, social studies, and one of the fine arts. The regional language, and Hindi, the national language, are compulsory. Physical education is compulsory in all schools in Gujarat. According to rules of the State Department of Education, English may not be taught until the eighth grade, unless it is taught outside of school hours, in which case the approval of the Education Inspector is required. In Gujarat, English begins in the eighth grade, but in most states it begins in the fifth grade.

At Jeevan Sadhana School, the courses in grades eight through ten do not differ much from those offered at the lower level, except for English and Sanskrit. Such subjects as general science, mathematics and social studies are taught in more detail. Vocational education and guidance are also introduced, but only on a theoretical level. There are no trained personnel in these areas. If the students wish to pursue a vocational education, they can only do so at tech-

²⁹Government of India, The Constitution of India (Delhi, India: Manager of Publications, 1949), p. 20.

nical schools or multi-purpose schools. There are only thirty-eight technical schools and one hundred and two multi-purpose schools in Gujarat.³⁰ Regarding this matter, the constitution of the Jeevan Sadhana says, "The school will adopt vocational courses to meet the educational needs of the students."³¹ But as yet, this has not been done. The same is true of the guidance program. The importance of guidance has been recently recognized in India, and a beginning has been made in this direction. Some states now have their own guidance bureaus, and a number of universities are providing guidance courses. A few bureaus have also organized short-term and long-term courses for career masters.³² The Secondary Education Commission has laid great stress on this aspect of education: "Educational guidance should receive much greater attention on the part of educational authorities."³³

The State Department of Education requires all schools to offer guidance instruction in the tenth grade. In practice, this instruction consists of a single period of one hour duration, at which time the teacher simply lectures to students

³⁰Government of Gujarat, Third Report of the Estimates Committee (Ahmedabad: Government Central Press, 1963), p. 10.

³¹Constitution of Jeevan Sadhana Management (Jeevan Sadhana, Huzurat Paga, Baroda, India, 1956), p. 2.

³²S. N. Mukerjee, An Introduction to Indian Education (Baroda: Acharya Book Depot, 1958), p. 56.

³³Government of India, Secondary Education Commission Report (New Delhi: Manager of publications, 1953), p. 143.

about vocational guidance. He is not trained in counseling and guidance materials are not made available to him.

Briefly, it can be said that the vocational and guidance services are academic and hardly satisfactory.

Secondary School Certificate Examination Board (S.S.C.Board)

There is no accrediting agency (such as the North Central Association in the United States) in India. There is, however, a special agency known as the Secondary School Certificate Examination Board, a statutory body, which prescribes the eleventh grade courses and examines the students of the eleventh grade at the end of each year in the Gujarat state. It consists of representatives of universities, nominated members from among head-masters, head-mistresses and secondary teachers of recognized high schools, principals of secondary colleges, persons who have had experience with higher or secondary education, and ex-officio members. The board has its headquarters at Baroda.

Secondary School Certificate Courses

There are ninety-three courses offered by the board to the students of the eleventh grade.³⁴ No school can offer all of them. The courses in a school's curriculum are determined by the needs, capacities and interests of the school. It is

³⁴Subjects and courses for the Secondary School Certificate Examinations, and courses of study and textbooks for the examinations of March 1963-1965 (Baroda: Gujarat Secondary School Certificate Examination Board, 1962), p. 152.

very likely that a small school, situated in a village in Gujarat, may not be able to offer very many of the courses prescribed by the Secondary School Certificate Board. It is difficult to obtain trained teachers, laboratory equipment and other facilities in a village. No teachers like to go to a village for a job. They prefer employment in a city, where they can earn more money and enjoy the comforts of urban life. Schools, whether in the villages or the cities, are inclined to adopt only the required courses prescribed by the Secondary School Certificate Examination Board.

Some of the highlights of the Secondary School Certificate Examination Board courses are as follows:

- (1) English is compulsory for students who want to continue their education at the higher educational institutions.
- (2) The national language of India (Hindi) is compulsory at this examination.
- (3) The students' mother-tongue (Gujarati) is compulsory.
- (4) General mathematics, general science or social studies are offered at both advanced and elementary levels. For instance, instead of taking general mathematics or general science, the student can choose algebra, geometry, or physics, chemistry or biology, history, geography or civics.
- (5) A number of technical and vocational courses are offered, which a student may or may not take for his examination. These are optional.

Table 4

The Number of Students Eligible for the Secondary
School Certificate Examination Held in
1960-61 in the State of Gujarat³⁵

	Number eligible for examination			Number passed		
	Public	Private	Total	Public	Private	Total
March 1961						
Boys	40878	2356	43234	19709	230	19939
Girls	10905	938	11843	5469	141	5610
Total	51783	3294	55077	25178	371	25549

Other Requirements

The principal must certify that the candidate for the secondary school examination has completed the required courses and that he has attended the school for the required number of days.

It is also important to note that different universities and colleges have different course requirements for admission. These requirements are enumerated in their bulletins. Each faculty has its own requirements. In 1961-62, thirty-three students at Jeevan Sadhana School were eligible for the Secondary School Certificate Examination. Of the thirty-three, twenty-one passed, or 63.66 per cent.³⁶

³⁵Government of Gujarat, Annual Report (Ahmedabad: Government Central press, 1963), p. 62.

³⁶The Educational Inspector's Report, 1961-62. Op. cit., p. 6.

The Internal Organization

It is not possible here to deal with all the aspects of internal organization. Therefore, a few selected aspects of the two schools under study will be dealt with.

The Staff

More than ninety per cent of the staff of the Jeevan Sadhana school is trained and experienced.³⁷ According to the rules of the State Department of Education, all teachers must obtain their training certificate within a period of five years. An untrained teacher is likely to be removed from service if he does not have his certificate at the end of this period.³⁸ Staff members are paid according to the pay scales established by the state government. They also receive fringe benefits. Any school can offer more but not less money than the prescribed salary. The additional amount cannot be used as a claim against funds.

There are three types of teachers: permanent, temporary, and probationary.

A teacher can be removed or relieved from his job after one month's notice or receipt of one month's pay, in the case of a permanent teacher.

In cases of insubordination, neglect of duties or misconduct of a serious nature, a permanent employee may be dis-

³⁷Ibid., p. 2.

³⁸Grant-in-aid code, Op. cit., p. 24.

missed from service, degraded, reduced in service, or punished in some other way, without notice or compensation, after a regular inquiry is held by a properly constituted inquiry committee.³⁹ However, the accused has a right to appeal. There is a separate machinery for this purpose.

In Gujarat, a full-time teacher is required to teach a minimum of twenty-one hours per week. All work shown on the schedule should be included in the period of twenty-one hours of work. He may utilize the remaining time for co-curricular activities, correction and other such work.⁴⁰

On Jeevan Sadhana's education committee, there is one representative elected by the teachers in the school. He votes with the committee and is influential in the decisions of the Educational Committee. In addition, he participates in the hiring and firing of teachers.

There are five teacher-founder members on the educational committee. Each member serves as a principal of the school for a period of three years and thereby gains valuable administrative experience.

Unfortunately, this scheme of "principalship by rotation" was not accepted and approved by the State Department of Education. It suffered a serious set-back.

The teachers also participate in the inservice pro-

³⁹Ibid., p. 27.

⁴⁰Ibid., p. 33.

gram arranged by the extension service of the Faculty of Education and Psychology of the Maharaja Sayajirao University of Baroda.

The Examination System

The examination system in India is quite different from that which is found in America. In Indian schools, the students are examined four times a year, but it is the final or annual examination that seals the fate of the examinee, irrespective of his performance on the first three examinations. In most of the examinations, the students are required to answer essay-type questions, sometimes quite lengthy. If the student does not have command of the language in which the exam is given, as sometimes happens, he suffers heavily.

This type of examination system suffered severe criticism at the hands of various educational commissioners in India.

In 1902, the Indian Universities Commission remarked, "The greatest evil from which education in India is suffering is that teaching is subordinated to examination and not examination to teaching."⁴¹ Similarly, the University Educational Commission in 1949 felt that if they had to suggest one single reform in education, it should be that of examinations. The Secondary Education Commission, in its 1953

⁴¹Quoted in S. N. Mukerji, Secondary School Administration (Acharya Book Depot, Baroda, 1959), p. 179.

report, also criticized this aspect of education. Mr. K. A. Saiyidain, Union Educational Secretary, has stated that there could be no improvement in the general standard of education, unless the examination system was changed.⁴²

Jeevan Sadhana was aware from the beginning of this problem. In 1957 the school submitted a new type of examination system to the Department of Education for approval. The scheme was approved and accepted by the State Department of Education.

According to this new scheme, the final examination is to be weighted only fifty per cent. The remaining fifty per cent is divided in the preceding three examinations known as Terminal and Mid-Terminal and Second Mid-Terminal examinations. The student's class attendance, his homework, lab work and extra-class activities, together with the opinion of his teachers, are also considered as criteria for the promotion of the students.

In addition to this, summer classes are conducted for those students who were promoted to higher grades on a conditional basis. At the conclusion of summer classes, students are re-examined in the failed subject. If they pass the re-examination, they are allowed to enter the next grade and thereby save a full year.

