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THE ORGANIZATION OF PUBLIC EDUCATION
IN IRAN (GRADES I-XII)

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Psychology and Education of the
University of Ottawa as partial
fulfillment of the requirements for
the degree of Doctor of Philosophy
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CURRICULUM STUDIORUM

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INTRODUCTION

In a shrinking world the economic, social, and political problems of formerly isolated regions become the concern of increasingly greater parts of mankind. National and international policies undergo a constant process of modification according to the interpretation and understanding of these problems at their origin and beyond. It is likely that such policies may be of greater benefit to all and enjoy a larger measure of success if they are based on accurate and extensive information.

It is the intention of this study to serve the channels of communication between Iran and all others who may be interested by providing such information in the area of education and interpreting it against the background of its development. Many of the problems are age-old and not to be solved overnight, nor by a universally applicable touchstone of Western democracy. The relations of Western and the Middle Eastern countries must be based on an understanding of internal as well as external problems. Perhaps, such understanding can in part be developed through acquiring some fundamental knowledge of a nation's educational system, as well as cultural background. It would seem the responsibility therefore of each country to contribute to a great extent to this multi-purpose goal of bringing the world's nations to unity.

Unfortunately Iran, because of many internal and external political problems, has neglected its contribution to the world's common understanding by not making its national heritage, economical, cultural as well as educational, known to other parts of the world. Therefore, as far as can be assessed, an attempt has been made here for the first time, to present and discuss the organization of public education in Iran and to analyze some of its educational difficulties. However, the purpose of this study is not criticism of the organization, but rather a realistic facing up to the deficiencies in the educational set-up, and consequent recommendations for improvement. This study has, therefore, a double goal, as a definite contribution to comparative education and history of education and, secondly, as a guide for the present and future education of the Iranian people.

One of the main difficulties that impeded research is the relative lack of proper documents which are very difficult to obtain. It should be pointed out that the Ministry of Education is the only agent that publishes anything on elementary and secondary education throughout the country. This makes it extremely difficult to gather educational references of any type. Since the establishment of the United Nations Education, Scientific and Cultural Organization, however, all nations were requested to provide a complete

survey of their education for inclusion in the World Survey of Education^{1,2} as a reference for any interested individuals throughout the world in order to bring about a common understanding of world education.

Ill-equipped for such a momentous and unprecedented task, the Ministry of Education, in 1950, expanded its Department of Statistics and experts in the field were hired from Western countries for consultation and assistance. But although many reports and statistical data were gathered for U.N.E.S.C.O., as well as for administration use, these documents were not generally available to private researchers. It is only through personal contacts with the Minister of Education, Deputy Ministers, Director Generals, and other officials of the Ministry of Education in Teheran, that the proper and necessary documents for this study have been obtained.

The lack of some bibliography and statistical data, however, was not sufficient to prevent this research from indicating the trend of educational sequences and its implications for today's educational problems, which led to the formulation of the following hypothesis, that public education in Iran is inadequate to handle present and future

1 U.N.E.S.C.O., World Survey of Education, Paris, U.N.E.S.C.O., 1955, p. 349-352.

2 Id., ibid., 1958, p. 557-566.

increase in school enrollments, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof. Therefore, a study of the organization of public education in Iran, including grades one through twelve, has been presented in four parts; namely, the emergence of modern education in Iran, elementary education, secondary education, and recommendations for further educational improvements.

The first chapter attempts to describe the educational development of Iran from ancient times until the contemporary period. It serves in a broad sense as an introductory to such historical aspects and environmental forces as have played an important part in shaping today's educational system. Perhaps, one of the important factors in Iran's great historical events lies in her geographical location, as a link between the Far East (with India) and the West, as an area of dispute between the Russians from the North and the British from the South in more recent times and, especially, her present role in Great Power politics. Iran has also served as a highway for migrations and invasions from Central Asia, passing either to the East on the road to India, or to the West towards Iraq and Anatolia. This has caused many internal, as well as external disturbances, and to a large extent has made educational problems more complicated.

Significantly, Iran's formal public system was established by Reza Shah the Great who was the originator of the Pahlavi dynasty in 1925. Since then, measures have been taken by the Ministry of Education to improve the educational system, as to provide equal opportunity and right for free and compulsory education of the new generation as well as a sound literacy program for the old. An attempt has been made to develop these measures under a separate topic dealing with elementary education and secondary education, in chapters two and three respectively.

As stated above, the sources for this research have been limited. Since the Ministry of Education is the sole publisher of educational data on elementary and secondary education, a lack of sufficient bibliography has been unavoidable. However, even though little has been published on Iran's educational system, the publications of the Ministry of Education are considered very reliable. The first chapter is based largely on Dr. Sadigh's newly published texts on the history of education in ancient³ and in modern⁴ Iran. Dr. Sadigh is the most authoritative person in the field of educational history in Iran, and his

³ Issa Sadigh, History of Education of Ancient Iran, Teheran, Sherekat Tabe Ketab, 1339(1960), vi-250 p.

⁴ -----, History of Education of Modern Iran, Teheran, Sherekat Tabe Ketab, 1340(1961), vi-249 p.

texts in each field stand as the only reference ever written on that subject.

The entire chapter four is based upon recommendations which were drawn from the study of public elementary and secondary education in Iran, and serve to complement the author's hypothesis. U.N.E.S.C.O.'s recommendations,⁵ however, concerning Iran, which was one of the fifteen member States selected for the U.N.E.S.C.O. survey, have been taken into consideration, and the author's recommendations intended to supplement those of U.N.E.S.C.O. Furthermore, an educational survey, which was conducted by the United States Office of Education,⁶ is considered in support of the hypothesis. Also a report of a news conference, which was held by the Ministry of Education concerning the need for the conversion of the educational pattern, which had appeared in Ettela'at,⁷ has been referred to for the same purpose. As a daily newspaper, Ettela'at is considered as outstanding and, in comparison with other newspapers, its publications and news appear to be quite reliable.

⁵ U.N.E.S.C.O., The Needs of Asia in Primary Education, No. 41, Paris, U.N.E.S.C.O., 1961, 60 p.

⁶ U.S. Government, Office of Education, Organization and Supervision of Elementary Education in 100 Cities, No. 11, Washington, Superintendent of Documents, 1949, ix-84 p.

⁷ Ettela'at, Official Newspaper, Teheran, February 1, 1962, 28 p.

All these sources, including the Ministry of Education's publications at hand were extensively utilized, collated and adapted for statistical tabulations within the limits of this research.

CHAPTER I

THE EMERGENCE OF MODERN EDUCATION IN IRAN

The study of the educational system of any nation would be valueless if it did not consider the nation's geographical situation, the background of political, economic, and social developments which are of great importance in the field of education. The present educational ideas and ideals of Iran did not develop just overnight; there is a long historical struggle behind them which should be explored in a broad sense in order to develop an insight into the educational system of today. It also should be mentioned here that one must not consider Asia as a unit; there are many peoples and cultures in that vast land mass. The countries vary in language, in religion, in level of industrialization, in their educational systems, and in a host of other respects.

That is why one must study the background of a country such as Iran in order to realize her peculiar problems and those features which distinguish her from her neighbors. To put all the peoples and countries of the Middle East into one category with little differentiation is a great error; each people and nation must be examined separately in the light of geography, history, education, customs, and present conditions.

This chapter attempts to examine the sequence of the political development of the country and its effect on social and educational aspects under the following headings:

1. From Dictatorship to Democratic Government;
2. The Effect of Political Change on Society and Education;
3. Establishment of a Ministry of Education.

1. From Dictatorship to Democratic Government.

Although few documents of the early Persian civilization have been discovered, traces of civilization dating back to the year 450 B.C. describe their existence.¹ Archaeological discoveries have led to the belief that settlements near Susa, Sialk, and elsewhere can be placed between the dates 4500 and 3800 B.C.² About the year 1000 B.C., waves of Aryan invaders swept across the Balkans, Asia Minor and Southern Russia into Persia. These tribes doubtlessly possessed greater knowledge of iron and weapons and so managed to dominate the inhabitants, the then so-called Elamites. They christened their new homeland "Land of Aryans", hence the modern name, Iran. Persia, a name made famous in the west by the Greeks, was actually the name of a southern province called Pars or the kingdom of Parsua.

1 Issa Sadigh, History of Education of Ancient Iran, Teheran, Sherakat Tabе Ketab, 1339(1960), p. 6-7.

2 Id., ibid.

The writings of Herodotus³ furnish most of the detailed knowledge about the first strong Persian kingdom, that of the Medes, founded by Deioces in 708 B.C. In a world then dominated by the Assyrians, the Median Empire was remarkable in its strength and independence - especially in the constant interplay with the wealthy state of Babylon. This empire, however, was local and composed of only one large tribe, and not much of any educational aspect has been mentioned of this period.

Cyrus,⁴ founding the mighty Achaemenian Empire in 546 B.C., was the first Iranian to forge a united and national empire from many local tribes and kingdoms. Cyrus and his most famous successors, Darius and Xerxes, brought to the world an ordered and enlightened civilization previously unknown to man. At the height of his power, the Achaemenian Empire surpassed in size the most far-reaching civilizations that ever existed and was even larger than the Roman Empire was later to become.⁵ The humanitarian and wise rule typical of Achaemenian kings was a great departure from previous governments. To the rulers of the ancient Near East, warfare and conquest meant killing,

³ Government of Iran, Department of Publication, Iran Review, Vols. 2 and 3, issue of June 1961, p. 35-36.

⁴ Id., ibid.

⁵ Id., ibid.

looting, and complete subjugation of all domains of conquered civilizations. Cyrus and his successors led a regime of benevolence and tolerance, rather than one of terror. Even as the frontiers of this great empire expanded, the newly conquered nations were left free to conduct their internal affairs and to express their individual religious and cultural heritage. Thus, even though most Persians and certainly the Kings were devoted Zoroastrians, the Old Testament records the happy condition of the Jewish people under this rule which restored the city of Jerusalem to them.⁶

Darius I (521-486 B.C.) was a man of remarkable energy and vision. He extended the frontiers of the Empire as far as the Danube to the west and over the borders of India on the East, virtually encompassing from the burning sands of Egypt to the ice-bound borders of China.⁷ He was perhaps the greatest administrator of the Ancient World, and these capacities alone place all modern civilizations in his debt. His golden currency, the Darian coin, which records at Persepolis show was used to replace the prevalent payment of goods in kind, or barter, became a respected international currency.⁸ It is also supposed that he

⁶ Government of Iran, Department of Publication, Op. Cit., p. 34.

⁷ Id., ibid.

⁸ Id., ibid., p. 39.

established the first postal system, regularly sending his envoys and messengers throughout the entire empire.

The capital Persepolis was begun during the reign of Darius. Stately columns, superbly carved friezes, doorways, and capitals still testify to the artistic taste and refined sense of beauty which prevailed during these days of Archaemenian rule.⁹ Records carved into tables of stone and metal give ample proof of the great skill in workmanship and training of the people of that time and also suggests the existence of educational traditions of the manual and vocational training type to produce such highly skilled individuals.

Despite the great Achaemenian conquests, forging an unsurpassed empire in the Ancient World, Persia was never able to defeat the highly civilized and enlightened Greeks.¹⁰ Only the Greeks possessed a cultural and political system comparable in its enlightenment to that of the Persians.¹¹ But, it was at the merciless hand of the thoroughly Hellenized Alexander the Great that Persia suffered the most tragic defeat in her history. Not content with merely subjugating the Persians, Alexander sacked and almost totally

⁹ Government of Iran, Department of Publication, Op. Cit., p. 39.

¹⁰ Id., ibid.

¹¹ Sadigh, Op. Cit., p. 18.

destroyed Persepolis in 330 B.C. The seemingly wanton destruction of Persia's splendid artistic achievements is especially baffling to historians in view of subsequent events.¹² For, during their long occupation of Persia, the Greeks and Alexander himself adopted a great deal from Persian culture and philosophy.¹³

After the early death of Alexander in 323 B.C., one of his generals, Seleucid Nicator, took over leadership and founded the Seleucid dynasty. Having lasted the better part of a century, this Hellenistic period eventually gave way to the Parthian invasion.¹⁴

Under Parthian rule, the strong reaction against Hellenism paved the way for a renaissance of Iranian national culture. Violent and almost constant wars with Rome occupied many years during this half century. Persia was never absorbed into that great empire.¹⁵

At the beginning of the third century A.D., Ardeshir overthrew the Parthians to found the last great pre-Islamic dynasty, and the first Persian dynasty since Alexander's entry. During the resurgence of purely Iranian culture,

12 Sadigh, Op. Cit., p. 19-22.

13 Id., ibid.

14 Id., ibid.

15 Id., ibid.

nearly all western influences were abandoned.¹⁶ The earlier years of this dynasty were marked with singular success. Ardeshir, who reigned for more than fifty years, once again established a strong centralized government and a military organization. Under his son, Shapur I, Rome suffered many defeats, including the capture of Emperor Valerian (260 A.D.) commemorated in a very beautiful rock relief carved at Nagsh-i-Rustam near Shiraz.¹⁷

Rulers of the Sassanian dynasty, (especially Anoushiravan 531 A.D.), paid great attention to the education and welfare of the people who expanded the University of Gande'-Shapur established by Shapur I; it was also at his order that many texts were translated from Hindu and Greek to the Pahlavi language.

Two important factors had a great effect on Persian education before the Arab invasion:¹⁸ the geographical situation and the principles of Zoroastrianism. The country being situated between central Asia, China and India in one direction, and Asia Minor which connects it to Europe and Africa in the other direction, it has always been the center and the key path of foreign attacks. Of course, having this

¹⁶ Government of Iran, Department of Publication, Op. Cit., p. 37.

¹⁷ Id., ibid.

¹⁸ Sadigh, Op. Cit., p. 32-33.

disadvantage, Iran has also had an opportunity to exchange educational ideas and ideals with Western countries. The second factor was the religion of Zoroaster, whose principles were followed by the Persians for many centuries. Zoroaster or Zarathustra founded Mazdeism or Zoroastrianism about the sixth century B.C., a powerful achievement of speculation which systematized certain fundamental truths derived from the primitive tradition, in an attempt to give a rational explanation of evil. Zoroaster ended in dualism and taught the existence of two principles uncreated and co-eternal, the principle of Good (Ormuzd) and the principle of Evil (Ahriman). Ahriman is to be identified with the rebel angel and Ormuzd or Ahura-Mazda as the fountainhead of all good doings, health, justice and truth. Zoroaster tended to make the devil a god striving against God.¹⁹ He realized the importance of educating his followers and said that each Iranian who believed in God must obey the Avesta (bible) and whatever has to do with Ahura-Maza must be his higher goal.²⁰

The educational ideals of ancient Persia were fundamentally based on three things:²¹ service to society; service to family; and, importance of individual.

19 Sadigh, Op. Cit., p. 32-33.

20 Id., ibid.

21 Id., ibid.

The organization of the educational system consisted of home, temple, palace, dabestan, and daneshgah. (The last two agencies are equivalent to present elementary and university education.) The program of education consisted of the following basic subjects: religious and moral education; physical education; and reading, writing, and mathematics. The starting school age for children was set at age seven, and has been retained by present Iranian educators.

Persia's trouble did not stop with the decline of Rome, however, for new conflicts arose with the Byzantine empire. The wars, unfortunately, sapped the strength of Persia for over a century, so that the Islamic invaders had only to conquer a remnant of the virile Sassanian empire.²²

The Arabic tide swept over Iran and, in an astonishingly short period, the Moslem conquerors held authority throughout Iran. Everywhere, these Arabs adopted the manners of the Persians around them - with one notable exception which was their devout faith in the religion of Mohammad.²³ The Persians, who had allowed their ancient faith of Zoroaster to become extremely ritualized and ceremonial, responded to the high spiritual values of Islam and rapidly converted to the new religion.

²² Sadigh, Op. Cit., p. 35.

²³ Id., ibid.