For 1960-61, the school received a grant of Rs. 600 from the Central government to be used for the eighth grade

⁴²Times of India, Bombay, April 5, 1957, p. 1.

examination system, and another in 1961 for a similar reform on the ninth grade level.⁴³

It is not within the power of the school to change the examination system at the Secondary School Certificate level (11th grade). All eleventh grade students, therefore, must take the public final examination required by the secondary school certificate examination board. The students are judged solely by the academic (examination results) work, and other contributions are not considered at all.

Financial Aspect

Accredited schools in the Gujarat State receive financial help from the State Government if they agree to follow the regulations laid down in the grant-in-aid code of Gujarat State. The recognized Educational Institutions are eligible for the following types of grants, which may be paid at the direction of the sanctioning authority:

- (1) Maintenance grant
- (2) Equipment grant
- (3) Building grant
- (4) Such other grants as may be sanctioned by the Director from time to time.⁴⁴ (See Appendix C.)

Schools in urban areas are entitled to forty-five per cent of the grant on their expenditure; schools in rural areas

⁴³Five Years of Jeevan Sadhana (Baroda: Jeevan Sadhana publication, 1961), p. 17.

⁴⁴Grant-In-Aid Code, Op. Cit., p. 42.

are entitled to fifty per cent of the grant on their expenditure. The girls' schools in rural areas receive fifty per cent grant on their expenditure.⁴⁵

The schools, very often beset with fiscal problems, find it extremely difficult to make both ends meet. Money not covered by grants must be raised by the school management in the form of donations, endowments, or grants from other trusts. By 1961, the Jeevan Sadhana management had collected Rs. 57,595 to meet the deficit budget of the school. The four founder-teachers had contributed nearly Rs. 7000 from their salaries.⁴⁶

Fees are another source of school finance. Every secondary school in Gujarat State charges monthly fees and term fees, subject to certain restrictions specified by the Education Department. Table 5 shows the rates of tuition fees for the lowest (Standard five) and the highest (Standard eleven), which are prescribed for different areas of the state. The fee rates may be gradually increased from standard to standard.⁴⁷

Textbooks

The schools are limited to the use of the textbooks prescribed by the State Department of Education. The list

⁴⁵Ibid., p. 43.

⁴⁶Five Years of Jeevan Sadhana, Op. cit., p. 18.

⁴⁷Grant-In-Aid Code, Op. cit., p. 17.

Table 5

Tuition Rates in Secondary Schools
in Gujarat State

	Lowest Class	Highest Class
(1) Ahmedabad City	Rs. 5 (p.m.) (\$1.05 approx.)	Rs. 8 (p.m.) (\$1.63 approx.)
(2) All towns with a population of more than a Lakh (A Lakh means 100,000)	Rs. 4 (p.m.) (.84 approx.)	Rs. 7 (p.m.) (\$1.42 approx.)
(3) All other areas	Rs. 3 (p.m.) (.63 approx.)	Rs. 6 (p.m.) (\$1.21 approx.)

of prescribed textbooks is sent to each school at the beginning of the academic year, and from this list the school must select the year's texts. No school shall employ school time to teach any subject not prescribed by the Department.⁴⁸ The school textbooks, once introduced, shall not be changed before the expiration of at least three years, without previous permission of the Director.⁴⁹

School Time and Holidays

Five days a week, school meets for six hours a day. On Saturday, the schools may meet from two to three hours with due provision of recess, or if they so desire, they may

⁴⁸Ibid., p. 15.

⁴⁹Ibid., p. 15.

distribute the Saturday schedule throughout a five day week.⁵⁰

The maximum number of holidays, including vacation, should in no case exceed 85. This number does not include half-holidays and Sundays in the school term.⁵¹

The Jeevan Sadhana school meets from 10:45 a.m. to 5:15 p.m., Monday through Friday, and on Saturday in the morning from 7:10 to 11:00 a.m.

Rules of Admission

Jeevan Sadhana School is open for all. According to the regulations of the Education Department, the principal can admit as many as forty-four students to each class. However, each class is usually less than the maximum allowed. According to the admission policy of the management, preference is given to the children of the donors of the management.

Library

The Secondary Education Commission insists that the school library be spacious, well ventilated and the most attractive room in the entire building, and that books should be easily accessible and systematically cataloged.⁵²

The Jeevan Sadhana School has a good library, but there is no one trained as a librarian to manage it. This is true

⁵⁰Ibid., p. 22.

⁵¹Ibid., p. 21.

⁵²Quoted in T. N. Siqueria, Teaching in Indian Cities (Oxford University Press, 1960), p. 124.

of most of the school libraries in the city.

In 1961-1963 Jeevan Sadhana had 553 books in the teachers' section, 1293 books in the students' section, and an additional 380 books in the reference and pedagogy sections, a total of 2226 books.⁵³

Considering the limitations of its financial resources, the school has done quite well in accumulating books for its library.

The students are encouraged to use the books in the library and to take notes from them for later reference.

The Student Activities

A number of extra-curricular activities are conducted by the school. There are two one hour periods a week specially reserved for them. The student is presented with a list of activities, from which he is requested to select at least two, in which he must participate. His participation and contributions are evaluated by the teachers in charge of these activities. It is sometimes necessary for the school to assign students to one or another of these activities, but in such cases, the faculty attempts to adjust the assignment to the student's individual inclinations.

It is not possible to list all the activities conducted by the school, but the following are some of the key activities undertaken there.

⁵³The Educational Inspector's Report, Op. cit., 1961-62, p. 4.

(a) Newsletter. The school puts out a newsletter entitled "Sadhana," published every week by an editorial staff selected by the students themselves. The staff changes every month. In addition, each class is allowed to publish its own handwritten bulletins, and elects its own editorial staff. The language teacher generally assists the students in the publication of newsletters. The students have produced some excellent issues on special occasions. When India celebrated the centenary of the 1857 war of independence, the school published a special newsletter to commemorate the occasion. It also arranged an educational exhibition in Baroda on this occasion.

(b) Debating. The school has won several prizes in the inter-school debating competitions. Debating is looked upon as one of the most important activities in the school. Once a month a debate is held for the entire student body. In addition to this, each class is also allowed to organize debates on special topics which will contribute to the students' knowledge of a particular topic.

There are also extempore debates in which the students are asked to make a short impromptu speech. Five subjects are chosen by the teacher and assigned at random.

(c) Lectures. Prominent authors and leading politicians are often invited to the school to lecture on some aspect of their professions. Some of the Gujarati authors have come to the school to teach lessons based on their own writings

and included in the school textbooks.

(d) Athletics. In athletics, the school makes use of western and Indian games. Games like cricket, throw ball for girls, and hockey are extremely popular with the students. But it is the Indian games such as Kho-Kho, Hututu, Langadi, relay races and others that dominate the athletic program. The students have won many trophies and prizes in the national, state, and local competitions.

(e) Drama and Dance. Drama and dance are also undertaken as a part of the extra-curricular program. One teacher, trained in this field, is in charge of the program. By 1963, the school children had staged more than fifteen plays and three dramas to raise money for the school building funds.

The Student Council

The idea of student self-government is not a new concept. In Plato's Academy and Aristotle's Lyceum, student scholars were elected for the improvement of government of the school.

Students of Jeevan Sadhana can participate in the administration of the school through the "school council" and gain valuable experience thereby. One writer describes the idea of "student council" as follows: A school council is an organization of pupils elected by the pupils to represent them and to speak for them in many activities of the school.⁵⁴

⁵⁴P. B. Jacobson, The Effective School Principal in Elementary and Secondary Schools (New York: Prentice-Hall, 1954), p. 213.

The Jeevan Sadhana school accepts the philosophy of student government. However, the most valuable council is the "vidayarathi sabha," because it most effectively engages the interest and participation of the students.

The function of this body is to help the administrator to enforce student discipline, and it is to the credit of this body that the school did not have any serious discipline problems during the hectic days of demand for a separate state of Gujarat. The students showed remarkable restraint in maintaining school discipline, when other schools in the city were stoned and closed down. This school functioned normally during those stormy days of 1958.

The student council, the teachers, and the principal have worked in close cooperation throughout these years, and no student, to this date, has been expelled from the Jeevan Sadhana School for improper conduct. In the opinion of the writer, the close contact between students and faculty has been highly instrumental in maintaining school discipline.

State and Education

It is essential at this point to familiarize the reader with the educational administration in India in order to describe the relationship that exists between the school and the State Department of Education. Academic education is primarily a state responsibility in India. The central government is concerned mainly with the promotion of research and technical education.

Pattern of Educational Administration

The structure of educational administration in the state of Gujarat does not differ much from that in other states of India. (See Appendix B).

At present, the head of the State Education Ministry is the Minister of Education, who is a member of the state cabinet. He is assisted by a secretary, deputy secretary, and three under secretaries, whose offices are situated in the state secretariat at Ahmedabad.

The Director of Education is the chief executive officer of the state. He is a government employee. Among the other state level officers who work for the Director of Education, there are state inspectors of various branches of education, including branches such as physical education, audio-visual education, drawing and craft, and commerce. There is a separate inspector for girls' education in the state. There is also a Bureau of Vocational Guidance at the state level.⁵⁵

State Department of Education

Every state in India has a Department of Education. Its primary functions are regulation, operation, and direction.⁵⁶ It develops standards and regulations, examines and

⁵⁵M. M. Shukla, "Gujarat Administration of Education in India", (ed. S. N. Mukerji, Acharya Book Depot, 1963), p. 362.