The seat of Arab rule, the Caliphate, was at Damascus until about 750 A.D., when the Abassid rulers transferred the capital to Baghdad. The Persian, especially Sassanian, influence was marked, for although the Caliph was an Arab, his ministers were Persian. Knowledge of Persian culture and literature became an indispensable element.²⁴ The Arabs did not pay any attention to education and from the beginning of Islam with the Goraish tribe only seventeen members knew how to read and write and these members were from the higher class of the tribe.²⁵ The greatest harm that Arabs did in Persian education and culture during their one hundred year rule in Iran was that of changing the language to Arabic.²⁶ Therefore, knowing Arabic language became essential to everyone, and practically all poets, educators wrote their manuscripts in Arabic. The worst part was that Arabs during their invasion burned and destroyed all Persian documents and libraries.²⁷ For centuries after Mohammad's Hejrat²⁸ the Koran (Moslem's bible)

24 Sadigh, Op. Cit., p. 36.

25 Id., ibid., p. 101.

26 Id., ibid.

27 Id., ibid., p. 107.

28 The word Hejrat means departure, and marks the official beginning of the Moslem calendar, as of July 16, 622 of the Christian era; on that day Mohammad departed from Mecca where he was stoned because of his prophecy and went to Madineh where he found many followers and extended his Moslem religion.

which was written in Arabic was the only book which was at the disposal of the people. (In the main, those who had mastered the Koran conveyed their knowledge orally to others.)²⁹

Not to lose the continuity of the historical events, the Arabs ruled only for a century; due to the incapacity and mismanagement of the Arab rulers, the invading Mongols under Genghis Khan seized the country. The savage cruelty and wanton destruction which characterized this invasion was devastating for Iran and the surrounding countries.³⁰ In less than a century, the Mongol invaders had absorbed much of the far superior Iranian culture so that, with the ascent of the Timurids in 1336, a strong resurgence occurred in the arts and sciences.³¹

From this epoch, Iran draws much of her truly great literary and artistic heritage.³² Outstanding and timeless poets, such as Rumi, Saadi and Hafez spread the glory of Iran throughout the entire Islamic world.³³ Architecture reached new heights of beauty and harmony, as demonstrated

29 Sadigh, Op. Cit., p. 109-111.

30 Id., ibid.

31 Id., ibid.

32 Id., ibid.

33 Id., ibid.

by the magnificent Mosque of Gowhar Shad in Meshed. Nor were the minor arts of metal work, ceramics and carpet weaving neglected. In time, however, the Timurids saw a weakening of the central power, with real authority being divided among numerous petty kingdoms whose power fluctuated as personal fortunes waxed or waned.³⁴

Thus, early in the 16th century a new and more powerful dynasty once again reunited Persia. The Safavids, especially Shah Abbas the Great who came to power in 1587, were active in encouraging trade, craftsmanship, and all forms of art.³⁵ The new capital, Isfahan, is even today one of the most beautiful cities in the world, containing some of the finest architecture of any period with the embracing city planning of Shah Abbas.³⁶ The keynote of building and decorative arts of the Safavid period was mosaic faience and tile work. In addition, exquisite carpets and fine metal work reached a state bordering on perfection. The religious orientation of the Safavids was firm, and the Shi'a sect of Islam was promptly installed as the State religion -- a position which it continues to hold today.³⁷

³⁴ Government of Iran, Department of Publication, Op. Cit., p. 40-43.

³⁵ Id., ibid.

³⁶ Id., ibid.

³⁷ Id., ibid.

Among the educators of the Safavid period whose ideas and ideals had a great influence on Iran's education, even to this day, was Mola Mohammad Bagher Majlesi (1037-1111, 1689-1733 A.D.).³⁸ His educational philosophy is based on the Koran. His best and most famous work in Arabic is Bahar-el-Anvar which comprises twenty-six volumes in the fields of religion, ethics, natural sciences, mathematics, including a comprehensive history of the prophets. His best texts in Persian are Ain-el-Hayat, Halivat-el-Motafeghin, and Zadd-el-Maad.³⁹

His basic thinking on education according to the Koran and Mohammed on teaching is as follows:⁴⁰ children up to seven years should play, then be sent to school; children must be loved and assisted by their elders, who should keep any promise made to a child; and children should be taught simple things - their inability to perform a task that is too difficult should not cause the educator to become angry.

Although Shah Abbas' successors were relatively weak, his empire survived until the Afghan invasions of 1772. The Afghans were soon ejected, but Persia then passed

38 Sadigh, Op. Cit., p. 137-140.

39 Id., ibid.

40 Id., ibid.

through a period of temporary decline which was abruptly halted by the advent of Nadir Shah, who established the Afsharid dynasty in 1736. Often called the Napoleon of Persia,⁴¹ Nadir Shah defeated the Turks and forced the Russians out of some Iranian territory which they had occupied during the days of national weakness. He established a strong central government and re-unified the country. His armies invaded India, marched to Delhi, and returned with fabulous treasures, among which was the Peacock Throne used for coronations even today.⁴² His line, however, was short-lived, being supplanted by the Zands in 1750. But, the Zands too, although introducing a period of peace and relative tranquility, were overthrown by Agha Mohammad Khan, who established the Qajar dynasty in 1795.⁴³

The most significant factors which affected the education of Iran in this period can be summarized as follows:⁴⁴

1. It was within this period (1795-1925) of the Qajar dynasty, specifically, under Fathali Shah, that there was a marked increase of Russia's interest in Iran's soil

41 Sadigh, Op. Cit., p. 143-147.

42 Id., ibid.

43 Id., ibid.

44 Id., ibid.

which they had started their progressive movement with the beginning of the 17th century, finally, they succeeded to invade Gorjestan (northeast of Iran) in 1837. During this period, while Russia was learning from Europeans new developments in the sciences and industry, and building her armed forces, Iran was involved in her own political affairs and was incapable of coping with and handling foreign influences; consequently, she remained unaware of European progress in every field including education.

2. Russia did not cease her progressive movement towards invading Iran's soil. It was under Peter the Great that Russia intended to invade the whole country of Iran towards the eventual invasion of India, through the Persian Gulf. Britain, who had a great influence in India at this time, tried her best to cease Russia's influence and advancement in Iran; therefore, Iran was the object of these two powerful governments' arguments and fights.

3. During this cold war between Russia and Britain, Iran had a young sixteen year old ruler, Nasser-el-din Shah; according to the constitution he had to be assisted by an older official until he reached the legal age; therefore Amir Kabir was in charge of the country. Fortunately, he was aware of the political movement within the country, as well as of foreign affairs. He has also gained respect for his devotion to his country and his faith in the people.

Amir Kabir knew of the people's unawareness of the advancements taking place in the other parts of the world in the sciences, education, psychology and medical research. Therefore, with the assistance of a few European teachers and experts in the field of finance and education, he was able to restore the security and stability of the country by establishing, among other things, the first formal school in Teheran, the Dar-el-Fonoon, (meaning the House of all Skills), in 1848.

3. In contrast with the educational thinking of previous dynasties which was based strictly on the Koran and restricted the place of learning to the Moslem Mosque, in this period Iran had to adopt to some extent the educational concepts of Pestalozzi, Froebel, Herbart and others, building schools to replace Mosques, in order to keep up with world progress.

4. Also this period is marked by the sending of students abroad for special training in pedagogy and the sciences. In 1850, one student was sent to Europe; in 1861, five students; and again five students in 1890.

Although the Qajars continued to reign until 1925, the 18th and 19th centuries saw a gradual decline in Persian power. During the 19th century, Persia became one of the chief areas of contention (for exploitation) between Russia and Great Britain. The later days of the Qajars

were marked by a national awakening of Iran. In 1906, increasing agitation against the government forced the Shahanshah to grant a constitution, according to which a parliament (House of Representatives) had to be established with the authority and jurisdiction of the autocratic government drastically reduced.⁴⁵

The decadent and weak rule increased the general dissatisfaction of the Iranian people. Finally, the inability of the Qajar regime to meet the demands of an awakened nation, and the general conditions of financial, social and educational chaos which then prevailed, led the parliament to revise Iran's constitution. Under this vital revision, Reza Shah the Great, who at the time was the country's Minister of War, was proclaimed Iran's Shahanshah, and the Pahlavi dynasty was established in 1925.⁴⁶ From this date on, Iran has enjoyed a type of democratic government under a constitutional monarchy.

With the Pahlavi regime, Iran achieved her dramatic independence and began to participate in the affairs of the modern world. Thus, the history of modern Iran, and of her contemporary development, begins only with Reza Shah the Great.⁴⁷ Monumental achievements, such as the Trans-Iranian

45 Sadigh, Op. Cit., p. 148-150.

46 Id., ibid.

47 Id., ibid.

railway, extensive programs in all areas of education, and the first introduction of modern industrial techniques were interrupted by World War II. Following Reza Shah's abdication in 1941, his son Mohammad Reza Shah devoted Iran's full resources to the Allied cause.⁴⁸ At the end of the war, unfortunately, it was necessary to rebuild and strengthen an exhausted nation. It was also necessary to liberate the northern provinces from foreign dominated separatist regimes.

Much was accomplished in every phase of the country's affairs under the wise supervision of the Shah during these years, including the liberation of Azarbaijan and the preservation of Iran's territorial integrity.⁴⁹ But progress was once again interrupted in 1951, and only a national uprising in 1953 against the usurped authority and negligence of Prime Minister Mossadegh permitted a return to national development and constitutional government.⁵⁰ In the eight years since that historic uprising, Iran has consistently made progress towards national goals of economic prosperity and individual opportunities for a free and self-sufficient life.⁵¹

48 Sadigh, Op.Cit., p. 155-157.

49 Id., ibid.

50 Id., ibid.

51 Id., ibid.

After this brief historical survey of Iran, it is the aim of this dissertation to explain the effect of these political changes on social and educational developments.

2. The Effect of Political Change on Society and Education.

With the establishment of the first government supported school, namely Dar-el-Fonoon in 1848 by Amir Kabir which consisted mainly of a combination of secondary and university curricula, the leaders and rulers had already sensed the great values of education and literacy of the nation. The year 1925, which marks the establishment of the new dynasty under Pahlavi's constitution monarchy, is considered as a new era of educational developments.

Reza Shah the Great had visualized and realized through his own initiative and ingenuity how important education and literacy were for a free and democratic society. Prior to his victory, as it has been mentioned previously, education in the past was based on the Moslem faith, given in the Mosques with religious leaders as formal teachers. Only males were to get this training; women were deprived of all manner of social and educational environments. Reza Shah had to struggle for the equal rights of women in the new democratic society. His greatest obstacle came from the opposition of religious leaders. Through his restless

efforts, finally, he managed to pass a law through parliament in 1927, stipulating that women remove their face veils throughout the country.

Naturally, the old chador, face covering veil, is still seen occasionally in the more remote villages where traditions continue to play an important role in society's structure; but the widely popular scout movement, school sports, and professional activities of women are gradually making the veil not only unnecessary but impractical. Abolishing the veil, however, was merely the first in a continuous series of measures designed to give women an important role in modern society. Greatly increased provisions for social services quite naturally served the double function of making important everyday facilities available throughout the country while, at the same time, it opened new avenues of employment for women. The Compulsory Education Act of 1927 brought many young girls out of their sheltered home for the first time.

As students multiplied, the need for teachers grew acute, and women could fill these vacancies as well as men. As modern industries were built, and methods of administration perfected, the need for secretaries, clerks, and assistants increased. As hospitals were built in each province, there developed a desperate need for more nurses to staff them. The modern nursing schools provide excellent training

for this time honoured feminine profession. The new vocational and teachers training schools groom both men and women for these new jobs available all over the country. But, probably most important of all, is the example given by the first women who entered the once closed areas of work activity.⁵² In 1936, when Reza Shah the Great demanded that his own wife and female relatives accompany him through the city without wearing veils, it took enormous courage to do so.⁵³ But today, the streets and shops of Teheran abound with women in modern clothing bustling to and from their jobs, or strenuously engaged in welfare and social work. Today, on a national basis, out of 1,431,626 elementary school students, there are 464,450 girls, and out of 279,741 secondary school students there are 81,728 girls.⁵⁴ Also it is worthy of note that in higher education, out of 12,000 students in the University of Teheran alone, over 2,000 are women.⁵⁵ This contrasts strikingly with the figures of only three years ago, when less than 1,000 students were girls.⁵⁶

52 Government of Iran, Department of Publication, Op. Cit., p. 37-39.

53 Id., ibid.

54 I.B.E., U.N.E.S.C.O., Ministry of Education-Iran, Twenty-Fourth Educational Conference, Geneva, U.N.E.S.C.O., July 1961, p. 2.

55 Id., ibid.

56 Id., ibid.

Because Iran, unlike so many other Asian countries, has a relatively sparse population in terms of its land and natural wealth, the national development program will depend in large part on the successful mobilization of women and their participation in the labor force.

The role of women in a democratic society has been to a great extent realized by educators, notably by His Imperial Majesty who has contributed largely to the expansion of the role of women in Iran's modern society. Even though a great attempt has been made to ensure the equality and important function of women in Iran as a progressive country, women are still barred from many social and governmental affairs; for instance, under the present constitution, women cannot become ministers, members of parliament, vote in a national election, nor can they inherit the throne. These are the ultimate goals every educated Iranian woman wants to accomplish in the future.

The change in government from autocracy to democracy not only changed the pattern of social activities and the educational system, but also to a great extent the constitution itself has been drastically changed. The Reza Shah changed the old system and established order and stability. During his reign many progressive laws and regulations were put into effect that paved the way for the citizens to run their own affairs as well as to participate in local

government. City planning became a reality and modern transportation facilities brought about speedy communications. The Civil Registration Act was passed and put into effect and every citizen was obliged to select a family name and acquire a birth certificate which serves, even today, as an identification card. This development facilitated further improvements including the Law of Compulsory Military Training which, in turn, made possible the establishment of a modern army.

The constitution of Iran comprises the fundamental law of 1906, a supplement of 1907, a revision of 1925 (resulting from the accession to the Throne of the Pahlavi dynasty), and an implementation of 1949 (fulfillment of the articles concerning the establishment of the Senate and the dissolution of Parliament). The fundamental law is composed of fifty-one articles divided into five chapters:⁵⁷ organization of the Majlis Parliament (articles 1-14); rights, duties, and nature of the Majlis (15-31); submission of projects and bills to Parliament (32-38); parliamentary initiative (39-42); and, institution of the Senate (43-51). A law of October 22, 1911, fixed the number of deputies in the Majlis at one hundred and thirty-six, and their terms of office to two years. Article 16 declares that all laws

⁵⁷ Government of Iran, Ministry of Interior, Teheran, (no date), p. 6-10.

must be submitted to the National Assembly for approval; and the Majlis, with Senate approval, can abrogate or modify any existing law, according to article 17. All financial matters must be approved by the Majlis. Article 28 states that any Minister who issues orders conflicting with one of the laws shall rescind the orders and be personally responsible to the Shah. The Majlis can demand the dismissal of a Prime Minister who has violated a law, and it has access to the Shah through a committee of the Majlis. Ministers have the right to sit and speak in sessions of the National Assembly.

The Senate, which came into existence only in 1949, although its formation was approved by the original constitution, consists of sixty members, thirty nominated by the Shah (half from Teheran, and half from the provinces), and thirty elected by the people. All the bills must be approved by the Senate as well as by the Majlis, except financial measures, which are the sole responsibility of the Majlis. In case of a dispute between the Senate and the Majlis, article 48 provides for a third assembly elected by Both Majlis and Senate to effect a compromise, but if that fails the Shah may dissolve the National Assembly and call for new elections.⁵⁸

⁵⁸ Government of Iran, Ministry of Interior, Op. Cit., p. 6-10.

All these drastic changes in the government and the social welfare of the country were necessary and a prerequisite to the awakening of the nation from ignorance and illiteracy which led Reza Shah to adopt a national system of education by re-organizing the previously established Minister of Education.

3. Establishment of a Ministry of Education.

The Ministry of Education has its origin in 1853 during the reign of Nasser-el-din Shah. Even though it was not by any measure in expanded form or adequate, at least the framework of it was established. At this time, as it has been mentioned previously, the only formal government supported school was Dar-el-Fonoon which, at its opening in 1848, had only one hundred and fifty students; by 1900 this school had only 1,100 graduates which mostly were among the influential people of the country. The original name of the present Ministry of Education was the Ministry of Sciences and its first minister was Ali Gholi Mirza Etezael Saltaneh who at the time was the Principal of Dar-el-Fonoon, and remained as the Minister of Sciences for twenty-two years.⁵⁹ One of the most important steps that he took

⁵⁹ Issa Sadigh, History of Education of Modern Iran, Teheran, Sherekat Tabe Ketab, 1940 (1961), p. 167.

during his ministry was to send forty-two graduates of Dar-el-Fonoon to France for higher education in different fields of specialization; upon their return each contributed in some way to the growth of national literacy, which was hardly about one or two per cent of the total population.⁶⁰

Unfortunately, the progress of education and the rate of literacy of the people were extremely slow and the system of education was very inadequate to meet the demands and requirements of educating the old as well as the young generation of a democratic nation. Therefore, Reza Shah took immediate action to expand and re-organize the small ministry in its entirety into the present gigantic organization under the new name of Ministry of Education, which has its headquarters in the Capital Teheran.

a. Organization of the Ministry of Education.-

According to Article 19 of the Constitution, all institutions of learning must be under the jurisdiction and supervision of the national Ministry of Education.⁶¹ The control of formal education is vested in the Minister of Education, assisted by two under-secretaries. By statute, the Ministry is divided broadly into two major sections, for education

⁶⁰ Issa Sadigh, History of Education in Modern Iran, Op. Cit., p. 202-204.

⁶¹ Government of Iran, Ministry of Education, Education Yearbook and Statistics, Teheran, 1953, p. 52-53.

and administration respectively. Each of these sections is headed by a director-general; there are more directorates for more important sections. The Directorate of Education has special departments for higher, secondary, primary, technical and agricultural, adult and basic education, publications, physical training, and examinations. The Directorate of Administration is concerned with finance, personnel, construction and supplies, and health services.⁶²

Under the central authority each of the ten provinces of the country has a provincial education department under a director who administers and controls the public schools of the province. Smaller units of government, the districts and municipalities, also have education offices.⁶³ The complete organization of the Ministry of Education is shown in the diagram on page 28.

b. Responsibilities of the Minister of Education.- The Minister of Education is the chief education officer in the country. He is appointed by the Shah through the recommendation of the Prime Minister who is elected by Parliament on the basis of a two-thirds majority for an unlimited term. After the Prime Minister is elected and confirmed by the Shah, then he recommends members of his

⁶² Government of Iran, Ministry of Education, Op. Cit., p. 52-53.

⁶³ Id., ibid.

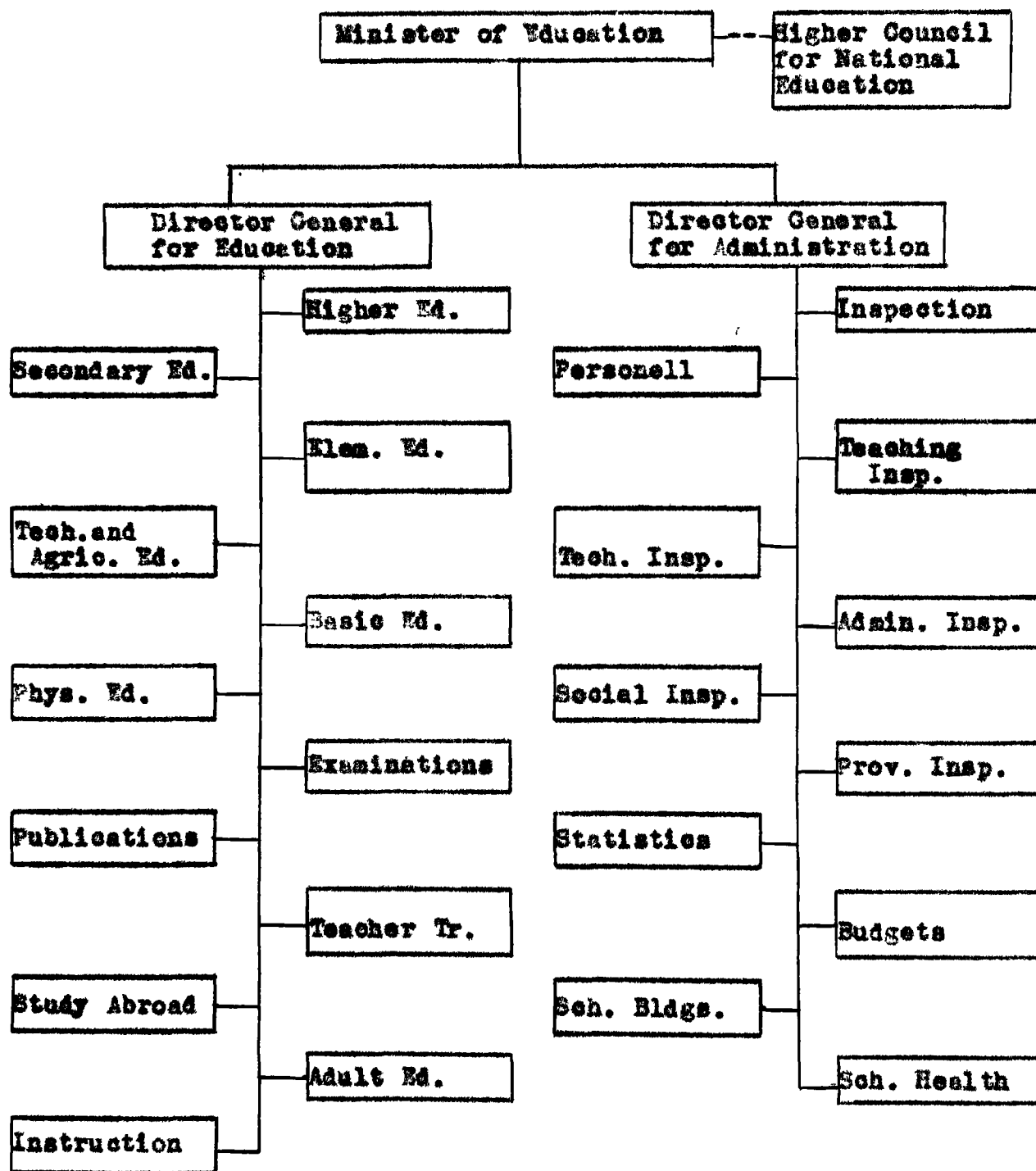


Figure 1.- The Organization of the Ministry of Education.

Government of Iran, Ministry of Education, Education Yearbook and Statistics, Teheran, 1953, p. 20.

cabinet for appointment by the Shah. Once the Minister of Education is appointed he is directly responsible to the Prime Minister and to Parliament. His appointment being for an unlimited term as that of the Prime Minister, he is automatically discharged upon the dismissal of the Prime Minister by Parliament.

One of the major responsibilities of the Minister of Education is to extend and provide facilities for primary education and possible enforcement of compulsory education throughout the country. All hiring and firing, expansion or closing of any department, all aspects of financial matters, construction of schools and everything within the scope of the Ministry of Education, the Minister of Education is kept liable for.

The important function of the Ministry of Education is the supervision and control of the Ministry which operates through the Inspectorate-General which supervises the management of schools and their educational standards. In addition to thirty Ministerial Inspectors (appointed by the Minister) who submit reports to the Secretariat-General on assignments allotted to them by the Minister or the Under-Secretary, the Inspectorate-General is organized in three divisions which are as follows: technical, administrative, and social.⁶⁴

⁶⁴ Government of Iran, Ministry of Education, Op. Cit., p. 52-53.

1. Technical inspectorate. This consists of four commissions and a number of inspectors. The commissions deal, respectively, with courses, curricula, school books, and teaching materials. The commissions' decisions are notified to the head of the technical inspectorate who passes them to the departments concerned and, where appropriate, to the Minister of Education. The responsibilities of the technical inspectorate are: inspection of classroom work; supervision of annual and final examinations; seeing to the observance of the rules and regulations affecting schools; inspection of school supplies (books, laboratory equipment, educational films, etc.); supervision of standards observed in the private schools (until the Ministry of Education has provided sufficient facilities for all school children in the country, authority is also given for the opening of private schools provided they conform to the law and regulations of the Ministry of Education); consideration and review of reports and projects relative to teaching methods, and reports from the provincial technical inspectorates.

2. Administrative inspectorate. This comprises three sections and forty-five inspectors who are responsible for the administrative and disciplinary supervision of pupils and teaching staff, for ensuring compliance with the financial and administrative regulations, and for supervising the management of charitable foundations.

3. Social inspectorate. This, likewise, consists of three sections concerned respectively with meetings, lectures, dramatics, concerts and athletic competitions; curricula and relations with parents; and staff conditions. The responsibilities of the social inspectorate are: the organization and supervision of school meetings, ceremonies, anniversaries, and other commemorations appointed by the Ministry of Education; assistance to primary and secondary teachers and non-teaching staff; management of social insurance, co-operative business, etc. The inspectorate of the Ministry has under its orders other services such as school health service for pupils and teachers.

There has been some expansion in the administrative function of the Ministry of Education since 1960, by which the country is extended to 142 Educational Centers, each center having a director who is appointed by the Minister, and given authority and responsibility for all educational matters of that center.⁶⁵ In 1960, the Ministry of Education had 52,934 employees including teachers, administrators and staffs throughout the country, with 8,161 employees for the maintenance of schools and offices. The total budget of the Ministry for the same period was 7,130,436,781 Rials

⁶⁵ Sadigh, History of Education in Modern Iran, Op. Cit., p. 205-207.

(One Rial is equivalent to \$0.35.)⁶⁶ These constitute the main responsibilities of the Minister of Education in the national system of education.

Summary.

Considering the ancient history of education and its developmental sequences, historians, archaeologists, and anthropologists have traced Persian civilization as far back as 4500 B.C. About 1000 B.C., waves of Aryan invaders swept across the Balkans, Asia Minor and Southern Russia into Persia where they made their homeland "Land of the Aryans", hence the modern name, Iran. The name Persia, made famous in the West by the Greeks, was actually the name of a southern province called Pars or the kingdom of Parsua.

From the earliest Persian kingdom of the Medes, which was founded by Deioces in 708 B.C., up to the year 1925, which marks the beginning of the Pahlavi dynasty, the country was the center of many attacks from foreign invaders, which has changed to a great extent the geographical situation of Iran from the time of Darius (521-486 B.C.) who extended the frontiers of the Empire as far as the Danube to the West, and over the borders of India on the East, to the

⁶⁶ Sadigh, History of Education of Modern Iran,
Op. Cit., p. 205-207.

present extent of the country to the Caspian Sea in the North, the Persian Gulf in the South, Afghanistan in the East, and Iraq in the West.

Not only these successive revolutions affected the size of the country, but social, political and educational conditions as well were changed drastically. The worst devastation suffered by Iran was brought about by the Arab invasion of 642 A.D., exactly twenty years before Mohammad's Hejrat from Mecca to Madinah where the Islamic religion was introduced. Not only the country was destroyed, but all the Persian books, educational documents and libraries were burned, and soon the Arabic language was introduced to the extent that during the one hundred and thirty years of Arab rule the spoken language of the country as a whole was Arabic, with the Koran as a single bible and educational book for the entire nation.

The second hardship worthy of recall was the Mongolian invasion which lasted for thirty-six years after the Arabs' demise. Actually, it was not until 1795, which marks the Qajar dynasty, that Iranians discovered their ignorance of the advancements in the West in every field while the people were struggling for their peace and independence. Although the Qajars continued to reign until 1925, the 18th and 19th centuries saw a gradual decay in Persian power. During the 19th century, Iran became one of the chief areas

of contention for exploitation between Russia and Great Britain. The latter days of the Qajars were marked by a national awakening of Iran. In 1906, increasing agitation against the government forced the Shahanshah to grant a constitution. Finally, the inability of the Qajar regime to meet the demands of an awakened nation, and the general conditions of financial and social chaos which then prevailed, led Parliament to revise Iran's constitution which, under this revision, proclaimed Reza Shah the Great Shahanshah and established the Pahlavi dynasty in 1925.

Even though the Qajars had realized the importance of education and of educating the nation and had established the first government supported school in the latter part of their dynasty, the year 1925, which marks Pahlavi's democratic government under a constitutional monarchy, is considered as a new era in educational developments. During his reign, which lasted about twenty years, he accomplished much to open the gates to women in educational fields and to give them equal social status with men from their previously deprivation and isolation at home. He expanded the educational program throughout the country and made primary education up to grade four compulsory where the facilities for education were provided. He also re-established and re-organized the old Ministry of Sciences which had its origin during the Qajar dynasty and gave it the present name of

Ministry of Education. His ultimate goal was to build the educational system on a national scale which, to a great extent, he was successful in doing.

Article 19 of the Constitution states that all the institutions of learning must be under the jurisdiction and supervision of the Ministry of Education which is directed by the Minister of Education. The Minister of Education is appointed by the Shah through the recommendation of the Prime Minister for a non-fixed term. He is the chief executive of the country's education and is assisted by two under-secretaries. The Ministry is divided into two major parts, for education and administration respectively, and each headed by a director-general. The Directorate of Education is responsible for higher, secondary, primary, technical and agricultural, adult and fundamental education, publications, physical education training, and examinations. The Directorate of Administration is concerned with finance, personnel, construction and supplies, and health services. By 1960, the Ministry of Education had one hundred and forty-two educational centers throughout the country where each center has a director who is appointed by the Minister, and given authority and responsibility for all educational matters in that center. The basic function of the Ministry of Education is to provide and extend the equal opportunity

of a basic education for the young as well as the old generation of a relatively new democratic nation, a topic which will be discussed in the following chapter.

CHAPTER II

ELEMENTARY EDUCATION

In conformity with democratic ideals, Reza Shah decided to expand the educational facilities so that all Iranian citizens might enjoy equality of opportunity. Simultaneously, as soon as the Shah stabilized his government in 1925, he undertook a vast reconstruction of the educational system in an attempt to make it a more suitable instrument for the country's new needs and aspirations. His contributions towards a system of national education have already been discussed up to the point of his departure from the throne in 1941, which marked the beginning of World War II. What has developed since the Reza Shah's resignation will be discussed under the following headings:

1. The Aim of Compulsory Education in Developing Democratic Citizenship;
2. The Elementary School: its Curriculum, Grading System, and Promotions; and,
3. Establishment of Elementary Teacher-Training Centers.

1. The Aim of Compulsory Education in Developing Democratic Citizenship.

In a democracy, an individual must form his own independent judgment on all kinds of complicated social, economic and political issues, and to a large extent, decide his own course of action. The first requisite in this

connection is to develop the capacity for clear thinking and a receptivity to new ideas. Also, clearness in speech and writing is another essential factor for successful living in a democracy, which must be developed in all members of the society of its nation old as well as young, if the nation is to survive.¹ Unfortunately, in the past, Iran's schools have left whole areas of the pupils' personality untouched and disregarded their emotional life, their social impulses, their constructive talents, and their artistic tastes. All the defects and dissatisfactions that Iran is facing today are the result of centuries of struggle for its independence from foreign influences and consequent neglect of the general education of its people.

One of the many tasks which faced Iran immediately after the establishment of the Pahlavi dynasty in 1925 was the reconstruction and expansion of her system of education. Steps had to be taken to provide free elementary education for all children of school age and to ensure that they were not denied facilities that their parents lacked. It was also necessary to revive relations with neighboring countries in East and West and establish contacts where none had existed before. Idealistically, Iran has set forth its essential

¹ Government of Iran, Iran Review, Vol. 2 and 3, issue of June 1961, p. 28.

aim of compulsory education to arouse and develop the child's full physical, intellectual, moral and religious capacities, to ensure his satisfactory adjustment to the society in which he lives.² The second aim and object has been stated to familiarize the child with economic and social life in its various aspects.³

Even though the Education Law of October 31, 1911, sets the compulsory education of primary level beginning with age seven, it was not until 1927, when Reza Shah re-activated the law; still it was not enforced because of lack of facilities until the revision of the law on July 28, 1943, that provision was made to give effect to that requirement.⁴ Under this law all children (male and female) were to receive education up to the fourth grade of primary school by the next ten years, and it was the responsibility of the Ministry of Education to provide sufficient teachers, school buildings, and supplies for this plan. In connection with this plan, in order to make it more constructive, and until such time as the country has been endowed with an adequate number of public elementary schools, the Ministry

² Government of Iran, Ministry of Education, Education Yearbook and Statistics, Teheran, The Government, (1953), p. 15.

³ Id., ibid.

⁴ Government of Iran, Ministry of Education, Education, Teheran, The Government, 1961, p. 1-2.

of Education will encourage the development of private schools providing that they conform to the laws and the regulations of the Ministry of Education. The Law of Compulsory Education Act of 1943 also states that all elementary and secondary educational establishments are under the direction and supervision of the Ministry of Education.⁵

The progress of this ten-year plan as to the increase of the number of schools and pupils in elementary education of the country in contrast with the number of schools and pupils in the previous years can be studied in Table I. Unfortunately, the statistical data of 1943 was not available, but it is sufficient to compare the 1940 statistical data with 1953 which gives a thirteen year period of study. It can be seen from the data that in 1953 there was an increase of 4,800,000 in population over 1940, with an increase of 3,623 elementary schools, and an increase of 210,473 enrollments. In spite of all these attempts towards educating the young children of the country, there were hardly five per cent of the total population educated in Iran in 1940 in contrast with eight per cent in 1953.⁶

⁵ Government of Iran, Ministry of Education, Education, Op. Cit., p. 1-2.