⁵⁶S. N. Mukerji, Administration of education in India (Acharya Book Depot, 1963), p. 78.

inspects the quality of education, and investigates matters concerning compliance procedures with standard. It also operates schools and colleges, but its most important function is educational leadership.

Secondary education is under the direct control of the state. The Department of Education lays down conditions for the accreditation of schools. (See Appendix D.) It fixes rules regarding administration of schools, (for example, the grant-in-aid code of Gujarat State), awards grants to private institutions, prescribes courses of study, and adopts textbooks for all grades except the eleventh.

The schools are inspected once or twice a year by the Educational Inspector of the district. He is a state government servant. The administrative duties of the education inspector generally fall into the following categories: executive - visiting schools to determine that the school laws and regulations are being followed, and to investigate the distribution of state grants; advisory - advising his assistants and the managements of schools; integrating - attending activities of various state boards and coalescing the various educational elements within their jurisdiction; statistical - compiling data on the schools under his jurisdiction; and departmental - overseeing appointments, transfers, leaves, promotions, and disciplinary measures affecting teachers and government clerks.⁵⁷

⁵⁷S. N. Mukerji, Secondary School Administration, Op. cit., p. 53.

Relationship with Secondary Education

The inspector visits a secondary school, generally once a year. The visit lasts for one or two days. During his visit, he ascertains that the school registers are well-kept, that the school accounts are in order, that the school has an adequate staff, building and equipment, and that the curricula and syllabi are adhered to. So far as private secondary schools are concerned, he checks on government grants to see that they are properly utilized and insures that the rights of teachers are properly safeguarded.⁵⁸

Concluding Remarks

It will be clear from the above that for the most part, the State Department of Education, through the system of State grants and accreditation, controls the secondary schools in the state of Gujarat.

Bethany Public School, Oklahoma City

The Background

Bethany Public School is situated on the northwest side of Oklahoma City, whose population is a little more than 300,000. The term "public school" requires explanation in order to avoid confusion. The term public school shall mean "any school conducted within the State of Oklahoma supported, wholly or partly, by public funds and operated under the

⁵⁸S. N. Mukerji, Ibid., p. 53.

authority and supervision of a legally constituted board or agency having authority and responsibility for any function of public education."⁵⁹

Bethany is a small town with a population of 16,000, but the population of the school district is about 5,000. More than ninety-seven per cent of the residents of the school district are Protestants. There are only twelve Roman Catholic families in the district.

Social and Economic Factors

Most of the families living in this school district belong to the middle class. Many of them are home-owners. Bethany Nazarene Teacher Preparing Institution is located in the district.

Most of the people in Bethany School District have steady jobs or own small businesses. Industry plays an insignificant part in the economy of the district.

The Structure of the School

There is a separate school board for the Bethany School District. (I-88) Laws of Oklahoma defines a school district as follows: "A school district is defined as any area or territory comprising a legal entity, whose sole purpose is that of providing free school education, whose boundary lines are a matter of public record, and the area of which

⁵⁹School Laws of Oklahoma, 1963 (Oklahoma City: State Superintendent of Public Instruction, Article XVII, Section 224, (2), p. 101.

records a complete tax unit."⁶⁰

The Board of Education of the Bethany School District is composed of five members chosen by the legal, registered voters of the school district. Not more than two members of the Board may reside in any one of the four wards in the district. One board position is filled every year. The term of office is five years.⁶¹

The powers and duties of the Board of Education are too many to enumerate fully, but the most important ones are as follows:

- (a) the making of contracts with teachers and others
- (b) formulating rules and regulations for the operation of the school
- (c) filling vacancies which occur in the membership of the board
- (d) appointing the election officials and fixing the polling places for school district elections.

The Board is the policy making agency of the school.⁶²

The meetings of the Bethany School Board are open to the public but the Board may request the public to withdraw when it wishes to confer in private. However, the minutes of all board meetings are made available, upon request, to any

⁶⁰School Laws of Oklahoma, 1963, Ibid., p. 18.

⁶¹Bethany School Board Policies, Oklahoma: Bethany Public Schools, 1962-63, p. 1.

⁶²Bethany School Board Policies, Ibid., p. 1.

legal newspaper in the country.

The Bethany School Board is a member of the State School Board Association.

The Organizational Pattern

The Bethany School District maintains one elementary school, one junior high, and one high school. Each school has a separate principal, all of whom are under the guidance of Mr. Leonard C. Harper, who is the Superintendent of the Bethany Public Schools.

At present, there are two hundred and thirty-two boys and two hundred and twenty-five girls in the junior and senior high schools, and there are four hundred and eighty-one boys and girls in the elementary school. According to the report of the division of instruction, the enrollment in 1964 in the elementary school was four hundred and eighty, in junior high two hundred and forty-one and in the secondary high school two hundred and fifty; there were 19.1 elementary school teachers, 7.85 junior high teachers, and 9.3 high school teachers.⁶³

There are no special privileges, except in a few instances, special provision is made for married students in Bethany Public Schools. They are enrolled on the same basis as other students.⁶⁴

⁶³Report for the Division of Instruction (Oklahoma City: Feb., 1964).

⁶⁴School Board Policies, Op. cit., p. 10.

Admission Rules

There are no special admission requirements at the Bethany Public Schools, other than those of the State Board of Education. The minimum age admission requirement is six years on or before November 1st, and the maximum is twenty-one, on or before September 21st. All students who fall within this age group are entitled to attend school free of charge in the district in which they reside, or in the district to which they have been legally transferred.⁶⁵ Students entering the Bethany Elementary or Secondary Schools from a non-accredited elementary or secondary school are given a standardized test, to determine the grade to which they will be assigned.⁶⁶

The Educational Program

The educational program of the entire district is the joint responsibility of the chief executive of the schools and the teachers, administrators and others.

According to the Bethany School Board policies, a sound educational policy reflects the following points:

(a) It fosters more than the accumulation of knowledge, development of skills, and improvement of understanding. It seeks to develop right attitudes, noble ideals, and proper perceptiveness.

⁶⁵Annual Bulletin for Elementary and Secondary Schools (Oklahoma City: Administrative's Handbook, July, 1963, Bulletin No. 113-K), p. 22.

⁶⁶School Board Policies, Op. cit., p. 22.

- (b) It provides students with opportunities to develop abilities, attitudes, interests and needs which help them to become worthy citizens.
- (c) It provides terminal courses in occupational training, as well as pre-college courses.
- (d) It provides learning experiences under the supervision of the school.
- (e) It solicits the opinions of the students, teachers, and others in the preparation of the curriculum.
- (f) A good educational program is flexible and receptive to constant re-evaluation.

Most of the above-mentioned requirements may be found in the policy statement of the Bethany School Board. For example, at one point, it states that "The purpose of the school in a democratic society is to develop an intelligent, responsible citizenry dedicated to the ideals of democracy and trained in its practices."⁶⁷ Again, it says, "All learning experiences which the school affords for the purposes of attaining its educational objectives constitutes the curriculum."⁶⁸ The annual bulletin issued by the State Department of Education lays great stress on the cooperative aspect of the educational program. The total program should be developed as a cooperative project, in which the administrators, teachers, supervisors, parents, pupils and the public parti-

⁶⁷Bethany School Board Policies, Op. cit., p. 2.

cipate, and to which each makes appropriate contributions.⁶⁹

It is evident that the educational program of the Bethany Public Schools was framed with all of the foregoing points in mind.

Courses Offered

The Bethany Public Schools are composed of three sections: the elementary school is composed of grades one through six; the junior high school of grades seven through nine, and the senior high of grades ten through twelve.

The teaching of sectarian or religious doctrines is forbidden in the State of Oklahoma.⁷⁰ However, the reading of the Holy Scriptures is permissible, and in the Bethany public schools the scriptures are read daily by the student council, but there are no accompanying comments or interpretations.

For the sake of comparison, the writer of this dissertation has undertaken to discuss the courses of fifth and sixth grades of the Bethany elementary schools (These two grades are a part of the secondary section of Jeevan Sadhana school of Baroda). The following courses are offered in fifth and sixth grades of Bethany elementary schools:

Fifth Grade

Arithmetic, social studies, geography, American History,

⁶⁹Annual Bulletin for Elementary and Secondary Schools, Op. cit., p. 8.

⁷⁰School Laws of Oklahoma, (Article XI, Section 154), p. 79.

health, science, reading, literature, language, spelling, writing, art, music, dictionary, physical education.

Sixth Grade

All the subjects mentioned above except American history, which is replaced by European history, plus an additional course on Oklahoma history.

Seventh Grade

In addition to the subjects mentioned above for the sixth grade, civics, agriculture, and home-making are studied by the seventh graders.

Eighth Grade

Geography and Oklahoma history are dropped from the list of seventh grade courses. Otherwise, the list of the subjects prescribed for the eighth grade is the same as that for the seventh grade. (For course requirements for grades ninth through twelfth, see Appendix E.).

Graduation Requirements

A unit of high school work represents the amount of credit given a regularly enrolled pupil for successfully completing a course of one academic year duration, which amounts to a minimum of five, fifty-five minute recitation periods per week for a minimum of 175 days of classroom instruction.⁷¹

Graduation Policies⁷²

⁷¹Annual Bulletin for Elementary and Secondary Schools, Op. cit., p. 65.

⁷²Bethany School Board Policies, Op. cit., p. 12.

- (1) Complete Junior High School requirements
- (2) Complete three years of high school English (above 9th grade level)
- (3) American history
- (4) One unit of laboratory science above 9th grade
- (5) One year of mathematics (9th grade may count)
- (6) Problems in democracy, if sophomore year was taken in Bethany High School
- (7) One-half unit of physical education, unless excused for one of the following reasons:
 - (a) Religious objection of parents
 - (b) Certification by medical doctor that child should not take the course
 - (c) Inability to schedule.
- (8) A total of 15 units above the 9th grade. Note: A total of not more than two units may be counted toward the required 15 units from the following courses or a combination thereof-- health and physical education, driver education, year book staff.

It will be clear that since the adoption of these policies, the graduation requirements, as shown, (Appendix E.) have undergone a change. For instance, music has been given four units, sociology and psychology have been given one-half unit each. Though the annual bulletin mentions sociology and psychology, these two subjects are offered by

only a few of the schools in the State of Oklahoma.⁷³

In order to graduate from the Bethany High School, the student must have thirty-five one-half units. The Division of Instruction in its report of February 26, 1964, has strongly recommended that the unit requirements be raised to thirty-eight one-half units for the year 1964-65. (See Appendix E.)

The Bethany public schools have been accredited by the Oklahoma State Board of Education. The requirements for accreditation depend on instructional conditions maintained in the elementary and secondary schools. Command of the fundamental process is considered to be of primary importance in all subsequent education. Consequently, the entire program of education is examined as a basis for accreditation.⁷⁴

The Bethany public school is a member of the North Central Association, and is responsible to it for maintaining the educational standards which it prescribes.

Internal Organization

The Staff. Twenty teachers staff the junior and senior high schools of Bethany. They are all qualified and trained as required by school laws of Oklahoma. "No board of education shall have authority to enter into a written contract with a

⁷³Annual Bulletin for Elementary and Secondary Schools, Op. cit., X Social Studies, p. 51.

⁷⁴Annual Bulletin, Ibid., II 3, p. 9.

teacher who does not hold a valid certificate issued or recognized by the State Board of Education authorizing said teacher to teach the grades or subject matter for which the teacher is employed.⁷⁵

Teacher certificate programs in the State of Oklahoma are conducted by those institutions of higher education (training colleges) which are officially sanctioned by the State Board of Education for that purpose, and are approved or disapproved on an individual basis. Every teacher is required to have a teaching certificate authorizing him to teach in the public schools of Oklahoma. Minimum essentials for the institutional development of the teacher certificate programs are prescribed by the State Board of Education. No program is approved which does not at least comply with these minimum essentials.⁷⁶

According to the rules, the Board of Education enters into a written contract with the teachers employed in the Bethany public schools, and they receive salary and other benefits approved by the board. Teachers' salaries shall be based on the state schedule and include pay which may be allowed by the board for the performance of any special duties which their work may require. The base salary for men is

⁷⁵School Laws of Oklahoma, 1903, Op. cit., p. 55.

⁷⁶Teacher Education, Certification and Assignment Book (Rules and regulations, and minimum essentials governing the preparation and certification of teachers and administrators) (State of Oklahoma, Dept. of Education, October, 1961), p. 4.

\$200 above the staff scale.⁷⁷ "The Board of Education may pay more than the amount set out in the salary schedule, if funds are available above the minimum premium with which to pay such increase."⁷⁸

Teachers' meetings are held in the Bethany schools whenever necessary. Teachers are consulted on the framing of the school curriculum.

There is a class room teachers' organization which meets to discuss important matters pertaining to classes. Day-to-day problems, such as class discipline, teaching methods, etc., are discussed by this organization.

The Bethany School Board policy statement also states its attitudes toward the professional growth of teachers.⁷⁹ The teachers are encouraged toward participation in professional organizations. The school also collects dues for membership in Oklahoma Educational Association and National Educational Association.⁸⁰

Before any teacher is dismissed from his position, he is given written notice of the proposed dismissal, and a proper inquiry is held by the board.

⁷⁷Bethany School Board Policies, Op. cit., p. 6.

⁷⁸Bulletin No. 145 M., 1963-65 (Dept. of Education, State of Oklahoma).

⁷⁹Bethany School Board Policies, Op. cit., p. 7.

⁸⁰Interview with Mr. Leonard Harper, Superintendent of the Bethany Public School, July, 1964.

Teachers are required to teach for 175 days in the class room. There are five professional days in the school term. The desirable maximum equivalency of duties is five periods daily. A teaching load in excess of five periods daily, including study hall assignments, is considered bad practice.⁸¹

According to the section 452 of the School Laws of Oklahoma, the teachers of Bethany school are required to take loyalty oaths.

The superintendent, principals, and teachers work in close cooperation in preparing and in planning the educational program, with the approval of the school board.

The Superintendent of the Bethany Public School is the chief executive officer of the Board of Education. In consultation with the Board of Education, he is responsible for implementing the educational program. He is consulted in the selection, assignment, and dismissal of school employees. As the head of the school system, he organizes the curriculum, delegates duties and authority, and supervises all delegated tasks and all employees to whom authority and responsibility are assigned. In its school board policies, the following statement is made: "The superintendent shall, within the framework of these policies, exercise general supervision over the entire school system. Generally speaking, he shall handle administration problems through the

⁸¹Annual Bulletin, Op. cit., p. 25.

building principal.⁸²

The school superintendent is appointed by the school board. His salary and allowance are fixed by the board. He attends the meetings of the board, except when his re-employment is under consideration. He is responsible to the board for the educational program.

The Examination

All students in the junior high and senior high school of Bethany are required to take semester examinations, with the exception of seniors, who may sometimes be exempted from second semester finals if their grades are sufficiently good. If a teacher or the principal thinks that a senior should be held for last semester finals, then the student must take the final examination.

The examinations are long and comprehensive. Students with an "A" grade and good citizenship record are exempted from the final examination in the Bethany elementary schools.

The students in the junior and senior high schools are given grades.⁸³

Those students who come from non-accredited high schools are given special standardized tests for different grades.⁸⁴

⁸²Bethany School Board Policies, Op. cit., p. 4.

⁸³Bethany School Board Policies, Ibid., p. 11.

⁸⁴Bethany School Board Policies, Ibid., p. 22.

Promotion from one grade to another depends to a great extent on the total growth of the student. In this connection, the directive of the State Department of Education is clear. The promotion or retention of pupils should be based upon the total growth of each individual child rather than the mental growth alone. Such factors as social, emotional, and physical growth, as well as mental growth, should be taken into consideration.⁸⁵

The Financial Side

The Bethany public schools have three sources of outside financial aid.

(a) State Aid

The money that a school district is entitled to receive from the state each year is designated as "State Equalization Aid." Under the provisions of this aid program, state aid is determined by subtracting the amount of the minimum program income from the cost of the minimum program.⁸⁶

The State Department of Education has defined in detail the meaning of the "Minimum Program" as well as "The Minimum Program Income" in its school finance bulletin.⁸⁷ The approved salary scale for trained teachers and the daily attendance of

⁸⁵Annual Bulletin for Elementary and Secondary Schools, Op. cit., p. 26.

⁸⁶Bulletin No. 145 M (Oklahoma City: State Board of Education, 1963-64), p. 8.

⁸⁷Bulletin No. 145 M, Ibid., pp. 8-16.

the students in the school are the primary factors considered in calculating the amount of state aid granted to the school.

During the year 1963-64, the Bethany public schools received \$74,289 as equalization aid from the State Department of Education.

(b) Taxes

Tax levies are another source of funds. There are seventeen different types of school taxes levied in the Bethany school district. They are levied within the framework of the school laws of Oklahoma.

During the year 1963-1964, taxes provided \$260,000 for the schools of the district.

(c) Special course fees

Standard fees are charged annually for special courses such as home economics (\$5.00), mixed chorus (\$6.00), glee club (\$4.00), eighth grade chorus (\$1.00), junior or senior band (\$5.00), and 6th grade band (\$2.00). There are also fees for mechanical drawing, typing, shop, biology, physics, general science, etc.⁸⁸ These fees vary from year to year.

These constitute three main financial sources of the schools. All the accounts are audited every year by the State Board of Education Chief Examiner and Deputy Examiners. They audit the State Aid Funds received by the school district and the use made thereof.⁸⁹

⁸⁸Bethany School Board Policies, Op. cit., pp. 19-20.

⁸⁹Bulletin No. 145 M, 1963-65, Op. cit., p. 16.

Library and Textbooks

The Bethany public schools have one small but impressive library. There is one trained librarian in charge of the library. In addition, each class has its own library. Up-to-date story books have been added in the class library section.

The schools' textbooks are provided by the state. Students use the texts free of charge. The State Board of Education determines the aggregate value of textbooks, based upon cost to the state, to be distributed to each school district in the state, the amount allowed each school district to be according to the number of pupils enrolled the preceding school year, but not less than four dollars (\$4.00) per pupil.⁹⁰

These textbooks are prescribed by the State Board of Education. They are to be used for not less than four years and not more than six years. An eight member textbook committee, appointed by the Governor, selects as many as five textbooks or a series of textbooks for each subject; but it may select only such books as are in its judgment satisfactory for a given subject.⁹¹ The books which the committee selects is sent to each school district well in advance of the first semester so that the school can place its order for the books it will require.