⁶ Id., ibid.

Table I.-

Increase in Population, Elementary School Enrollment
and School Facilities of the Entire Country
from 1910 to 1953.

	1910	1927	1940	1953
Population	-	10,000,000	15,000,000	19,800,000
Elem. Education Schools	123	648	2,336	5,959
Pupils	17,974	79,687	536,000	746,473
Teachers	-	-	-	27,903

Compiled and adapted from Government of Iran,
Ministry of Education Report to U.N.E.S.C.O, Teheran, The
Government, 1953, p. 5-10.

Government of Iran, Ministry of Education, Education,
Teheran, The Government, 1961, p. 2.

Issa Sadigh, History of Education of Modern Iran,
Teheran, Sherekar Tabe Ketab, 1961, p. 171.

2. The Elementary School: its Curriculum, Grading System, and Promotions.

The normal elementary education course is six years, and the Compulsory Education Act has set the starting age at seven. There are two types of elementary schools:⁷ one, which are government supported and are called public or official schools; two, the schools which are supported by private organizations or religious groups and are non-official or non-recognized schools. The religious and private schools have been established within the past eighty years. The religious schools which are called Maktab-Khaneh are located mostly in rural areas and holy cities such as Qum and Meshed, and as has been mentioned in the previous chapter, their program of studies are based on the Koran; reading and writing are also included. In the school year 1954-1955, 58,739 students were attending 296 private and religious schools.⁸ The number of this type of school is decreasing as the Ministry of Education become more efficient in providing school facilities for the entire nation. Until such time the Ministry of Education will permit the operation of private elementary schools if they follow the program that the Ministry has set.

7 Government of Iran, Ministry of Education, Education, Op. Cit., p. 3-4.

8 Id.,ibid.

For the official or government supported elementary schools, an attempt has been made to meet the individual needs as to the requirements of the rural areas as well as in large industrial cities. In rural schools the emphasis is on an agricultural training program, while in the cities attention has been focused on technical and vocational training. As a general rule, schools are not co-educational, but in some rural schools provisions have been made for co-education up to grade four; on completion of the fourth grade children are separated according to sex and must attend their respective schools. Rural and village schools, if educational facilities are provided, have only four grades and thereafter those who are interested and have sufficient funds must go to a larger community where an extension of education is available.⁹

Since the Ministry of Education has been educationally and economically incapable of providing equal educational training for all normal children of the entire country, the abnormal, backward or physically handicapped children have been neglected, even though Teheran has had a school for deaf mutes for years. Orphanages providing elementary education have been established under the

⁹ Government of Iran, Ministry of Education, Report on Elementary Education, No. 3, Teheran, The Government, 1956, p. 5.

Red Lion and Sun Society, by local government authorities.¹⁰

Enrollment takes place at the beginning of each school year between September 12 and 22. The first term of the school year begins between September 28 and October 7, according to the location of schools in different parts of the country. The pupils attend their respective classes from 8 to 11.30 a.m. and from 2 to 4.15 p.m. for six days a week from Saturday to Thursday; Friday is the Moslem's holiday. Officially, schools are closed for summer vacation from June 6 to September 22, and in addition to this, schools observe the National Holiday from March 21, which marks the beginning of the New Year (Noruz), to April 3.¹¹

Each school has a principal and an assistant principal. The principal is responsible for the efficiency of his school and must comply with the instructions of the Ministry of Education; the assistant principal handles the discipline and order of the school. Teachers are responsible to the principal for all matters affecting their classes.¹²

10 Government of Iran, Ministry of Education, Report on Elementary Education, Op. Cit., p. 5.

11 Id., ibid.

12 Id., ibid.

An analysis of the increase of elementary education of the entire country during a five-year period is shown in Table II. The table shows an increase of 653,465 in school enrollment on a national scale during five years, while the increase of number of teachers was 11,075. From this it can be gained that the number of teachers trained were not sufficient to meet the increase in enrollment, and this caused a higher teacher-pupil ratio of 38 in 1960. Even though this has been an accomplishment to some educators, according to this study it indicated that there have been many pupils without any school facilities throughout the country.¹³

Curriculum.- According to the approval of the Ministry of Education's Higher Council in Aban 1328 (1931), following subjects are taken in the first four years of elementary schools:¹⁴ (1) reading and writing; (2) Koran; (3) arithmetic and elementary geometry; (4) drawing and handwork; (5) singing and music; (6) physical education. Grades five and six will also take the following additional subjects: (1) hygiene; (2) arts and penmanship; (3) history and geography; and (4) drawing and handwork.

¹³ Government of Iran, Ministry of Education, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1339(1960), p. 3-6.

¹⁴ Government of Iran, Ministry of Education, Elementary School Curriculum, No. 10, Teheran, Department of Elementary Education, 1339(1960), p. 35-36.

Table II.-

Increase in General Population and in Number of Pupils
and Teachers in Public and Private Schools
from 1955 to 1960.

	1955	1960	Increase
General Population	21,000,000	22,000,000	1,000,000
Number of Schools			
Public	5,977	9,108	3,231
Private	296	534	238
Number of Teachers			
Public Schools	28,648	38,483	9,835
Private Schools	912	2,132	1,220
Number of Pupils			
Public Schools	719,427	1,327,208	597,799
Private Schools	58,739	104,420	45,691
Teacher-Pupil ratio	26	38	12

Compiled and adapted from Government of Iran, Ministry of Education, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1339(1960), p. 8.

Text books and educational materials are furnished to pupils in grades one through four inclusive free, and thereafter it is the responsibility of the parents to provide educational material. All the text books are recommended and approved by the Ministry of Education's Committee on Curriculum and are used throughout the country. Table III shows the number of hours of instruction for each subject taught in elementary schools. Pupils are in attendance for five hours a day and six days a week. In rural areas the attempt has been made to give lessons in modern farming, accompanied by practical demonstration to familiarize the pupils with modern equipment in farming.¹⁵

Grading system.- Iran has a unique system of grading. Whether it is a good system with respect to accuracy and judgment of the pupil's work remains debatable and subject to further analysis of its values. The system uses the numerical grading from 0 to 20; this means that the lowest possible grade that a pupil may receive is 0; the highest score, 20, is very rarely achieved. The distribution of this numerical grading to indicate the progress and achievement of pupils falls under the following categories:¹⁶ (1) 18-20, considered to be excellent; (2) 13-17,

¹⁵ Government of Iran, Ministry of Education, Elementary School Curriculum, Op. Cit., p. 35-36.

¹⁶ Id., ibid., p. 37.

Table III.-

Number of Hours of Instruction per Subject Taught
in Grades One to Six.

Subjects	Grades					
	1	2	3	4	5	6
Reading and writing	6	10	14	13	9	8
Koran	-	2	4	4	3	3
Persian and ethics	10	6	3	2	2	2
Civics	-	-	-	-	-	1
Arithmetic, geometry	6	6	5	6	5	5
Drawing and handwork	-	1	2	1	1	1
Hygiene	-	-	-	-	2	2
Singing and music	-	1	2	1	1	1
Physical education	1	1	1	2	2	2
History and geography	-	-	-	-	4	4
Arts, penmanship	-	-	1	1	1	1

Compiled and adapted from Government of Iran,
Ministry of Education Report to UNESCO, Teheran, The Govern-
ment, 1953, p. 4.

good; (3) 10-12, fair; (4) 7-9, poor but passing, (5) 0-6, failure.

Promotions.- Pupils in grades one through three inclusive are promoted upon the satisfactory evidence of their achievement in each grade without taking any final examinations to a higher grade. Promotions from grades four and five are based upon passing three quarterly examinations on all subjects providing that the pupil has maintained an overall average of 10 and not less than 7 in any single subject at the end of the third quarter.¹⁷ Students who have achieved the average grade 10 and might have a few subjects less than seven are permitted a re-examination at the beginning of the next school year. The procedure for promotion from grade six is different since the pupils of this grade must not only demonstrate satisfactory progress during the school year, but also have to participate in a final examination which is administered by the Ministry of Education, Department of Examinations. According to the approval of the Higher Council of the Ministry in Aban 1339 (1960), the graduation of six-year elementary education depends upon the successful completion of the National Examinations.¹⁸

¹⁷ Government of Iran, Ministry of Education, Regulations for Elementary and Secondary Schools Examinations, No. 5, Department of Examinations, Teheran, The Government, 1339(1960), p. 16-17.

¹⁸ Id., ibid., p. 18-20.

This examination consists of two parts:

1. written examination which consists of:
 - a. dictation (Persian)
 - b. composition
 - c. arithmetic
 - d. geometry
 - e. penmanship
2. oral examination which consists of:
 - a. Persian
 - b. history and geography
 - c. arithmetic and geometry
 - d. hygiene
 - e. Koran and religion (for Moslems only)
 - f. physical education, and music (also home economics for girls)

The grades in both written and oral examinations are averaged out. If the student has participated in all examinations, has not received "0" grade in any of the written examinations, has maintained at least grade 10 in dictation, composition and arithmetic, has achieved an overall average 10 on written examinations, and also an average 10 from written and oral examinations, then he is entitled to a certificate of completion of elementary education.¹⁹

¹⁹ Government of Iran, Ministry of Education, Regulations for Elementary and Secondary Schools Examinations, Op. Cit., p. 18-20.

All diplomas and certificates are conferred by the Ministry of Education.

Each year the questions on the final National Examinations are made by a committee on examinations whose members are appointed by the Minister of Education, and are usually selected from secondary and elementary school teachers who are prominent in their respective field of specialty. Outside the capitol, the same procedure takes place under the authority of the Provincial Ministry of Education branches which are under the jurisdiction of the central Ministry of Education in Teheran.²⁰ Each province has been given authority to administer their own examination procedure similar to the one which takes place in Teheran, and upon their recommendation the certificates are awarded and issued by the central Ministry.²¹

3. Establishment of Elementary Teacher-Training Centers.

The training of elementary teachers was established in 1312(1934), about eight years after the Pahlavi dynasty was formed.²² Reza Shah the Great not only had realized the

²⁰ Government of Iran, Ministry of Education, Regulations for Elementary and Secondary Schools Examinations, Op. Cit., p. 21.

²¹ Id., ibid.

²² Issa Sadigh, History of Modern Iran, Sherekat Tab' Ketab, 1340(1961), p. 187.

urgent need of education for the children of the country, but was also convinced that he could not offer a sound education unless the country had enough qualified educators and teachers. Political disturbances and financial depletion of the past had resulted in a very serious shortage of teacher-training facilities. Nor was this the main problem which Iran was facing in the twenties. Therefore, it took a few years before Reza Shah made the country politically stable and financially capable to meet the immediate and urgent needs of the nation.

Since the number of educators was so scarce at the time, he had to consult with Western educators in the matter of teacher training to organize a curriculum that would be of immediate use to meet the needs of the elementary schools. At the same time, a number of selected students were sent abroad mostly to France, England, and Germany to study in the fields of education, sciences, and engineering.²³ Since the establishment of the first teacher training center, the Shah made a great effort to establish twenty-four additional training centers within five years throughout the country.²⁴

23 Sadigh, Op. Cit., p. 189.

24 Id., ibid.

a. The Purpose of Elementary Teachers Training.-

Considering the great shortage of elementary teachers, as well as other educational facilities, the Ministry of Education was not originally concerned with the quality of the teachers but the quantity. Even today the prime concern and purpose of training teachers is to give candidates who hold a minimum educational level, as low as elementary certificate, a year or two of training in fundamental subjects of teaching and an orientation with classroom management. Then they are considered ready to teach in a first or second grade. This preparation constitutes that of the majority of the elementary teachers throughout the country. The progress towards producing more highly qualified teachers, especially on the elementary level, is a very gradual and slow process.

Today, Iran has a total of sixty-six elementary teacher training centers, which consist of 157 classes with an enrollment of 6,093 future teachers.²⁵ Out of these sixty-six centers there are thirteen training centers where teachers are trained specifically in farming, in which they will instruct in the agricultural regions of the country.

²⁵ Government of Iran, Ministry of Education, Schools and Statistics, Op. Cit., p. 3.

There are 1,164 male students who are attending these agricultural centers and 91 instructors.²⁶

The Ministry of Education has also made provisions for educating the tribal and the small village's children. For this purpose in seven of the 66 teacher training centers the candidates receive special instruction on tribal education with the assistance of United Nations Education Scientific and Cultural Organization as part of its program in assisting the underdeveloped countries since 1954.²⁷

Under this program U.N.E.S.C.O. is also co-operating with the Ministry of Education in the construction of new small school buildings in the remote areas and small villages of the entire country. At the present time there are only 190 student teachers in attendance at the seven centers of tribal education training.²⁸

b. Curriculum for Elementary Teacher Training.-

There are three types of candidates who are accepted for the elementary teachers training program according to the following qualifications:²⁹

26 Government of Iran, Ministry of Education, Schools and Statistics, Op. Cit., p. 3.

27 Government of Iran, Ministry of Education, Education, Op. Cit., p. 3.

28 Id., ibid.

29 Government of Iran, Ministry of Education, Elementary School Curriculum, Op. Cit., p. 25-30.

1. candidates who hold at least an elementary certificate;
2. candidates who have completed ninth grade or the third year of secondary school; and,
3. candidates who possess a secondary school diploma.

For all three categories, Elementary Teachers Training provides a two-year curriculum program according to the level of the candidate's preparation. Candidates of categories one and two undertake a less extensive program of courses and they are generally prepared to teach grades one to four. Candidates of category 3 go through the same general subjects with some advanced courses to meet the requirements of teaching grades five and six. The following subjects are taught in the Teacher Training Centers: religious sciences, Persian, Arabic, one foreign language, history, geography, general mathematics, physics, chemistry, natural sciences, educational foundation, elementary psychology, physical culture, drawing, handicraft, and music.³⁰

Instructors in teacher training generally must possess a degree from the teachers college in their respective area of specialty. (Teachers college will be discussed in the next topic under secondary education.) Exceptions are made for those who are responsible for subjects of music, drawing and handicrafts, for which experts are

³⁰ Government of Iran, Ministry of Education, Elementary School Curriculum, Op. Cit., p. 25-30.

appointed. Teachers for agricultural training centers are selected from the graduates of agricultural technical schools. All teacher training is without tuition, books are supplied free of charge and some allowance is paid to the students under training with the understanding that they will teach for at least five years upon the completion of their training.

Since the Ministry of Education is incapable of providing proper training for all elementary teachers of the country through the Teacher Training centers, the Education Act of Ordibehesht 1338 (1959) with regard to hiring teachers on a contract basis, states that the Ministry of Education will appoint the additionally needed teachers from graduates holding secondary school diploma, and those who have completed the ninth grade through a competitive examination.³¹ A report from the Ministry of Education to U.N.E.S.C.O. Office for educational purposes revealed that, in the school year 1958-1959, out of 37,638 elementary school teachers in Iran, there were only 10,239 trained teachers or twenty-seven per cent who had some formal teacher training.³² On the same report it was also indicated that in 1959, there

³¹ Government of Iran, Ministry of Education, Elementary School Curriculum, Op. Cit., p. 25-30.

³² U.N.E.S.C.O., The Needs of Asia in Primary Education, No. 41, France, U.N.E.S.C.O., 1961, p. 59-60.

were 352 teachers instructing 3,404 student teachers in teacher training centers. According to these figures, the teacher training ratio in teacher training centers was 1 to 9.³³

Table IV, page 58, indicates the progressive increase in number of schools, teachers and pupils, both private and public schools on a national basis. This table has been compiled from a report made by the Department of Statistics of the Ministry of Education. Even though the reports of 1954 and 1956-1958, were not completely available the table shows the number of elementary schools, teachers, pupils, and the ratio of teacher-pupils in the school years of 1951-1955, 1959-1960, and 1960-1961. Table V shows from the figures for the first five years, from 1951 to 1955, that the average enrollment of the elementary schools was only 726,000, in contrast with 4,953,000 of the estimated child population ranging from five to twelve years in the entire country. Considering the 1959 and 1960 statistical data which are more recent, the degree of inadequacy of the educational facilities on the elementary level of the entire country is clearly apparent.