⁹⁰Official List of all Textbooks for Use in Public Schools of Oklahoma (Oklahoma City: State Department of Education), p. 16.

⁹¹Official List of Textbooks, 1962-63, Op. cit., p. 12.

School Guidance

School guidance is an important activity of the Bethany public schools. The junior and the senior schools each employ a separate counselor for this job. Four periods in a week are devoted to student counseling.

Guidance service is considered an integral part of the educational program.⁹² Guidance has been long one of the chief duties of the high school principal. The aim of guidance is to help the student to become more self sufficient in planning and making decisions.

Personal data, counseling, placement, follow-up, and testing are some of the services provided by the guidance office.

The School Time

The Bethany Public Schools meet from 8:00 A.M. to 3:00 P.M. with due provision for lunch breaks. Class periods in the junior and senior high schools meet for a minimum of fifty-five (55) minutes, exclusive of the time for changing classes, five days per week.⁹³ The list of holidays observed in Oklahoma is given in the school laws.⁹⁴

There are 180 days of school instruction out of which five days may be used for professional meetings. Holidays

⁹²Corbally-Jessen-Staub, Educational Administration: The Secondary School (Boston: Allyn and Bacon, Inc., 1961), p. 110.

⁹³Annual Bulletin, July, 1963, Op. cit., p. 13.

⁹⁴School Laws of Oklahoma, 1964, Op. cit., p. 231.

when school is not in session may not be included in the 180 days requirement.⁹⁵

Student Activities

The superintendent of the Bethany public schools pointed out to the writer that the district places great emphasis on student activities. Band, math and language clubs, student newsletter, Kiwanis and music club are some of the predominant student activities. The following is a description of some of the student activities:

(a) Newsletter. The school published a student newsletter entitled Broncho Bita twice a month. This newsletter reports on the primary activities of the Bethany student body. It is edited by students themselves. The format and content of the newsletter are both excellent, and the students gain valuable, practical experience from working on it. To those students who are enrolled in the Journalism course, one credit may be awarded for participating in this activity. Part of the cost of the publication is met by advertisement subscriptions from local merchants.

(b) Band. The schools lay a great deal of emphasis on the school bands, and students and parents alike are very enthusiastic about them. Students who use the school's instruments must pay a fee for the privilege.⁹⁶

⁹⁵School Laws of Oklahoma, 1964, Op. cit., p. 18.

⁹⁶School Board Policies of Bethany Public Schools, Op. cit., p. 20.

(c) Athletics. Athletic activities include baseball, football, swimming, etc. During the last four years athletic activities in the Bethany district have increased rapidly, and have the support and encouragement of the school board. Bethany students have won many trophies and medals in interschool competitions.

Separate funds have been allotted for student activities. The superintendent of the school is in charge of all activity funds. He is bonded in the amount of \$1000.00.⁹⁷

For some activities, such as band, special fees are taken from students who participate in them. A large number of Bethany students are active in these extra-curricular activities.

Students may participate in extra-curricular activities no more than one period daily and in no more than two activities during the regular school day.

The attitude of the superintendent and that of the Bethany School Board toward athletics and games is praiseworthy. The Board endeavors to maintain a healthy balanced curriculum, in keeping with one of the precautions of the State Department of Education, which suggests that neither over-participation nor under-participation in extra-curricular activities is desirable.⁹⁸ The activities program is directed, in part, to developing leadership qualities in the students.

⁹⁷School Board Policies of Bethany Public Schools, Op. cit., p. 15.

⁹⁸Annual Bulletin, Op. cit., p. 27.

The State Department of Education

The School District

According to the Constitution of the United States, education is a state responsibility. Each state in the union has to discharge its responsibility with the help of the members of the school boards in each school district.

The school districts are created by the state legislatures. They are responsible for the educational program of the schools in their districts. They have been given wide administrative and financial powers to discharge their educational responsibilities toward the people. They are legally authorized to levy certain taxes or raise bonds for specific educational purposes.

The school district is a distinguishing characteristic of the American system of education. It is peculiar only to the United States. It is through the school districts that the local people exercise their power over the schools. It is rightly said of America that "The schools belong to the people."

The Structure of the State Board of Education

The State Board of Education is the governing body of the State Department of Education. It consists of seven (7) members. The state superintendent is a member and the president of this body. The remaining six (6) members are appointed by the Governor of the state by and with the advice and consent

of the state senate. The term of the six (6) members of the State Board of Education shall expire on the first day of April of the year in which the term of each member expires. The board meets once a month. A special meeting may be called by the president or by a majority of members of the board.

The Powers and Duties of the Board

It is impossible to present here the complete list of powers and duties of the State Board of Education. The following is a summary:

(a) The adoption of policies and the formulation of regulations for the operation of the State Department of Education and the public school system in the state.⁹⁹

(b) Recommendations for the improvement of the public school system of the state.¹⁰⁰

(c) The formulation of regulations for the classification, instruction, supervision and accrediting of all public nursery, kindergarten, elementary, and secondary schools in the state.¹⁰¹

(d) The formulation and adoption of curricula, courses of study, and other instructional aids necessary for the adequate instruction of pupils in the public schools.¹⁰²

⁹⁹School Laws of Oklahoma, Op. cit., p. 24.

¹⁰⁰School Laws of Oklahoma, Ibid., p. 25.

¹⁰¹School Laws of Oklahoma, Ibid., p. 25.

¹⁰²School Laws of Oklahoma, Ibid., p. 25.

(e) Full and exclusive authority in all matters pertaining to standards of qualifications and the certification of persons for instructional, supervisory and administrative positions and services in the public schools of the state, and formulation of regulations governing the issuance and revocation of certificates for county superintendents of schools, district superintendents of schools, principals, supervisors, librarians, school nurses, school bus drivers, visiting teachers, classroom teachers and other personnel performing instructional, administrative, and supervisory services.¹⁰³

Beginning the school year 1964-65, all instructional personnel for grades K-12 in the accredited schools of Oklahoma have been required to have approval credentials which designate the subject the teacher is assigned to teach.¹⁰⁴

The policies of accreditation of the State Board of Education are spelled out in the following rules: "It is the policy of the Division of Instruction to accredit or approve schools primarily on the quality of instruction."¹⁰⁵

The Inspection of Schools

The schools are inspected by a member of the Staff in the Instructional Division, who makes a report to the state

¹⁰³School Laws of Oklahoma, Op. cit., p. 25.

¹⁰⁴Annual Bulletin, Op. cit., p. 15.

¹⁰⁵Annual Bulletin, Ibid., p. 9.

superintendent of schools for accreditation. The copies of the report of inspection are mailed to the president of the local board and to the local superintendent of schools. (See Appendix E.) Each school is expected to meet all standards and regulations for accreditation at the beginning of the term and to maintain high scholarship standards throughout the entire year.¹⁰⁶

Teacher Certification

Minimum essentials for the instructional development of all teacher-certificate programs are prescribed by the State Board of Education.

Bethany Public Schools are accredited schools. As such, they must follow the above mentioned rules in order to maintain high quality for education in the district and to qualify for state aid.

¹⁰⁶Annual Bulletin, Op. cit., p. 9.

CHAPTER V

ANALYSIS AND INTERPRETATION

The principal purpose of this study was to provide, through a comparative analysis, an insight into the workings and functions of the Jeevan Sadhana High School of Baroda and the Bethany Public Schools in Oklahoma.

Historical and descriptive methods of research were employed for collection, analysis, and interpretation of data.

The review of related research was presented in Chapter II with the hope that it would contribute to a comprehensive understanding of the subject of this study.

In Chapter III, the educational systems at the central, state, and local levels in India and the United States were described.

The literature and materials published by the State Departments of Education in Gujarat and Oklahoma, and by the Jeevan Sadhana High School and the Bethany Public Schools, were reviewed in Chapter IV. The internal organization of the two schools, their educational programs and their relationship with other school boards as well as with their State

Departments of Education were discussed.

Some of the important conclusions of this study of the Jeevan Sadhana School of Baroda, India and the Bethany Public Schools of Oklahoma City, in the United States are reported below.

Common Elements

(A) The School Board

(1) The school boards of the Jeevan Sadhana School and Bethany Public Schools are legal and are accredited by the State Departments of Education in their states.

(2) The accounts and expenditures of the School Boards are audited by State representatives.

(3) Both State Governments award annual grants-in-aid to these boards for the maintenance of their schools.

(4) These boards are authorized to contract independently with teachers and members of the staff, to formulate regulations concerning student discipline and staff performance.

(5) The school boards enjoy considerable internal organizational and administrative freedom within the framework of the rules of the State Departments of Education. For example, both the schools can select their own textbooks, select the teachers of their choice and carry on the educational experiments in their schools.

Unique Elements

(1) A school district is a unique characteristic of

the American Public School System; there is no such body in India. The boundaries of the school district and the political district in India are coterminous.

(2) Membership on the Jeevan Sadhana School Board is by donation; membership on the Bethany School Board is by election only.

(3) The donor who becomes a member of the Jeevan Sadhana management enjoys lifetime membership automatically. Membership on the Bethany Public School Board is only for five years; one member is retired each year.

(4) The Jeevan Sadhana School Board has no right to levy taxes on the people living in the district. It has to rely on State Government aid, donations and tuitions for its funds; the Bethany Public School Board has a legal right to tax the people in the school district.

(5) The Jeevan Sadhana School management is mainly concerned with general management and finance of the school. Educational policy is left to a separate body known as the Educational Committee.

The Bethany School Board is a legally constituted policy-making body. It may, if it wishes, consult the school superintendent and teachers. The superintendent, as the chief executive officer of the School Board, must implement the education policies of the Board.

(6) The meetings of the school board of the Jeevan Sadhana are not open to the public. The minutes of the meetings are available only to members. The Bethany Public School

Board meetings are open to the public (with a few exceptions) and their minutes of meetings are also available to local newspapermen.

(7) The Jeevan Sadhana School Board charges monthly tuition fees and term fees to its students. The Bethany School Board does not and cannot charge tuition fees.

(8) The Bethany Public School is a public school in the sense that it is sponsored by taxes and people living in its school district control it. The taxpayers have a direct voice in the affairs of the school. The Jeevan Sadhana School, on the contrary, is supported by donations, tuition fees, and grants from the State Government, and only the donors participate in the school affairs. In the American sense, the Jeevan Sadhana is not a public school.

(9) The Jeevan Sadhana Board is not a member of any accrediting agency in the state or in the nation.

The Bethany school board is affiliated with the National Educational Association as well as with the North Central Association.

(10) The Bethany School Board has published a separate booklet explaining its rules and the educational policies to its personnel. The Jeevan Sadhana management has, so far, made no such attempt to publish a booklet for the benefit of its members or its personnel.

Common Elements

(B) Relations with the state department of education

(1) According to constitutional provisions in the United States and India, education is a state responsibility.

(2) The State Departments of Education control and direct the quality and standard of education in both countries. This is accomplished through a set of rules which is applied to all schools recognized by the states.

(3) The quality of education and the financial situation of schools in both countries are inspected every year.

Unique Elements

(1) In Gujarat State, there is no separate Board of Education, but there is a Minister of Education, who is the head of the Education Ministry. He is assisted by the Director of Education, who is the chief executive officer of the State Department of Education of the Gujarat State.

In Oklahoma, there is a separate Board of Education, headed by the State Superintendent.

(2) The chief executive officer of the Education Department of Gujarat State is known as the Director of Education, and he is a government gazetted officer.

In Oklahoma, the State Superintendent is an employee of the State Board of Education. He is the chief executive officer.

(3) The State Department of Education in India has a state-wide machinery of government officers. In each of fourteen districts, there is an educational officer (a government servant), known as the Education Inspector, who is responsible

for education in his district. (See Appendix B).

There is no comparable districting in Oklahoma.

(4) The State Department of Education in the Gujarat State seems to lay more stress on control rather than on leadership. The amount of course work to be done in a particular period, the hours of teaching, the teacher's load, the examination system, are some of the items over which it exercises tight control.

The State Department of Education in Oklahoma seems to be concerned more with leadership (at least on paper) and less with control.

(5) The State Department of Education in Gujarat State does not issue any kind of training certificates to its teachers, although it does prescribe the training qualifications for teachers.

In Oklahoma, it is the responsibility of the State Department of Education to issue certificates to its teachers, after they have successfully completed training.

Common Elements

(C) The Internal Organization

(1) The Jeevan Sadhana High School and Bethany Public Schools are both located in industrially advanced cities. Their communities are composed mostly of the middle class man, who is engaged in small business or employed in banks, offices and companies.

(2) Admission in both school systems is open to the

public. In this regard, the schools follow the rules of their State Departments of Education. There is no racial, religious, or ethnic discrimination.

(3) Both these school systems have engaged trained and experienced teachers for instructional purposes.

(4) Both have teacher benefit schemes, including retirement, pension, provident fund, insurance, professional leave, etc.

(5) In the case of the dismissal of a teacher, a proper inquiry is held by the board. The laws in both states (Oklahoma and Gujarat State) require it.

(6) Physical education is compulsory in both school systems.

(7) A number of extra-curricular activities are undertaken by both school systems.

(8) No religious education is allowed in either system. It is against the provisions of the constitutions of both countries.

(9) There is a selection committee for textbooks in both states. The schools must select their textbooks from the list prescribed by the State Departments of Education. Textbooks, once selected, must be used for a period fixed by the state government or state board.

(10) In both school systems, teachers have played prominent roles in the preparation of educational programs and extra-curricular activities, in the organization of PTA

meetings, and in the relations of the school with the surrounding community.

Unique Elements

(1) The principal is the chief executive officer in the Jeevan Sadhana; in the Bethany High School, it is the Superintendent who is the chief executive officer. He is assisted by junior and senior high school principals.

(2) The Jeevan Sadhana high school teaches fifth to eleventh grades only, while the Bethany system has junior and senior wings leading to twelfth grade. Grades fifth and sixth are a part of the elementary section in the Bethany system.

(3) In order to graduate from the Jeevan Sadhana high school, the student must take an external examination, conducted by the Secondary School Certificate Examination Board.

There is no external examination in the Bethany schools. The final examination is administered by the school.

(4) Examination and promotion rules in the Jeevan Sadhana school are, more or less, rigid, and the student's total progress is generally overlooked, although the Jeevan Sadhana school is trying to change this practice. However, the annual examination, held at the end of each year, is still accorded more importance.

The Jeevan Sadhana school gives marks instead of grades. In the Bethany schools, a student's total development is taken into account during examinations and promotion. Some students

who show good progress are exempted from the final examination. The decision is left up to the school.

Furthermore, students receive grades instead of marks in the Bethany high school.

(5) There is no separate accrediting agency in Gujarat State. All schools are recognized by the State Department of Education.

The Bethany schools, on the other hand, belong to the North Central Association and are also accredited by the Oklahoma State Board of Education.

(6) In the Jeevan Sadhana high school, the teachers enjoy direct representation on the Educational committee and the Jeevan Sadhana management. They can become members of the Jeevan Sadhana management by paying membership dues.

The Bethany system makes no such provision. It has no separate body corresponding to the "Educational Committee" at the Jeevan Sadhana school.

(7) The number of admissions in each class is restricted at Jeevan Sadhana High School, and first preference is reserved for the children of donors.

In Bethany, the number of each class is left to the school. There is no discrimination in admissions. No special privileges exist for any section or group.

(8) No loyalty oaths are taken by teachers of the Jeevan Sadhana high school.

In the Bethany High School, all teachers must take

loyalty oaths. The State laws of Oklahoma demand it.

(9) There is no trained librarian or a guidance counselor in the Jeevan Sadhana High School.

The Bethany schools have one special librarian and one guidance counselor each for both the junior and senior high schools.

(10) An untrained teacher can be hired by Jeevan Sadhana High School, but he must complete his training within five years of employment, if he wants to continue his job.

No untrained teacher can be engaged by the Bethany High School. It is contrary to the laws of Oklahoma.

(11) No religious instruction of any kind is undertaken by the Jeevan Sadhana High School.

In the Bethany public schools, religion is not taught, but there is a daily Bible reading, without comment.

(12) In the Jeevan Sadhana School, a teacher teaches for 21 hours and works for 30 hours a week.

In Oklahoma, a teacher teaches and does his extra work for 25 hours a week.

(13) The Jeevan Sadhana High School hours are 11:30 a.m. to 5:00 p.m., Monday through Friday, and 7:00 a.m. to 11:00 a.m. on Saturday.

In the Bethany High School, the schedule runs from 8:00 a.m. to 3:00 p.m., with a one-hour lunch period, Mondays through Fridays.

In Oklahoma, the law provides students with textbooks, free of charge. The provision of textbooks at Jeevan Sadhana is not the school's, but the parent's responsibility. _

Common Elements

(D) The Educational Program

(1) The development of the educational programs in both school systems is a joint responsibility. The educational planning is thoroughly discussed with the teachers of the schools.

(2) The quality of the educational program is, to a certain extent, controlled by the State Department of Education in both states.

(3) The objective of strong citizenship development is stressed in both educational programs.

(4) There is variety in the courses offered in both schools, and a reasonable amount of option of the selection of courses.

(5) The implementation of the educational program is the main responsibility of the chief executive officers in both school systems, although teachers are consulted.

The Unique Elements

(1) The education program of Jeevan Sadhana school is academic rather than practical.

Bethany offers a combination of academic and vocational courses, and offers greater variety of courses. For instance, subjects like sociology and psychology are taught (one-half

unit) in the twelfth grade.

(2) The education program is the main responsibility of the Educational Committee at Jeevan Sadhana School.

In Bethany schools, there is no such separate body for the educational program. It is the concern of the Bethany School Board, which is the policy-making body. Its policies, however, are implemented by the school superintendent.

(3) In Jeevan Sadhana School, there are more hours of math, more general science, more social studies from grades ninth through eleventh. These three subjects are compulsory for graduation purposes, although some option is allowed in the eleventh grade.

In Bethany, the student can graduate with one year of mathematics, after completing junior high school requirements.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

There are four major factors that have contributed to the similarities and differences in the administrative and organizational pattern of these two schools.

- (1) The constitutional provisions in the two countries.
- (2) Rules of the State Department of Education in the two states.
- (3) Tradition and public opinion.
- (4) The influence of institutions of higher education.

The Constitutional Provisions

According to the constitutional provisions, education is a state responsibility in the United States and India.

Again, according to the constitution, in both these countries, religious education in subsidized schools or public schools is not allowed.