It can be concluded from the statistical data of 1959-1960 in Table 5, that Iran was providing minimum

³³ U.N.E.S.C.O., Op. Cit., p. 59-60.

Table IV.-

Progressive Increase in Number of Schools, Teachers
and Pupils in Public and Private Elementary Schools
from 1951 to 1960.

Year	Schools	Teachers	Pupils	Teacher- Pupil ratio
1951	5400	22,204	650,000	29
1952	5675	24,539	730,793	30
1953	5959	27,903	746,473	27
1954	-	-	-	-
1955	6273	29,560	778,166	26
1956	-	-	-	-
1957	-	-	-	-
1958	-	-	-	-
1959	9020	38,557	1,327,487	35
1960	9642	40,636	1,431,628	38

Compiled and adapted from Government of Iran, The Ministry of Education Report on Elementary Education to U.N.E.S.C.O., Teheran, The Government, 1955, p. 8-9.

Government of Iran, Ministry of Education, Department of Statistics, Teheran, The Government, 1959, p. 4.

Government of Iran, Ministry of Education, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1960, p. 1-4.

Table V.-

Average Enrollment in Public and Private Elementary Schools in Relation to Estimated Average Child Population 5 to 12 Years of Age During Periods of 1951-1955 and 1959-1960.

	1951-1955	1959-1960
Average Enrollment	726,000	1,390,560
School Age Population (estimated average)	4,953,000	5,630,000
<u>Enrollment</u> School Age Pop.	15%	25%

Compiled and adapted from Government of Iran, The Ministry of Education Report on Elementary Education to U.N.E.S.C.O., Teheran, The Government, 1955, p. 8-9.

Government of Iran, Ministry of Education, Department of Statistics, Teheran, The Government, 1959, p. 4.

Government of Iran, Ministry of Education, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1960, p. 1-4.

educational facilities for 1,390,560 pupils of elementary age out of 5,630,000 on the national level. This means that roughly 4,239,440, or seventy-five percent of the pupils of elementary age, were without any educational facilities throughout the country.

c. Salary Scale for Elementary Teachers.- The salary of public elementary teachers can be divided into two groups:³⁴ that earned by those who are engaged on contract basis, and that earned by teachers with permanent appointment. In either case, these teachers rank as government employees.

Teachers under contract are those whose contracts are valid for a minimum of one year and are subject to renewal. Their contracts may be annulled by: a) the Ministry of Education, if the teacher's service is not satisfactory; b) by the teacher himself, on two months' notice. The annual commencing salaries of teachers in this group, according to their degree of training, are as follows:³⁵

- | | | | |
|---------------------------------------------|---|--------|--------|
| 1. holders of elementary school certificate | - | 6,480 | Rials; |
| 2. holders of completion of ninth grade | - | 7,680 | " ; |
| 3. holders of secondary school diploma | - | 10,080 | " . |

³⁴ Government of Iran, Ministry of Education, A Report of Elementary Teacher's Salary to U.N.E.S.C.O., Teheran, The Government, 1953, p. 3-4.

³⁵ Id., ibid.

Teachers with permanent appointments: These teachers are grouped into three grades according to their qualification and training:

1. Holders of the elementary certificate. These receive 19,200 Rials, with a yearly increment which is determined by the Ministry up to a maximum of 79,164 Rials after nineteen years of service.
2. Auxiliary teachers trained in appropriate establishments. These receive 13,824 Rials, with a maximum of 61,200 Rials on the same basis as group 1.
3. Holders of secondary diploma. These are generally appointed on probation for one year, with a salary of 10,080 Rials per year, and after satisfactory service they become permanent. These teachers go up to ninth grade level of salary which takes seventeen years to reach the maximum of 83,200 Rials.

Like all other officials, elementary teachers working in unhealthy and isolated areas receive residence and transportation allowances plus a family allowance for each child.³⁶

The low salary of teachers is alarming in almost every country. In Iran, where teaching in elementary schools is least appealing to any individual, as far as

³⁶ Government of Iran, Ministry of Education, A Report of Elementary Teacher's Salary to U.N.E.S.C.O. Op. Cit., p. 3-4.

salary is concerned, the Ministry of Education faced a great shortage of teachers in 1959, when nearly three thousand teachers resigned on both elementary and secondary levels because of the low pay.³⁷ The Ministry of Education took immediate action in 1959 in revising the salary schedule, and raised the elementary teachers salary to a basic minimum of 3,000 Rials per month or 36,000 Rials annually and, for teachers in unhealthy and isolated areas, to 4,000 Rials or 48,000 Rials annually.³⁸

Despite this, there was a lot of criticism in 1960 about these shortcomings in educational facilities and teachers' salaries. The officials admitted that the most of these criticisms were justified but said that the budget sanctioned for education was insufficient as compared with the task in hand.³⁹ In 1961, there was another move from the teachers of the country who asked the Ministry of Education for a salary increase of up to 10,000 Rials per month for elementary teachers. This was followed by a two months' strike and consequently all elementary and secondary schools were closed down. This action resulted in the

³⁷ Government of Iran, Ministry of Education, Financial Difficulties of the Ministry of Education, Teheran The Government, 1339(1960), p. 10.

³⁸ Id., ibid.

³⁹ Id., ibid., p. 11.

dismissal of Prime Minister Sharif Emami and his other Ministers. When the new Prime Minister Ali Amini, who was formerly Ambassador to the United States, was appointed by the Shah, then Mr. Derakhshesh, the former President of the National Teachers Organization of Iran, became the Minister of Education. The Minister of Education took immediate action and, in his public address, promised the teachers that it was his prime aim to improve the teacher's salary and requested the teachers to resume their instruction in schools immediately. The increase of the elementary teacher's salary has not yet taken place, but eventually the Ministry of Education will be forced to increase the salary of teachers in order to prevent the educational standards of the country from deteriorating.

Summary.

The Education Law of October, 1911, states that the age of compulsory education at the primary level should start at age seven. Since that time, the Law of Compulsory Education Act has been revised twice; in 1927, which reactivated the law, and in 1943, when provisions were made to enforce the law in most regions where the educational facilities were available. The aims of compulsory education are to arouse and develop the child's full physical, intellectual, moral and religious capacities, to ensure his satisfactory adjustment to the society in which he lives.

In 1943, the Ministry of Education set a ten-year plan to provide the minimum educational facilities for the entire nation and promote compulsory education at least up to grade four. The result of the study showed a gradual progress and, at the end of 1953, indicated about 200,000 increase in enrollments over 1940 in the primary age group. A survey of the elementary education of the entire nation in 1959 and 1960 shows that Iran provided the minimum educational facilities for 1,390,560 pupils out of 5,530,000 of primary age. This means that only twenty-five per cent of primary school age received the minimum education requirement.

Elementary education extends to six years and curriculum for grades one through four includes reading and writing, Koran, arithmetic and geometry, drawing and hand-craft, singing and music, and physical education. For grades four and five, pupils have to take additional courses of hygiene, arts, history-geography, and drawing and hand-work. Pupils of grades one through four have automatic promotions, but grades five and six must take quarterly examinations plus a final examination, which in case of grade six, which is the terminal grade for elementary education, is conducted by the Ministry of Education. In the provinces, authority has been given to the directors of the Ministry of Education branches to administer their own

examinations. All diplomas and certificates are awarded and issued by the Ministry of Education. The grading system ranges from "0" to "20" and its distribution according to the level of the student's achievement is: 18-20 is considered excellent; 17-13, good; 12-10, fair; 9-7, poor but passing; and, 6-0 is failure. The pupils must maintain an overall average of 10, and not receive less than 7 in any single course.

The first elementary teacher training center was established in 1934, and because of the acute shortage of elementary teachers, the number of teacher training centers were increased to twenty-five within five years. For the same reason, the prime concern of teacher training today is to give candidates the minimum training in elementary education and prepare them to meet the immediate needs of the elementary schools. An educational survey on elementary education of the entire country shows that, out of 37,638 elementary teachers in 1959, only 10,239 had received proper teacher training. Today there are sixty-six elementary teacher training centers with 157 classes and with an enrollment of 6,039 future teachers.

The salary schedule of public elementary teachers is divided into two groups: on contract basis and permanent appointments. There is little variation in the salary of these two groups, except that teachers on contracts must

must renew their contract every year. Both groups are paid according to the degree of their qualifications which fall under three categories of preparation: those who have a certificate of elementary education; completion of ninth grade; and those who hold a secondary school diploma. The candidates who have teacher training preparation receive more salary than the candidates who do not have any preparation. The salary ranges for contract teachers from 6,480 Rials to 10,080 Rials annually, and for teachers on permanent appointment from 19,200 Rials to 83,200 Rials annually, according to the level of preparation. This is the salary schedule of 1953, and since then there have been two revisions of the salary schedule because of the teachers' complaints in 1954 and 1959. The Ministry of Education made an adjustment of elementary teachers' salaries to a minimum of 3,000 Rials per month or 36,000 Rials annually. Also, there has been a threat from all teachers of the country to the Minister of Education for a salary adjustment of a minimum of 10,000 Rials per month for elementary teachers to be effective as of September, 1961, which is pending upon the increase of the Ministry of Education's budget.

CHAPTER III

SECONDARY EDUCATION

Secondary education is also the concern of the Ministry of Education. In view of its impact on the life of the country as a whole, both in the field of culture and technical efficiency, the Ministry of Education bears a heavy responsibility to improve its standards and to relate it intelligently to the larger problems of national life. Moreover, the Ministry of Education is directly charged with the responsibility of maintaining proper standards with the Council of the University in higher education. This cannot be done unless careful consideration is given to the level of efficiency attained at the secondary stage.

To further the proper functioning of democracy, the Minister of Education must see to it that every individual is equipped with the necessary knowledge, skills and attitudes to discharge his duties as a responsible and co-operative citizen. Training for democracy further postulates a balanced education in which social virtues, intellectual development and practical skill all receive due consideration. The pattern of such an education must be envisaged on an all-Iran basis. It is therefore also the duty of the Ministry of Education to check the unhealthy

situation of education of villages and rural areas and to see that the children in these areas are receiving some basic education.

Secondary education is an important stage in Iran's system of education. It is the stage which marks the completion of education for the large majority of the students, and it is the secondary schools that supply teachers to elementary schools and students to the universities. Thus, an inefficient system of Secondary Education is bound to affect adversely the quality of education at all stages. Despite its importance, Secondary Education has not received sufficient attention with respect to the community's needs as well as the country as a whole. There is no question in the minds of all Iranian educators and, perhaps, in views of foreign observers that Iran has made great progress towards its educational goal within the past forty years of Pahlavi's regime. It has shown a steady progress; but the question is, can Iran maintain democracy and independence with its high rate of illiteracy without a determined effort towards considerable acceleration of its progress with respect to the educational needs of the country?

The rate of progress, the present state of secondary education and to what degree the Ministry of Education has provided educational facilities for the elementary graduates of the country as a whole will be discussed under the

following headings:

1. Academic Secondary Schools;
2. Technical Secondary Schools; and,
3. Secondary Teacher-training.

1. Academic Secondary Schools.

Secondary education is the continuation of elementary education, and is open to the students who hold the certificate of completion of elementary school. Students are charged a nominal fee equivalent to \$5.00 a year. The children of government employees are exempted from this fee, as well as the children from homes of low socio-economic status.

The secondary education extends from grade seven through twelve. Prior to 1954, the Ministry of Education had divided the grades seven through twelve as a combination of three years of general subjects required by all students, two years of more advanced courses, and one year as college preparatory courses for college entrance requirement.

One of the main problems of the Ministry of Education today is to divorce itself from the traditional ideals of education that only intellectuals, who are limited in quantity, should have advanced training. Iran is proud of having colleges and universities for its secondary graduates, but unfortunately, the number of graduates who are accepted

by the universities through a highly competitive examination are very few.

It should be pointed out that Iran's system of education has gone through many evolutions and reforms since the turn of the 19th century. The major change came about in 1940 where Iran was the path way of Russian, British, and American forces.¹ Until the end of the war in 1944, British and American forces were stationed in Iran. From this date on, Americans became interested in Iran's political and economical affairs, as well as educational.² This date also marks the increasing American influence on the educational system of Iran through the American Expansion Program of education, exchange program for students, teachers, and administrators, and the establishment of the Language Institute in Teheran and other major cities.³ This resulted in a great shift from taking French as a foreign language in secondary schools to English, which has strongly facilitated the introduction of American educational ideas into the educational system of Iran.⁴

1 Issa Sadigh, The Influence of American Education in Iran's System of Education, Teheran, University of Teheran Press, 1340(1961), p. 24.

2 Id.,ibid.

3 Id.,ibid., p. 25.

4 Id.,ibid.

Therefore, in conformity with some aspect of American education, the Ministry of Education made several modifications in the program of secondary education. In 1954, according to the approval of the Higher Council of the Ministry of Education, the program of courses of the secondary education was divided into two parts or cycles of three years.⁵ In the first cycle, students have a choice of selecting one or two elective subjects of a technical or vocational nature in addition to the prescribed subjects which are set by the Ministry of Education. In the second cycle which consists of grades ten, eleven, and twelve, students follow the continuation of the first cycle's academic subjects.⁶

Private secondary schools are encouraged by the Ministry of Education if they conform with the rules and regulations, and follow the same program which are set for the public secondary schools. They are limited in number and, as the Ministry of Education increases its facilities in secondary education, it is hoped there will be a decrease in the number of private schools. Unfortunately, the Ministry of Education has not yet been able to provide

5 Issa Sadigh, History of Education of Modern Iran, Teheran, Sherekat Tabe Ketab, 1339(1960), p. 214-215.

6 Id., ibid.

enough school buildings and train sufficient teachers to meet the demands of the increase in enrollments both in elementary and secondary schools.

A comparative analysis of academic secondary enrollments in respect to number of schools and teachers available for a six-year period is undertaken in Table VI. It can be seen from this table that there has been an increase of 102 schools over the six-year period in private schools. This represents an increase of close to 110 per cent, while in public secondary schools there has been an 84 per cent increase only. In respect to the number of teachers and pupils, the table reveals the same proportional increase. Therefore, it can be concluded that up to 1960, the Ministry of Education did not have sufficient educational facilities in secondary schools of the academic type in order to prevent the advancement of privately organized institutions. On the contrary, the Ministry has had to encourage private organizations at all levels of education.

a. Objectives and Curriculum.- The aim and objective of secondary education so far has been the preparation of pupils for higher education in colleges and universities. In this respect, the Ministry of Education has set a number of prescribed courses for the first cycle which includes

Table VI.-

Comparative Analysis of Academic Secondary Schools, Pupils
and Teachers from 1954 to 1960.

	1954	1960	Increase
Public			
Schools	539	994	455
Pupils	99,405	233,842	134,437
Teachers	6,302	11,819	5,517
Private			
Schools	93	195	102
Pupils	23,270	45,899	22,629
Teachers	201	410	209
Total Secondary Schools			
Schools	632	1,189	557
Pupils	122,675	279,741	157,066
Teachers	6,503	12,229	5,517

Compiled and adapted from the Government of Iran,
Ministry of Education, Schools and Statistics, No. 6,
Teheran, Department of Statistics, 1339(1960), p. 16-17.

grades seven through nine as follows:⁷ (1) Persian; (2) Arabic; (3) history; (4) geography; (5) civics; (6) mathematics; (8) physics; (9) chemistry; (10) natural sciences and hygiene; (11) penmanship, painting, drawing; (12) foreign language; (13) handicraft for boys and home economics for girls.

Besides the above prescribed courses, students must select one or two of the following courses according to their interests. These courses are technical and not all schools are equipped to offer them:⁸ (1) agriculture; (2) carpentry; (3) welding; (4) wiring; (5) photography; (6) cooking (7) tailoring; (8) accounting and bookkeeping; (9) typing; (10) music; (11) plumbing; (12) building construction; (13) shoemaking; (14) radio repairing.

The curriculum for the second cycle of secondary education which includes grades ten through twelve, according to the Ministry of Education Higher Council's approval of 1334(1954) is divided into six branches of studies according to the individual's interest, purpose and ability as follows:⁹ (1) literatures; (2) mathematics; (3) natural

7 Government of Iran, Ministry of Education, Department of Secondary Education, No. 9, Teheran, The Government, 1338(1959), p. 10-18.