According to constitutional provisions, education in both these countries is free and compulsory up to a particular age group.

The Rules of the State Department of Education

The State Departments of Education in Gujarat and Oklahoma also exercise considerable influence on both the schools under discussion.

For example, the Departments regulate the standards of education in the schools. If the schools meet these prescribed standards, then they are recognized and are held eligible for financial grants.

The State Department of Education in Gujarat does not issue teaching certificates, but it does prescribe the standard of teaching. Teaching certificates are issued by the teachers' training colleges in Gujarat.

For Bethany, it is the State Board that issues licenses and teaching certificates.

Teacher welfare schemes, selection of textbooks, and other such matters are left to the State Departments of Education in both states.

Traditions and Public Opinion

Traditions have also played an important role in education in both states.

Education is a responsibility of the state, but it is a responsibility shared by the local authorities and educators. In the State of Oklahoma, there is a system of school districts. This is entirely an American tradition. It is through this unique system that the people in the United States have some control of education.

In India, the local educational bodies are autonomous

in many respects. The principal and the local authorities are being given wider powers of decision making. Many educational reports have continuously pointed out the greater need for local control in education.

To its own credit, however, the Government of India has realized the importance of democratic decentralization and it has taken some concrete steps in that direction.

Similarly, public opinion has played an important role in influencing the educational program in both school systems through PTAs and community programs.

Higher Educational Institutions

The universities and colleges have also played a dominant role in influencing the education program in the Jeevan Sadhana School. The schools in Gujarat are primarily concerned with preparing for higher education. English has been made a compulsory language for students who wish to go on to college. (English is spoken by less than one per cent of the people in India. But, in India the medium of instruction in colleges and universities is English).

Similarly, in Oklahoma, students who want to be admitted to college must meet the college entrance requirements and must have fulfilled course requirements.

The training colleges in Gujarat State control the training programs for secondary school teachers. They also issue teaching certificates.

As was pointed out earlier, teacher training colleges

in Oklahoma do not issue teacher training certificates. They do influence the teaching methods, however, as well as education programs in secondary schools.

In conclusion, the writer would like to repeat that the Jeevan Sadhana High School in Baroda, and the Bethany Public Schools in Oklahoma City do not necessarily represent the national trends or patterns of education in India and the United States.

Recommendations

The writer would like to make the following recommendations on the basis of his conclusions reported above. These are broad-based recommendations made with reference to the four major areas with which this study was concerned.

The School Board

(1) The Jeevan Sadhana executive committee should publish a separate booklet explaining its rules and regulations and its educational policies for the benefit of its members and employees.

So far, no attempt has been made to bring out such a publication, for which there is a serious need.

(2) The membership of Jeevan Sadhana management should be broadened so as to make it more representative and more democratic.

(3) The meetings of Jeevan Sadhana management should be thrown open to the public, with a few exceptions when it is

not possible to do so. The minutes of all board meetings should be made available upon request to any legal newspaper.

(4) The school superintendent, the principals, the teachers, the parents, and in some cases, the students, also must be allowed more participation in the policy-making procedures of the Bethany schools.

In the Jeevan Sadhana School, the students participate in the policy-making procedure. Their suggestions, especially in the areas of extra-curricular activities and the school discipline, are carefully considered. Similarly, the student body in the Jeevan Sadhana School is well organized and is in charge of the extra-curricular activities although some teachers supervise their activities. This has greatly helped the school authorities in maintaining school discipline in an exemplary manner.

State Department of Education

(5) The State Department of Education in Gujarat State must concern itself primarily with educational leadership.

(6) In order to exercise effective leadership, the State Department of Education in Gujarat State should initiate a Bureau of Educational Research.

(7) The State Department of Education in Gujarat should create a representative body such as the Gujarat State Board of Education, which will be responsible for the education of the entire Gujarat State.

Its members should be nominated by the State Governor with and by the consent of the State Assembly.

(8) The advisability of empowering the State Department of Education of Gujarat State to issue secondary teachers' training certificates should be examined. (At present, the State Department issues only elementary school teachers certification and secondary teachers' certification to under-graduates (S.T.C.) who are private teachers and who are eligible to teach in lower grades)

(9) The State Department of Education and the Secondary School Certificate Examination Board in Gujarat State should seriously explore the possibility (as Oklahoma has done) of introducing important courses such as psychology and sociology in the eleventh grade.

The Educational Program

(10) The Jeevan Sadhana High School should introduce more vocational courses to help its students to develop industrial and vocational skills. The over-emphasis on academic learning should be discouraged.

(11) Guidance and counseling should be made an integral part of the educational program of the Jeevan Sadhana High School. A separate guidance officer should be appointed to guide and counsel students in their personal and educational problems.

(12) The Bethany Public Schools should give serious thought to the creation of a separate "educational body," representative of all sections in the school, to formulate the education-

al policy of the school.

(13) Neither of the schools in this study has made a serious attempt to involve education experts from state departments and training colleges, or among parents, community leaders, directly in the curriculum-making process.

An attempt should be made, therefore, to involve these people directly in the educational program in order to make it more effective and more meaningful.

The Internal Organization

(14) The Jeevan Sadhana needs a part-time librarian to look after its library.

(15) The Jeevan Sadhana should refrain, as far as possible,, from appointing untrained teachers in the school. Untrained teachers should be called upon only as a last resort.

(16) Short-term training courses of four to six months duration should be organized for prospective teachers by the State Department of Education, or by the teachers' training colleges in Gujarat.

(17) The membership dues of the teachers' organizations in Gujarat should be paid, not by the teachers themselves, but by the management of the Jeevan Sadhana School.

(18) Promotion in the Jeevan Sadhana High School from one grade to another should be based, not on results of examinations alone, but on the total growth and development of the student.

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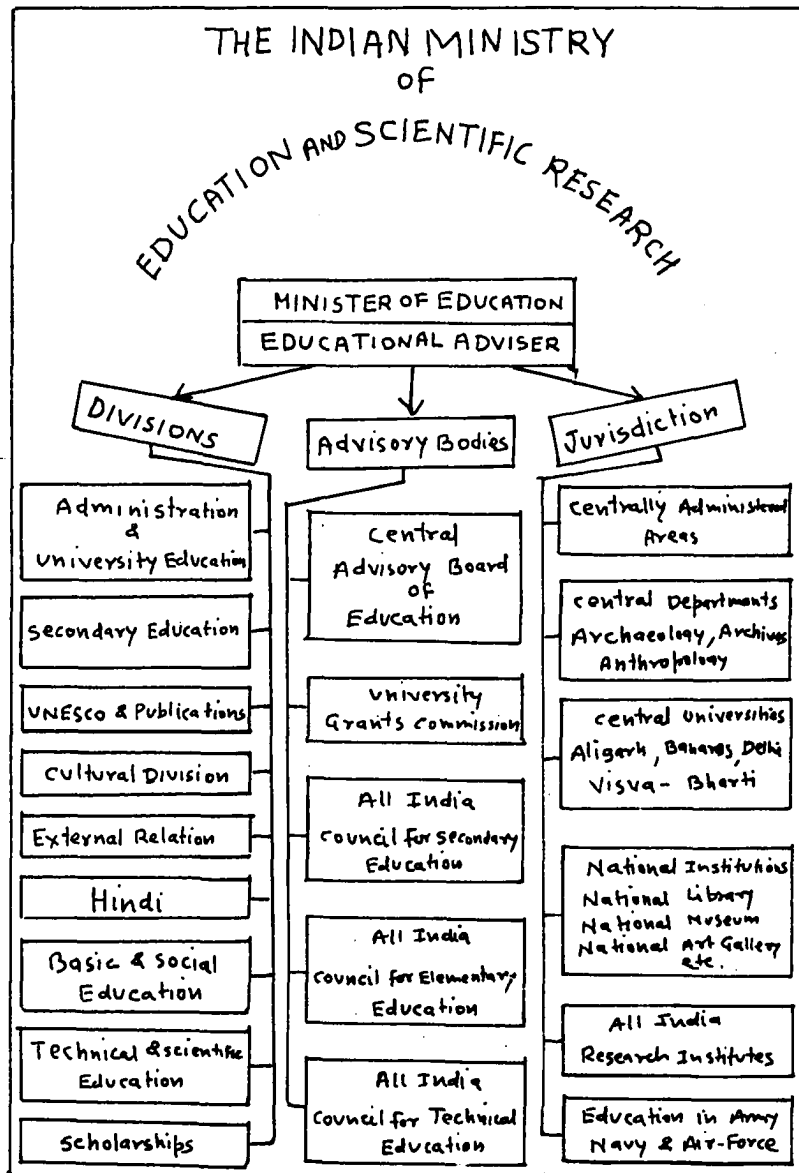
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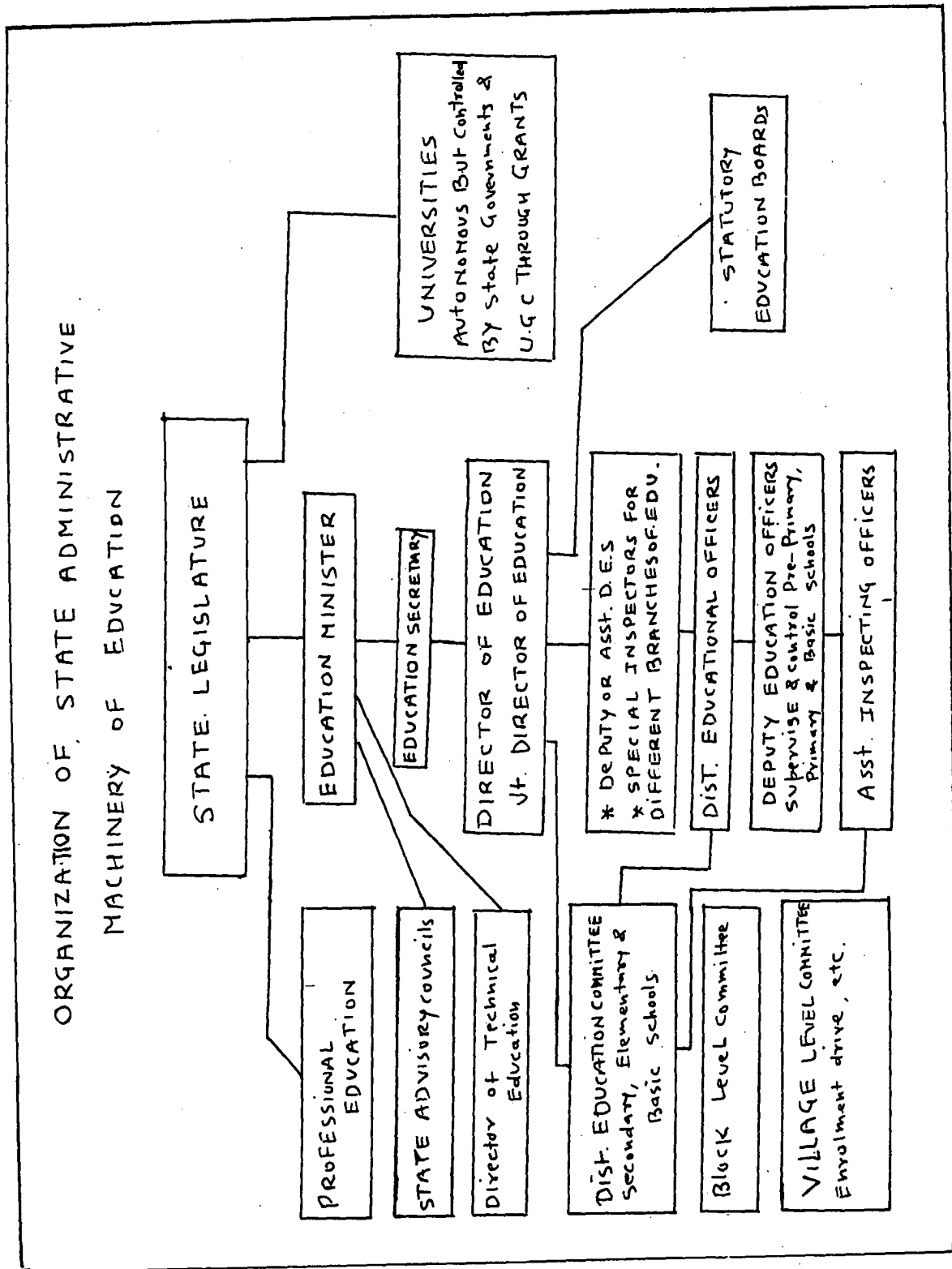
APPENDIX A

APPENDIX A



APPENDIX B

APPENDIX B



APPENDIX C

The Form of Budget in Gujarat State

The Structure of a Budget

Budget for the year 195 - 195 .

RECEIPTS	Amount (in rupees)	EXPENDITURE	Amount (in rupees)
A. <u>Recurring</u>		A. <u>Recurring</u>	
1. Balance brought forward from last years accounts.		1. Salary, P.F. etc. of administrative staff (as per Encl*).	
2. Grant-in-aid received		2. Salary, P.F. etc. of teaching staff (as per encl*).	
(a) State (Teaching)---		3. Rent---	
(b) Local Bodies---		4. Tax---	
3. Fees and Fines		5. Insurance---	
(a) Tuition fees---		6. Ordinary repairs and upkeep---	
(b) Term fees---		7. Contingencies---	
(c) Examination fees---		8. Scholarships & prizes---	
(d) Other fees---		9. Furniture---	
4. Subscriptions & Donations ...		10. Science apparatus and materials---	
5. Income from Endowments and Securities ...		11. Other appliances for teaching---	
6. Amount contributed by management ...		12. Library---	
		13. Gymnasium and games---	
		14. Outlay not falling under the above heads---	
	TOTAL		
B. <u>Non-recurring</u>		B. <u>Non-recurring</u>	
7. State Grants.		15. Capital Expenditure on:	
(a) Building---		(a) Construction of Building---	
(b) Equipment---		(b) Special repairs---	
8. Loans---		16. Furniture and Equipment for which a special grant is sought---	
		17. Repayment of loans or transfer to the reserve fund---	
9. Donations for special purposes---		18. Amount carried over to the next year's account.	
<u>GRAND TOTAL.</u>			

*A separate enclosure is desirable.

APPENDIX D

Form of Application for Recognition of Schools
in the Gujarat State

1. Locality and description of the School.
2. Type of School and medium of instruction.
3. Name of the society or controlling board and the date of its establishment.
4. Names, designations, occupations, and addresses of the members of the Managing Body.
5. Date of opening of the School.
6. Names and ages of the Head Masters, Assistant masters, with their academic and professional qualifications in full, dates of passing the examinations and names of the Universities and Boards.
7. Present pay of the members on the staff and their scales of pay.
8. Rates of fees.
9. No. of pupils enrolled division-wise and subjects taught.
10. Details of financial position and resources other than school fees.
11. Estimated expenditure of the year on---
 - (a) Teaching staff
 - (b) Non-teaching staff
 - (c) Contingencies
 - (d) Equipment
12. Information regarding the following items:
 - (a) Building
 - (1) class-rooms with dimensions
 - (2) laboratory
 - (3) other rooms
 - (b) Science apparatus
 - (c) Teaching aids
 - (d) Furniture
 - (e) Playground and provision for games etc.
 - (f) Separate sanitary arrangements for boys and girls
 - (g) Hostel facilities.

Dated

Signature

APPENDIX E

Report from the Division of Instruction

Bethany Public School, Dist. No. I-88, Oklahoma CountyPost Office Bethany, Oklahoma

Subsequent to a visit to your school on February 26, 1964, this report is submitted. The School will be recommended for accrediting and approval to teach the high school units listed below, subject to the standards being maintained throughout the school year. Final action will be taken on the accrediting of schools just after the close of the current school year. (Column No. 1, units approved this year, Column 2, units carried over from last year.)

	Units			Units	
Lang. Arts	1	2	Foreign Lang.	1	2
English I			Spanish I	1	
English II	1		Spanish II		1
English III	1		Latin I		
English IV	1		Latin II		
Speech	1		French I		
Dramatics			French II		
Journalism	1				
			Bus. Educ.		
			Bus. Arith.		
Mathematics			Bookkeeping	1	
Gen. Math.			Typing	2	
Algebra I MSG	1		Shorthand	1	
Algebra II	1		Bus. English		

Superintendent:
Leonard C. Harper
 Address:
Bethany, Oklahoma
 Pres. of Board:
Milton D. Bates, Jr.
 Address: 4501 N.

English II	1	Spanish II	1
English III	1	Latin I	
English IV	1	Latin II	
Speech	1	French I	
Dramatics		French II	
Journalism	1		

		Bus. Educ.	
		Bus. Arith.	
Mathematics		Bookkeeping	1
Gen. Math.		Typing	2
Algebra I SMSG	1	Shorthand	1
Algebra II	1	Bus. English	
Pl. Geometry	1	Gen. Business	1
Solid Geometry		Economics	
Trigonometry			
Matrix Alg.	1	Applied Sc.	
H.S. Arith.	1	General Agri.	
		Voc. Agri. I	
Social Studies		Voc. Agri. II	
O. H.	$\frac{1}{2}$	Voc. Agri. III	
Amer. History	$1\frac{1}{2}$	Voc. Agri. IV	
World Hist.	1	Home Ec. I	
Mod. Hist.		Home Ec. II	
H.S. Geog.		Home Ec. III	
Prob. in Dem.	1	Home Ec. IV	
Sociology	$\frac{1}{2}$	Woodworking	2
Psychology	$\frac{1}{2}$	Mech. Drawing	1
		T & I	
Science		Drivers Educ.	$\frac{1}{2}$
Gen. Science	1	Health & P.E.	1
Chemistry	1		
Physics	1	Other Subjects	
Biology	1	Art	
Phys. Science		Music (Theory	
Geology		Music (applied)	4
Physiology		Music (Appr.)	

Total Units		Recommended	
Last year:	35 $\frac{1}{2}$	this year:	38 $\frac{1}{2}$

Superintendent:
Leonard C. Harper
 Address:
Bethany, Oklahoma
 Pres. of Board:
Milton D. Bates, Jr.
 Address: 4501 N.
Peniel, Bethany,
Oklahoma
 No. Teachers:
 Elem. 19.0 -
 Jr. Hi. 7.85
 H.S. 9.3
 Enrollment:
 Elem. 480
 Jr. Hi. 241
 H.S. 250
 Time Devoted to Ad-
 ministration:
 Superintendent _____
 Principals _____

/s/ J. F. Thompson
 Director of Instruction