8 Id., ibid.

9 Id., ibid.

sciences; (4) commerce; (5) home economics; (6) agriculture. Since 1954, only the divisions of literature, mathematics, and natural sciences have been available to qualified students, and the following subjects are common to all three divisions: (1) Persian literature; (2) ethics and religion; (3) history of geography of Iran; (4) foreign language; (5) home economics for girls and arts for boys. Students spend half of the total class time of the week on the above subjects and the other half on the specialized subjects. The school week consists of six days and students are in attendance for five hours every day.¹⁰

b. Grading System and Method of Examination for Graduating Class.- In secondary schools, the grading system is the same as in the elementary schools with "0" as the lowest and "20" as the highest possible grade. Promotion from grades seven to eleven inclusive is granted upon successful examination in each subject and an average of "10" in all subjects. The academic year is divided into three quarters; at the end of each quarter, students are given examinations on all subjects and are informed of the results. All students must participate for a final examination which is administered within their respective

¹⁰ Government of Iran, Ministry of Education, Department of Secondary Education, Op. Cit., p. 10-18.

schools at the end of the third quarter. The result of these examinations is averaged with the result of the other two quarters and if an average of "10" is maintained, the student is promoted to the next grade.

In the case of the twelfth grade, the final examination which takes place at the end of the third quarter is administered by the Ministry of Education, Department of Examinations. In the provinces, the authority has been given by the Ministry to the Provincial Director-Generals of Education to administer their own examinations. All questions are selected under the supervision of the directors of education in the provinces. Each province administers the final examinations of all twelfth grades at the same time. The grade of each subject is multiplied by two and is averaged out with the results of the previous quarters, and an average of "10" must be maintained in all subjects before the student can be considered for promotion. When students have met all the requirements for promotion, then they are recommended by the Provincial Director of Education to the Ministry of Education for their diplomas.¹¹

Once the student has been awarded the Secondary School diploma, he is eligible to participate in a college

¹¹ Government of Iran, Ministry of Education, Department of Secondary Education, Op. Cit., p. 19.

entrance examination in the field of specialization of his choice.¹²

2. Technical Secondary Schools.

The great portion of Iran's land is agricultural, and well over seventy per cent of all Iranians are dependent on agriculture for their livelihood.¹³ Therefore, any major development program in the field of technical education must include measures to improve farm standards. On the other hand, oil is the richest of all Iranian resources and industries. The income derived from the oil industry, both directly and through the sale of foreign exchange, forms the largest source of foreign earnings for the nation. Impressive even in actual amounts, this becomes even more so in terms of its contribution toward economic expansion and improvement of living standards throughout all Iranian provinces. Iran is considered the sixth largest oil producer in the world and the fourth largest oil exporter.¹⁴

The existence of a gigantic oil refinery and 8,157 other factories in all parts of the country are sufficient to justify consideration of Iran as an industrial as well

¹² Sadigh, Op. Cit., p. 216.

¹³ Government of Iran, Department of Publication, Iran Review, Vol. 2 and 3, issue of June 1961, p. 40-43.

¹⁴ Id., ibid.

as an agricultural country.¹⁵ Yet, the number of technical schools and the facilities that the Ministry of Education has provided throughout the country were quite inadequate to meet the great demand for technicians in factories. At the end of the school year in 1960, there were sixty-four schools of a technical nature in Iran with an enrollment of 8,368. In addition to these, there were thirteen agricultural secondary schools with an enrollment of 655, and nine schools of Art and Music with 840 students.¹⁶ In 1960, therefore, Iran had a total of eighty-six technical schools with an enrollment of 9,863 in contrast with 1,189 academic secondary schools with an enrollment of 279,741.

a. Objectives and Curriculum.- The objectives of the technical schools are to provide further advancement in technical fields for non-academic students and to train technicians to meet the needs of industry throughout the country. Today, both objectives are at the primary stage of development of such schools. There are three types of technical schools which differ in their objective and training according to the needs of the community, as far as villages

¹⁵ Government of Iran, Department of Publication, Iran Review, Op. Cit., p. 40-43.

¹⁶ Government of Iran, Ministry of Education, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1339(1960), p. 2.

and cities are concerned. They are as follows:¹⁷ (1) The technical schools which are located mostly in the agricultural regions where children are taught the practical aspects of cultivation and its related subjects, and are referred to as farming schools. (2) The technical schools which are equivalent to the first cycle of the secondary schools; namely, ninth grade. The entrance requirement to these schools is the completion of elementary education, and the extent of their program is for three years. The following courses are offered in these schools according to the interest and ability of the students: welding, carpentry, building construction, electricity, and automechanics. Also the subjects of mathematics, drawing, Persian, religion, and a foreign language. Students are required to spend seventeen hours on theoretical, and twenty-two hours of practical work in each field of specialization. These types of schools are still in the experimental stage and were established in 1334(1956). (3) The technical schools which are equivalent to the second cycle of secondary schools or twelfth grade. The entrance requirement to these schools is the completion of the ninth grade, of an academic school. The program of training extends to two or three years according to the

¹⁷ Government of Iran, Ministry of Education, Technical School Curriculum, No. 6, Teheran, Department of Vocational Training, 1338(1959), p. 21-24.

field of specialization. The objective of these technical schools is to provide advanced training for abler students in different technical fields such as: radio-electricity, chemical technology and dyeing, and agricultural technology. The curriculum of each field has been approved and prescribed by the Ministry of Education's Higher Council in 1325(1947). There were forty-one technical schools of this type mostly in larger cities like Teheran, Gazvin, Rasht, Ahwaz Kerman, Yazd, Sari, Zahedan and Rezaieh.¹⁸

b. Grading System and Promotions.- The grading system used in these institutions is basically the same as that used in other schools. All the students are examined both on theoretical and practical aspects in each subject. The grades of theoretical and practical are averaged out, and promotion to the higher grade requires an overall average of "10". The Ministry of Education has made provision for the graduates of the third category of technical schools to participate in a college entrance examination in their respective field of specialization. For instance, the graduates of agricultural technical schools are eligible to take the entrance examination of the College of Agriculture, and students in other technical fields are eligible to take the entrance examinations of the Teheran Institute of Technology,

¹⁸ Government of Iran, Ministry of Education, Schools and Statistics, Op. Cit., p. 21-24.

and the Teheran College of Engineering. Students are screened, and the abler students have a chance to advance their studies. A majority of the graduates of these technical schools are appointed by the Ministry of Education to teach the technical courses in elementary, secondary, and elementary teachers' training schools, especially in the rural regions of the country.

3. Secondary Teacher-Training.

The Ministry of Education has only one Teacher-Training Center for the secondary schools in the entire country. The name and the aim of this center have been changed several times within the past forty years of its operation. The Center was established first in 1298 (1920) with the aim of training teachers for elementary schools under the name of Dar-el-Moalemin Markazi. (The name is equivalent to Teacher-Training Center.)¹⁹ The program and curriculum of this Center was equivalent to the program of today's secondary schools, and in addition to that a few special courses such as philosophy, logic, and Foundation of Education were prescribed for student-teachers. The first president of this Training Center was Abol-Hassan

¹⁹ Teachers College, Curriculum for Secondary Teachers, Teheran, Teachers College Press, 1340(1961), p. 18-20.

Foroughi who was one of the foremost Iranian educators at the time.²⁰ The Center was occupying one of the small buildings of the Ministry of Education in Teheran, the capitol.

In 1307(1929) due to the increase of enrollment both in elementary and secondary schools, there was a great demand for new teachers; therefore, through the recommendation of Yahya Gharagouzlo (Etemad-el-Doleh) who was the Minister of Education at the time, and on the order of Reza Shah the Great, the Center was expanded and was named Dar-el-Moalemin-Alli. (The name is equivalent to Higher Teachers Training.) Its constitution was approved both by the Higher Council of the Ministry and the Parliament which gave an official status to the Higher Teachers Training.²¹ Its program of courses included two major departments of sciences and literatures. The Department of Sciences had three sections of natural sciences, mathematics, and physics-chemistry. The Department of Literature had two sections of a joint major of philosophy and Persian literature, and history-geography. The entrance requirement to the Higher Teacher Training was the completion of secondary education.²²

20 Teachers College, Curriculum for Secondary Teachers, Op. Cit., p. 18-20.

21 Id., ibid.

22 Id., ibid.

Since the Higher Teacher Training did not have sufficient qualified teachers, it was obliged to hire a few foreign professors from European universities. In particular, five professors in various fields were hired from French universities. Again to the rapid growth of the Teachers Training a separate building had to be selected for this purpose. Finally, in 1311(1933), the center moved to a larger building, and Dr. Issa Sadigh who had just returned from the United States and had completed his studies at Columbia University was appointed as its President.²³ It was a year after Dr. Sadigh's presidency that the name of Higher Teacher Training was changed to the present name of Danesh Sarai Alli. (The name is equivalent to the Teachers College, or College of Education.)²⁴ Dr. Sadigh introduced new courses, such as educational philosophy, history of education, sociology and foundation of psychology with the co-operation of Dr. Bijan who had also completed his studies in the United States.²⁵

When the University of Teheran was established in 1313(1935), the Teachers College became part of the university and to some degree lost its unity by which its

²³ Teachers College, Curriculum for Secondary Teachers, Op. Cit., p. 21.

²⁴ Id.,ibid., p. 22.

²⁵ Id.,ibid.

Department of Literature became the College of Literatures, and the Department of Sciences became the College of Sciences of the University.²⁶ Because of the expansion of different departments and the increase in enrollment, the Teachers College became an independent organization in 1338 (1959) through the recommendation of distinguished educators of the country and the approval of Parliament and the Shah Mohammed Reza Pahlavi for the exclusive purpose of training teachers and administrators for secondary schools.²⁷ The date 1338(1959) also marked the Teachers College independence from the University of Teheran, and it became henceforth under the direct supervision and jurisdiction of the Ministry of Education.²⁸

a. Purpose and Entrance Requirements of the Teachers College.- The Teachers College is the sole center of higher training for teachers. Its prime purpose is to train teachers of higher caliber exclusively for secondary schools for the entire country. Within the past few years, the Teachers College has extended its function to training schools administrators and supervisors for both elementary and secondary schools.

26 Teachers College, Curriculum for Secondary Teachers, Op. Cit., p. 23.

27 Id., ibid., p. 24.

28 Id., ibid.

The entrance requirements to teachers college are:²⁹

(1) candidates must have received the secondary school certificate; and, (2) must participate in College Entrance Examinations which are administered by the Teachers College. The Entrance Examinations consist of three parts:³⁰ (1) all candidates must participate in examinations of Persian language, and a foreign language and must receive a satisfactory mark; (2) each candidate will be examined on subjects according to the field of his specialization; and, (3) evidence of good health through health examinations.

Similar examinations take place in each province for selection of candidates. The Provincial Director of Education supervises the examinations with the assistance of a representative from the Teachers College.³¹ All questions on the examinations are prepared by the professors of the college. After completion of the examinations, the papers are brought back to the Teachers College by its respective representatives for evaluation. The Committee on the Examinations determines the competency of the candidates and they are informed of the results.³²

²⁹ Teachers College, Curriculum for Secondary Teachers, Op. Cit., p. 61-62.

³⁰ Id., ibid.

³¹ Id., ibid., p. 63-64.

³² Id., ibid.

Once the student is accepted to the Teachers College, he must sign a contract and agree to teach in public schools for at least five years after completing his studies in the college. The Teachers College is free of tuition and, besides, the students accepted from outside of the capital will be given an allowance for living accommodation as long as they are in attendance and doing satisfactory work in college.³³

b. Curriculum, According to the Field of Specialization, Grading System, and Promotions.- Since the Teachers College became independent from the University, it was able to enrich the program of all departments by introducing new courses and providing modern equipment in laboratories. Today, the Teachers College offers the following fields of study leading to the degrees of Bachelor of Sciences and Bachelor of Arts:³⁴ physics, chemistry, archeology, mathematics, history, geography, Persian literatures, Arabic literatures, philosophy, educational sciences, elementary education, English language, French language, physiology, zoology, psychology, physical education, and home economics. Besides the prescribed courses that each candidate must take according to his respective field of specialization,

³³ Teachers College, Curriculum for Secondary Teachers, Op. Cit., p. 59.

³⁴ Id.,ibid.

the following courses are common to all branches and compulsory for all:³⁵ foundation of education, sociology, introduction to psychology, history of world and Iranian civilization, foreign language, civics, history of education, classroom management, and practice teaching.

The Teachers College is the only institution of higher learning in Iran that has adopted a credit system for courses since 1960.³⁶ The duration of study for a degree in any major field is three to four years, providing that the student has completed 120 semester credit hours of required courses. One credit is defined as one hour of lecture or laboratory work per week in one semester, which is for four and a half months.³⁷ The students also have a chance to speed their studies by taking advantage of Summer Sessions which are offered by the Teachers College since 1960. In addition to this, the college holds a few night classes for teachers and administrators who do not have a chance to attend the day classes. In spite of all these attempts and provisions for secondary teachers, the Teachers College had only 995 students in day classes, and 520 in

³⁵ Teachers College, Weekly Bulletin, issue No. 9, Sharivar 1339(1960), p. 25.

³⁶ Id., ibid.

³⁷ Id., ibid., p. 26.

Summer Sessions of 1960.³⁸ The number of graduates, therefore, so far, has been only a fraction of the number of secondary teachers required for the country as a whole.

As far as the grading is concerned, the Teachers College uses the same principle of grading as other institutions with an exception of converting the final grade of each course from a numerical grade to a literal grade. The competency of the student's work is therefore based on the following scale:³⁹ (1) Grades 20-17 are considered "A", "Excellent" with four quality points per credit-hour; (2) Grades 16-14, "B", "Good" with three quality points per credit; (3) Grades 13-12 as "J", "Fair" with two quality points per credit; (4) Grades 11-10, "D", is poor but passing with one quality point per credit; and, (5) Grades 9-0, "H", is failure with zero quality point per credit.

The promotion of the students is based upon the satisfactory completion of each course with the minimum grade of "D" and an overall average of "J", or an average of two points.⁴⁰ According to Article 8 of the Teachers College Constitution, if a student's total average falls

³⁸ Teachers College, Weekly Bulletin, Teheran, Teachers College Press, issue No. 15, Esfand 1339, (1960), p. 15-16.

³⁹ Id. .ibid.

⁴⁰ Id. .ibid.

before the satisfactory average "J", he is permitted to register for the next semester in order to make improvement in the quality of his work.⁴¹ If then the student does not maintain the required satisfactory average grade, he is dismissed from further studies in college. On completion of 120 credit hours of required course work and the total of 240 quality points or a "J" average, the student is recommended for the desired degree.⁴²

3. Salary Scale for Secondary Teachers.- The secondary school teachers are considered government officials, and the teachers' salaries are included in the total budget of the Ministry of Education. With respect to annual salaries, secondary teachers are divided into two categories: those trained by the government; namely, the Teachers College, and forming part of the teaching cadres, and those holding the minimum required qualifications and forming part of the administrative cadres of the Ministry of Education.⁴³ Each of these two categories has its own scale of salaries which is uniform throughout the country and is the same for either sex. These scales are shown in Table VII.

41 Teachers College, Weekly Bulletin, Esfand 1339 (1960), Op. Cit., p. 15-16.

42 Id., ibid.

43 Government of Iran, Ministry of Education, A Report of Secondary Teacher's Salary to U.N.E.S.C.O., Teheran, The Government, 1954, p. 6-7.

Table VII.-

Schedule of Public Secondary School Teachers Yearly Salaries^a According to Position Held in 1954.

Grading	<u>Public Secondary School Teacher's Salary</u>	
	<u>in Teaching Cadres</u>	<u>in Admin. Cadres</u>
I	23,040	-
II	25,920	-
III	29,160	14,400
IV	32,760	18,960
V	37,840	25,200
VI	45,560	31,920
VII	52,320	40,320
VIII	56,500	48,960
IX	58,800	58,800
X	66,120	-

Compiled from Government of Iran, Ministry of Education, A Report of Secondary Teacher's Salary to U.N.E.S.C.O., Teheran, The Government, 1954, p. 8.

a Salaries are expressed in rials.

Public secondary teachers engaged on contract have a starting salary of between 6,960 to 26,640 Rials per annum.⁴⁴ Teachers belonging to the teaching cadres remain one year in each grading up to grade IV, then two years in each grading up to grade VII, and three years in each grading up to grade X. Those belonging to the administrative cadres who have no professional training, begin in grading III, and remain one year in that grading before passing to grade IV, one year each in grading IV and V, and then three years in each following grading up to grade IX.

Besides the basic salary, public secondary teachers receive a cost-of-living allowance amounting to eighty per cent of the first thousand Rials, 50 per cent of the second thousand, and 25 per cent of the third and subsequent thousands. Married teachers in the teaching cadres receive a marriage allowance amounting to one third of the basic salary of grading I. If both partners are teachers, such allowance is paid only to one of them.

Public secondary teachers of all categories are entitled to a residential allowance if they are teaching in a locality other than that of their birth place, which varies in amount according to distance from the capital, and to

44 Government of Iran, Ministry of Education, Report of Secondary Teacher's Salary to U.N.E.S.C.O., Op. Cit., p. 6-7.

45 Id., ibid., p. 9.

climate, from twenty per cent to 90 per cent of their basic salary.⁴⁶ They receive an additional allowance of 20 to 25 per cent of basic salary in isolated and unhealthy climate regions.

The number of hours teaching per week for public secondary school teachers varies according to the length of service. Teachers with up to three years service are required to teach twenty-two hours a week, up to six years service, twenty hours, up to nine years service, sixteen hours, and up to thirteen years of service and over, fourteen hours.⁴⁷ The secondary teachers are entitled to fifteen days' leave a year in addition to a summer vacation of two and a half months. The summer vacation starts from first of Tirmah to the end of Shahrivarmah, that is to say, from June 5 to September 22.⁴⁸ All holidays are fully paid.

It should be pointed out that, since 1954, there have been two salary increases for both elementary and secondary teachers. According to the last increase, the basic salary for secondary teachers is 5,500 Rials per month. (The complete salary schedule of all levels has not become available from the Ministry of Education as yet.)

46 Government of Iran, Ministry of Education, A Report of Secondary Teacher's Salary to U.N.E.S.C.O., Op.Cit., p.9.

47 Id.,ibid., p. 10.

48 Id.,ibid.

Summary.

Secondary education is considered an important stage of Iran's system of education. It is not only a terminal stage for a great majority of the students, but supplies teachers for elementary schools and students for the universities. The secondary schools have been broadly divided into two divisions: the academic secondary schools which eventually lead to university, and secondary technical schools. The latter have been given more attention recently and are still in a primary stage.

The secondary schools include grades seven through twelve. The curriculum for the academic secondary schools have been divided into two groups of three years. The first three years, students follow a general prescribed academic course with an option of one or two technical courses from a selected list which has been approved by the Ministry of Education. The second three years, the students can follow one of the four major subjects, which are set by the Ministry, according to their ability and interest. The last year of the twelfth grade is followed by a final examination which is administered by the Ministry of Education and its branches throughout the country. Upon satisfactory results, diplomas are conferred by the Ministry.

The secondary technical schools are of three types:
(1) the technical schools which are equivalent to the six

years of elementary education; (2) the technical schools which are equivalent to the ninth grade; and, (3) the technical schools which are equivalent to twelfth grade. Each vary in curriculum according to their objective and purpose. The first and second types are more elementary in nature and are mostly located in rural communities and villages, while the third type trains more skilled technicians. The graduates of these schools usually teach the technical courses in elementary schools and technical secondary schools. Since these technical schools have been established relatively recently, they cannot yet meet the great demand for technicians in factories throughout the country.

Secondary teachers training presents a difficult situation with only one center of training in the whole country; namely, the Teachers College. The Entrance Examination requirement for secondary school graduates of the academic type discourages many applicants from continuing further studies at the college. The Teachers College offers a wide variety of major fields both in science and literature. Regardless of the major subjects, the following courses are compulsory for all students: foundation of education, educational sociology, psychology, history of education, classroom management and practice teaching. The courses are on a credit system as credit-hour per semester, a semester of four and a half months. Two semesters constitute

an academic year. Upon the completion of 120-credit hours of the required subjects in any major fields, students are awarded the degree of Bachelor of Arts or Bachelor of Sciences, which normally takes about three to four years.

The students receive a numerical grade on the regular examinations through the semester from "0" to "20", but at the end of the semester these grades and the final examinations which are administered by the respective professors are averaged and the results are represented in literal grades as follows: grades 20-17, "A", excellent; 16-14, "B", good; 13-12, "J", fair; 11-10, "D", poor but passing; 9-0, "H", failure. Students must not receive in any course a grade less than "D", and an overall average grade of less than "J" for the completion of the degree requirements.

The secondary teachers salary is divided into two categories: (1) those who were trained by the government; namely, the Teachers College, have a salary schedule ranging from first grading level of 23,040 Rials annually to tenth grading level of 66,120 Rials; and, (2) those who are holding the minimum qualification with a salary schedule ranging from the third grading level of 14,400 Rials annually to ninth grading level of 58,800 Rials.

According to the new salary schedule adopted in 1959, the secondary school teachers receive 5,500 Rials per month. The complete salary schedule has not become available from the Ministry of Education as yet.

CHAPTER IV

RECOMMENDATIONS FOR FURTHER EDUCATIONAL IMPROVEMENTS

In an age when mankind's potentialities for destruction have been enormously enhanced by such discoveries as that of atomic power, the most pressing human problem might appear to be: how can man survive? For many, however, there is another problem, perhaps even more important and not related to the first: in a technological age such as the twentieth century, how can man more truly live? And the answer to this second problem is to be found largely in the field of education. To try to provide an answer to this fundamental question without an appreciation of some of the outstanding changes which have taken place both in education and in technology during the past fifty years would be unrealistic and impractical; for the nature of the changes is such as to demand a complete reorientation in the thinking of all nations regarding the task of education today.¹

Often, the quantitative and qualitative changes in education have been described, but their gradual and cumulative nature may obscure their real impact. Quantitatively speaking, more children are receiving education at the

¹ Government of Iran, Ministry of Education, Annual Educational Conference, Teheran, The Government, 1960, p. 9-10.

elementary, secondary and advanced level than ever in the past. Qualitatively, an attempt, possibly more direct in education than in any other sphere of activity, is being made to work towards real equality of opportunity for all groups of society. The cumulative and gradual changes taking place in technology may often not be obvious; and they may be taking place at a very different speed and in a widely different direction from those in education. They have taken the form, on the one hand, of an ever more rapid introduction of modern technology into every corner of the earth; and, on the other, of the rapid transformation of technical methods, due partly to invention and partly to economic and political fluctuations. Whereas of old, a man learning a trade could count himself equipped for a lifetime, and was encouraged by the stability of the times to arrange a comparable or identical training for his sons, today, some new industrial process or political economic development may enforce repeated changes of occupation within the lapse of a few years.²

Once seen in perspective, the effect of these changes in education and technology becomes clear. As long as a country educates only a small proportion of its children, and that during the earliest years only, the instruction given can hardly fail to be more or less useful. But if, to take

² Government of Iran, Ministry of Education, Annual Educational Conference, Op. Cit., p. 9-10.

an extreme case, a country educates almost all its young people up to the age of sixteen or eighteen, then it is important that the education given, particularly in the later years, be appropriate. Otherwise, large numbers may be prepared for a type of life which they will not be able to lead. That they may wish to receive inappropriate instruction, and that the educational system meets this wish, in no way serves to set the matter right. If, for instance, in a country largely dependent upon the mining of coal or the growing of wheat the great mass of the coming generation prefers to be educated to become small clerks, shopkeepers, or poets, that country will be in grave danger of wrecking itself upon the reef of its excellent intentions.³ It would be educating for the good life, as each separate individual understands it, but failing to secure the material basis upon which such a life depends.⁴

In short, so long as relatively few children in a country are educated beyond the elementary standard, it is altogether suitable that education should be "pupil centered", i.e., that its object should be simply and solely to develop the aptitudes of a particular girl or boy.⁵ But as soon as

3 Government of Iran, Ministry of Education, Annual Educational Conference, Op. Cit., p. 12-13.

4 Id., ibid.

5 Id., ibid.

considerable numbers are carried beyond the elementary standard, a further principle must be introduced. The educational system needs to be community-structuring, i.e., so designed as to take due account of the means by which the country exists and prospers.⁶

It is the purpose of this chapter to propose certain recommendations for the continued improvement of education in Iran under the following headings:

1. An Analysis of U.N.E.S.C.O.'s General Recommendations for the Educational Improvement of Under-developed Asian Countries;
2. Specific Supplementary Recommendations to Those of U.N.E.S.C.O.'s as a Result of Particular Studies; and,
3. Complementary Recommendations to the Author's Proposed Plan (6-3-3).

1. An Analysis of U.N.E.S.C.O.'s General Recommendations for the Educational Improvement of Under-developed Asian Countries.

From the study of the elementary and secondary education of Iran, it can be seen that not only has the system of education in the past been inadequate to provide a basic education for the children of school age, but that the curriculum of the schools was not properly designed to meet the needs of the communities and of the country as a whole. This fact has been recognized by prominent Iranian educators,

⁶ Government of Iran, Ministry of Education, Annual Educational Conference, Op. Cit., p. 15.

including the Minister of Education and university professors who agree that a conversion of the present system of education to a more suitable one is a must.⁷

The conversion of a system of education to a new one, requires considerable study and research. In this respect, since Iran is a member of U.N.E.S.C.O., and has been considered as one of fifteen under-developed Asian countries, the deficiencies of the educational system of the country have been studied. The results of the studies made by the respective representatives of the fifteen member States showed that these countries of the Asian region have been striving intensively, for some years in the past, to bring about the overall economic and social development of their peoples and to provide them with a decent minimum standard of living comparable to that of the advanced nations of the world.⁸ Since the general economic and social development of a country depends materially upon the education given to the average child, the member States have accepted the extreme urgency and significance of providing universal, compulsory and free primary education and have taken several bold measures towards achieving this purpose.⁹

⁷ Ettela'at, Official Newspaper, Teheran, February 1, 1962, p. 1.

⁸ U.N.E.S.C.O., The Needs of Asia in Primary Education, No. 41, Paris, U.N.E.S.C.O., 1961, p. 8.

⁹ Id., ibid.

In building an educational system around the needs of the community, the peoples of the world have everything to gain in learning from one another. It is only logical that Iran, which is in the process of industrial and agricultural development, should profit greatly from the successes of countries with longer technological experience, when even the highly advanced countries can see their own problems, and possible solutions, in better perspective against the background of experience other than their own.

U.N.E.S.C.O. is already assisting the under-developed countries through a commission which consists of fifteen members. Each member represents the country concerned and is responsible for the reporting of educational matters, such as checking of population statistics, school estimates and financial requirements, to the General Conference of U.N.E.S.C.O. In 1960, at the eleventh session of the General Conference of U.N.E.S.C.O., an estimate of population statistics and financial requirements was made by all member States, and as a result, the following were adopted:¹⁰ (1) A General Summary of Findings and Recommendations, which includes the request for joint studies and action by U.N.E.S.C.O. and appropriate United Nations agencies, for promoting balanced and integrated economic and social planning and development in the Asian region; (2) Recommendations addressed to the

¹⁰ U.N.E.S.C.O., Op. Cit., p. 5.

member States of the United Nations in general and the member States of U.N.E.S.C.O. in the Asian region in particular, and to the United Nations Educational, Scientific and Cultural Organization as well as to all other agencies of international co-operation working on bilateral, multilateral and international bases; (3) A working plan for the provision of universal, compulsory and free primary education in Asia.

The study proposes that the rate of expansion reached in the last two decades (1940-1960) should be doubled and that every country of this region should provide a system of universal, compulsory and free primary education of seven years or more within the period of not more than twenty years (1960-1980), which is the optimum period generally accepted for long-term planning for socio-economic development.¹¹

The primary object of this plan is to estimate the personnel, material and financial implications of this target for the Asian region as a whole and to recommend a feasible program of action towards reaching it.¹² It is also within the aim of this plan to increase the enrollments in primary schools to twenty per cent of the total population in each country concerned by 1980.¹³ The representative of the

11 U.N.E.S.C.O., Op. Cit., p. 8-9.

12 Id., ibid.

13 Id., ibid.

Ministry of Education of Iran reported that in 1960 only 7.3 per cent of the population were enrolled in elementary schools, and that it is hoped to increase this to twenty per cent by 1980 according to the plan, while the total population increases to an estimated 32,100,000.¹⁴ One implication of the target can be observed from these figures.

It will be seen that the total increase in elementary school enrollment between 1960 (when the school population was 1,431,000) and 1980 (when the proposed twenty per cent of the then estimated population would raise enrollment to 6,420,000) would be 4,989,000 or 310 per cent.

There are two factors accounting for this large increase; namely, (1) the increase in population; and, (2) the decision to double the rate at which school enrollments overtake population growth. According to this plan, the target for Iran would go beyond the double rate.

In the same conference, the objectives of the primary school curriculum were discussed in light of the recommendations of the Regional Conference held at Bombay (1952) and the Regional Seminars held at Karachi (1956) and New Delhi (1958) and the United Nations Declaration on the Rights of the Child (1959), which declares:

14 U.N.E.S.C.O., Op. Cit., p. 11.

- (1) The child shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement and his sense of moral and social responsibility and to become a useful member of society;
- (2) The best interests of the child shall be the guiding principle of those responsible for his education and guidance;
- (3) The child shall have full opportunity for play and recreation which should be directed to the same purpose as education; and
- (4) It shall be brought up in a spirit of understanding, tolerance, friendship among people, peace and universal brotherhood and in full consciousness that his energy and talent should be devoted to the services of his fellow men.¹⁵

Affirming these principles and considering the existing conditions of the regions, the following objectives for primary education were set and accepted by all member States:¹⁶ (1) to give an adequate mastery over the basic tools of learning; (2) to bring about a harmonious development of the child's personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs; (3) to prepare children for good citizenship, to develop in them a love for their country, its traditions and its culture, and to inspire in them a sense of service and loyalty; (4) to develop international understanding and the spirit of universal brotherhood; (5) to inculcate a

¹⁵ U.N.E.S.C.O., Op. Cit., p. 39-40.

¹⁶ Id., ibid.

scientific attitude; (6) to inculcate a sense of the dignity of labour; and, (7) to prepare children for life through the provision of worth-while practical activities and experiences, including work experiences.

In this respect, the duration of primary compulsory education has been recommended for a minimum period of not less than seven years which may be implemented in two stages, the first stage seeking to achieve compulsory schooling for at least five years with a view to ensuring permanent functional literacy, and the second stage seeking progressively to extend compulsory education to seven years or more.¹⁷

It has also been pointed out that three aspects of universal primary education need to be borne in the mind of educational administrators: (1) universal provision; (2) universal enrollment; and, (3) universal retention.¹⁸

Universal provision refers to the establishment of a network of primary schools spread all over the country in such a way that there will be a primary school within the easy reach of every child. Universal enrollment implies the effort to bring every child to school by making people education-minded, providing the necessary incentives, and enforcing compulsory attendance. Universal retention seeks

17 U.N.E.S.C.O., Op. Cit., p. 39-40.

18 Id., ibid.

firstly, to avoid wastage (by taking measures to prevent children from dropping out from school before completing the primary course), and secondly, to avoid stagnation as much as possible by providing for conditions that enable children to succeed in their school work and to obtain regular promotion from one grade to the higher. These were some of the basic recommendations made by U.N.E.S.C.O. in general.

2. Specific Supplementary Recommendations to Those of U.N.E.S.C.O.'s as a Result of Particular Studies.

From the long list of U.N.E.S.C.O.'s recommendations which have been accepted by all member States, particularly as regards all phases of elementary education, it can be seen that such recommendations are general in nature and common to all countries concerned. There are no doubt other problems specific to each country for which U.N.E.S.C.O. has not made any recommendations, i.e., the implications of the organizational pattern of education in each country concerned.

Perhaps U.N.E.S.C.O. has felt that the specific problems which are unique to each country should be studied by its respective educators and relevant adjustments made. Considering one of U.N.E.S.C.O.'s recommendations, that the minimum period for compulsory education should not be less than seven years, and applying this to Iran's system of education where elementary education extends to only six

years, it becomes rather difficult to oblige the pupils to continue and attend the first year of secondary school instruction. Therefore, some modification must be made in the present system of education as based on the 3-6 plan.

According to the Ministry of Education's report made public in the country's official newspaper, since Iran is a member of U.N.E.S.C.O., she must comply with its recommendations, and there seems to be an urgent need of converting the present system of elementary education and to extend it from six to eight years.¹⁹ There is no doubt that this extension would bring about some changes in the secondary school system. Ministry of Education officials must give serious consideration in studying the types of proper educational patterns before taking any action, and adapt a system which would be more suitable to the immediate and future needs of the country.

a. An Analysis of School Organization in the U.S.A.-
The study of school organization, like that of curriculum modification and of instruction, must go on continually. When changes in organization seem necessary they should be made through an extensive study of other nations who have been successful in that particular field of education.

¹⁹ Ettela'at, Op. Cit., p. 4.

For this purpose, a leading democratic country's school system, that of the United States of America, is considered for analysis in order to see the organizational scheme which, in the eyes of educators, has been most effective in meeting the needs of individuals for the betterment of the community and the country as a whole. This should set an example as a basis of an educational system for any of the under-developed countries, provided that they make intelligent minor adjustments as required by local circumstances.

In 1949, an educational survey was conducted by the United States Office of Education, Division of Elementary Education, in order to determine what current practice prevailed in elementary school organization and supervision, and the reasons for its preference to other systems in the country as a whole. The survey made a cross-section of one hundred cities in forty-three States in terms of the following trichotomous classification: Class I, cities with a population of 100,000 or over; Class II, cities from 30,000 to 100,000; and, Class III, cities from 10,000 to 30,000.²⁰ In the cities visited, there were 2,497 individual elementary

²⁰ U.S. Government Printing Office, Organization and Supervision of Elementary Education in 100 Cities, No. 11, Washington, Superintendent of Documents, 1949, p. viii.

schools of which 1,597 were located in Class I cities, 729 in Class II cities, and 171 in Class III cities.²¹

The survey revealed that the 1-6 or K-6 plan had been adopted by 58 per cent of all schools in Class I cities, over 77 per cent of schools in Class II cities, and almost 69 per cent of schools in Class III cities.²² The K-8 and 1-8 plans accounted for 26 per cent of all units in Class I cities, 4 per cent of those in Class II cities, and 15 per cent of those in Class III cities.²³ These plans were the most frequently used in most cities. Therefore, the study showed that the K-6-3-3 or 6-3-3 plan was found in fifty-eight out of 100 school systems.²⁴ In addition, five cities were organized partly on the same basis, for a total of sixty-three cities which wholly or partly followed the same pattern.

The study also reported current changes in system-wide organization. Class II cities made the greatest number of changes, where four cities had moved or were in the process of completing the changes to the K-6-3-3 or the

21 U.S. Government Printing Office, Op. Cit., p. 1.

22 Id., ibid.

23 Id., ibid.

24 Id., ibid., p. 5.

25 Id., ibid.

6-3-3 plan.²⁶ Two of these cities previously had the 8-4 plan, one had the 6-2-4, and the other the K-7-2-3 plan. In the other two categories, the trends of change were more towards the 6-3-3 type of organization.

According to this report, some of the school leaders who were responsible for the change to the 4-5-3-3 or 6-3-3 pattern of organization gave their reasons as follows:

Most of the replies indicate that they think the junior high school unit offers the best hope for enriching the school program for seventh-, eighth-, and ninth-grade adolescents. These administrators think that such a grouping of grades will best utilize the special interests and competencies of their personnel. Special school plant facilities can also be used more widely and efficiently. More children will have the opportunity to participate in extracurricula and special activities. They said better counselling and guidance services are made possible. Such units appear to be more economical. It takes less money to equip one junior high school unit with special rooms and facilities than to build such needed equipment in several elementary buildings.²⁷

These were the main reasons for making the changes that would put pupils of seventh, eighth and ninth grades in a junior high school unit.

b. The Author's Proposal for Converting the Present Educational Pattern from the 6-6 Plan to the 6-3-3 Plan.-
The foregoing analysis reaffirms the author's hypothesis, that public education in Iran is inadequate to handle

26 U.S. Government Printing Office, Op. Cit., p. 5.

27 Id., ibid., p. 7.

present and future increase in enrollments, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof. The proposed 6-3-3 plan is more adaptable to the present program of education and to U.N.E.S.C.O.'s recommendations for the elementary education curriculum than the one which is intended by the Ministry of Education. The plan of the Ministry of Education has already been opposed by some educators; namely, Dr. Siasi, President of the Faculty of Arts of the University of Teheran, who asked:

How is the Ministry of Education going to extend the elementary education to eight years, where the present program of six years has not been extended throughout the country?²⁸

The answer to this question came from the Director General of Education: since Iran is a member of U.N.E.S.C.O., and this plan has been recommended by this organization, there is no doubt that Iran will consider its recommendations.²⁹ There is no doubt that, to a certain extent, U.N.E.S.C.O. has made very suitable recommendations for all its member States as far as the curriculum of the elementary school is concerned, but that such are general in nature. The specific problems, such as conversion of one plan to

²⁸ Ettela'at, Op. Cit., p. 1.

²⁹ Id., ibid., p. 4.

another, is the responsibility of the Ministry of Education, who must determine what system or organization of education is best suited, adaptable, and economical in the light of the present and future of the country as a whole.

As mentioned previously, the Ministry of Education has already made some modification in the secondary school curriculum, by dividing the program of courses into two cycles of three years each, in order to give pupils of the first cycle an opportunity to develop their technical ability by offering some technical courses. This modification can serve as a foundation for the author's proposed 6-3-3 plan.

Considering the study of the elementary and the secondary education of Iran, it has been felt that the system is not flexible enough to handle the increased number of future pupils because: (1) six grades of secondary schools are too complex an institution for the lesser requirements of grades seven, eight and nine; (2) it is obvious that the financial requirements for the construction and operation of such schools are very high; (3) teachers are not readily available with sufficient training to staff these schools; (4) vocational guidance problems increase with the increasing number of pupils; and, (5) it is uneconomical to build one school to contain eight seventh grades and one twelfth grade. Therefore, an intermediate school is recommended to overcome these disadvantages. The intermediate school should contain

grades seven, eight and nine, with pupils' age ranging from thirteen to fifteen years.

From studying the survey of organization of elementary education in the United States, which has already been referred to, some advantages of this intermediate school can be gained as follows: (1) grouping adolescents; (2) economy of operation; (3) availability of teaching personnel; and, (4) improved planning for careers. These are some general advantages of the nature of this intermediate school, but there are other advantages that can be formulated according to the present and future educational needs in Iran, as follows: (1) aside from economy, logical grouping of children in special developmental stages; (2) a more flexible system to handle an increasing number of students as the age of compulsory education is raised and population increases; (3) possibility for continuing more general education for a greater number of students; (4) certificate of graduation for better employment opportunities; (5) teacher morale and motivation resulting in an increased number of teachers, due to lesser qualifications required than in the advanced grades of secondary schools; and (6) greater opportunity for gradual transition from motherly and fatherly elementary schools to impersonal secondary schools. It should be pointed out, however, that sole changing the educational organization is not sufficient; other considerations, such as

adapting a curriculum to the needs of children, supervisory help, and in-service education for teachers should be taken into account. Besides U.N.E.S.C.O.'s broad recommendations for elementary education, it has been felt that recommendations should be made here as complementary to the author's proposed plan.

3. Complementary Recommendations to the Author's Proposed Plan (6-3-3).

The difficulty that the Ministry of Education is facing today is the problem of mass education, especially in the rural areas. In towns, elementary education is a lesser problem to provide and organize, but in rural and village areas school units are usually small; adequate staffing is more difficult in view of living conditions that are not attractive to teachers unless they are specially selected and trained; women teachers, as a rule, are not willing to live in villages unless the circumstances are exceptionally favourable; the isolation of teachers, and difficulties of administration and supervision are much greater. Also the greater illiteracy in the nation exists within the rural and village regions. Therefore, with a clear understanding of the existing problems, and in order to make the author's proposed plan more meaningful, additional recommendations will be made here in respect to elementary education, secondary education, and teacher-training program.

a. Elementary Education.- (1) In view of the above analysis, any improvements should start with the rural and village areas throughout the country. For this purpose, school buildings should be built to contain at least up to fourth grade and progressively be extended to grade six. These schools should serve a twofold purpose. While pupils attend day classes, a literacy program should be conducted in the evenings for the parents in order to give them a sense of value in, and appreciation of, education, and to develop an understanding of the importance of their children's education. (2) The schools in the rural areas should be integrated with the life of the local community for a useful contribution to economic and social progress. Also, all the new elementary schools should be of the technical type. Meantime, hand-craft, technical subjects and practical work should be further extended in present schools, since the country as a whole is agricultural and industrial in nature and there is a great demand for technicians.

(3) The Ministry of Education should appoint the necessary number of committees to different parts of the country in order to determine the needs of the various communities, and provide a well balanced program of courses for the entire six years of elementary education. (4) Promotion from one grade to the higher should be determined by the respective teachers, and the cumulative grades of the

pupil's entire work during the academic year should be considered. As a consequence, the final examination which is conducted by the Ministry of Education at the end of the sixth grade should be dissolved, because it is not only costly to conduct such examination throughout the country, but also it is not justified since the pupil's progress is judged on one single examination. (5) At the end of the sixth grade, a leaving certificate based on internal examination should be awarded. These certificates may be issued by the Ministry of Education upon the report of successful candidates by the respective school principals. (7) The Ministry of Education should set a goal of free compulsory education up to grade nine in order to give the young children an opportunity to become better and useful citizens.

b. Secondary Education.- In secondary (as in elementary) schools, but especially in the proposed intermediate schools of grades seven, eight and nine, the emphasis should be on increasing the productive or technical and vocational efficiency of the pupils by creating in them a new attitude to work, an attitude that implies an appreciation of the dignity of all work, which has been lacking and neglected in the past. Thus there should be much greater concentration on technical and productive work in all schools and, in addition, diversification of courses should be introduced in the last three years of secondary education

so that a large number of students may take up agriculture, technical or other practical courses which will train their varied aptitudes and enable them either to take up vocational pursuits at the end of secondary school or to join technical or engineering schools for further training.

Therefore, the following recommendations should be considered in the proposed plan:

(1) Under the new proposed plan, secondary education should continue the present plan commencing with seventh grade and should include an Intermediate Secondary Stage of three years, of the seventh, eighth, and ninth grades, and the Higher Secondary Stage of three years of the tenth, eleventh, and twelfth grades. (2) Since there are more possibilities of pupils continuing through the Intermediate Stage, and for the eventual extension of compulsory education through this stage, all new secondary schools to be built in the future should be of the Intermediate type, particularly in the rural areas, villages and small towns, unless the increase in enrollments of Higher Secondary Stage warrant the building of higher secondary schools.

(3) The Ministry of Education should appoint several committees to investigate the technical and agricultural needs of the various regions of the country in order to provide a suitable program of courses for these schools. Besides the technical courses, other subjects such as social

studies, general sciences, mathematics, physical education, arts, civics, humanities, and foreign languages should be offered in Intermediate schools. It should be kept in mind that prescribed courses are not co-extensive with compulsory education; the curriculum must be as flexible as possible and students should have an opportunity to select, with some guidance from school personnel, the courses which are in accordance with their interest and ability as well as applicable and useful in later life.

(4) At the end of the Intermediate School, a certificate of completion should be issued to students for job opportunities in industries, or for acceptance in Higher Secondary Schools. All promotions should be based on internal examination, and the students work done during the entire academic year, both practical and theoretical, should be taken into consideration in determining the final grades.

(5) The curriculum for the Higher Secondary School, as applied by the Ministry of Education for the second cycle, or grades ten, eleven and twelve, corresponds to the proposed plan with some modification. A new curricular division of a technical type should be added to the present divisions of mathematics, natural sciences, literature and commerce, in order that graduates of Intermediate Secondary Schools have an opportunity to further their training for eventual placement in industries as semi-skilled technicians or entrance in technical institutes.

(6) In order to promote the technical fields, and to produce better trained and skilled technicians, a Technical Institute should be opened in all agricultural and industrial cities. The reason why these cities are given preference is that students can readily do their apprenticeship in local factories. For this purpose, the Ministry of Education should take the necessary steps to negotiate with these factories to facilitate its aim. These technical institutes can serve a double purpose: they can produce better skilled technicians to fulfill the needs of the country; their graduates can fill the teaching positions in Intermediate and Higher Secondary Schools for the technical subjects.

(7) Upon completion of the twelfth grade, a Secondary School diploma should be issued to the students by the Ministry of Education, through the recommendation of the respective school principals (if desired). The diploma would serve to secure the desired employment or as college entrance requirement.

c. Teacher-Training, and Methods of Instruction.-

The importance of training teachers must be highly recognized and greater emphasis should be placed on the quality as well as the quantity of teachers. In this respect, the following recommendations are made on both elementary and secondary levels of teacher-training, since both are important factors

in any educational system: (1) In order to train qualified teachers for elementary schools, the training center should be the Teachers College. Instead of building training centers throughout the country, efforts should be made to expand the program of the Teachers College in Teheran, and to add a similar college to existing provincial universities; namely, the Universities of Shiraz, Meshed, Isfahan, and Tabriz. Not only does this give teachers an opportunity to receive professional training at the university level, but a higher social status is achieved by working towards an eventual college degree.

(2) Besides the expansion of the universities, new teachers colleges should be established in major cities which do not have a university, since the acute shortage of teachers is felt at the present and it will become worse in the future. This particular recommendation is made in accordance with a declaration of the Director-General of the Ministry of Education to the effect that Iran will need 40,000 new teachers within five years to carry out U.N.E.S.C.O.'s recommendations.³⁰

(3) One should not overlook, however, the importance of the educational administrators' role in planning and carrying out the proposed plan. These should possess not

³⁰ Ettela'at, Op. Cit., p. 4.

only necessary professional qualifications, but also qualities of leadership, initiative and ability to arouse public enthusiasm and enlist public support and co-operation in the programs of the schools and in the promotion of compulsory education throughout the country. It is obvious that there is a lack of training for educational administrators, especially in the technical fields, as well as in educational planning and finance. These deficiencies can be remedied to some degree by offering and extending the present program of courses in school administration and supervision at the Teachers College and at the provincial universities. At the same time, consultation with expert Western educators is a necessity.

(4) Living quarters for teachers in the rural areas should be considered in order to make the job more attractive and desirable for teachers, especially women teachers. Also, a greater allowance should be provided for teachers in these areas.

Methods of Instruction.- The accent on teaching methods must shift from verbalism and memorization to learning through purposeful, concrete and realistic situations. The principles of "Creativity Method", "Activity Method", and "Project Method" should be introduced in school practice. It is through one's own discovery that learning can take place and be retained best, and such insightful discoveries should be facilitated by the teacher.

Teaching methods should provide opportunities for pupils to learn actively and to be able to apply the knowledge that they have learned in the classroom to their practical lives. An attempt should be made towards adapting a method of instruction so that dull, average and bright students may all have a chance to progress at their own pace.

In order to facilitate teaching, steps should be taken to improve the standards and the quality of school work by producing better text-books with use of the new techniques in presenting the subjects. It should be realized that these children are in the process of learning; therefore, the texts should be written in a simple language with a sufficient amount of illustrations, diagrams, maps, and whatever is suitable to be included in each text-book.

It is desirable to develop more personal contact between the teacher and pupils in order to promote discipline. Concurrently, there should be also a close relationship between teachers and parents through the establishment of a parent-teacher association in each school.

To promote better understanding of national problems in teachers, the National Teachers Organization should take immediate action to produce a suitable publication, preferably a monthly magazine, for the guidance and inspiration of teachers. This publication should include current problems on all educational levels, and teachers should feel

free to express their ideas and contribute by giving suggestions for the betterment of education and the advancement of national unity.

These specific recommendations were made in light of the proposed organizational pattern so as to point out the function and importance of the intermediate educational stage in relation to the present and future technological development of Iran, as well as to offer a guide towards Iran's goal of developing a healthy atmosphere and prosperous living for its entire nation through a sound and well organized educational system.

Summary.

The study of elementary and secondary education revealed great deficiencies in Iran's system of education. Officials of the Ministry of Education have acknowledged this educational inadequacy and, consequently, are trying to convert the present 6-6 plan to a more suitable one. Since Iran is one of the fifteen under-developed Asian countries, the United States Educational Scientific, Cultural Organization has extended its assistance to a certain extent to overcome these deficiencies, and has already made rather lengthy recommendations to that effect; such recommendations are broad in nature, and touch upon problems which were common to all countries concerned.

It was pointed out, subsequently, that the Iranian Ministry of Education should consider the change seriously, and make a study of the existing educational pattern of the leading democratic countries where progress in educational fields has already been tested and proven. For this purpose, an analysis was made of a study conducted by the United States Office of Education in 1949, in order to determine what system of education is most widely applied and preferred by administrators and educators of the country. The report revealed that in 100 cities, where were a cross-sectional sample of the entire nation in forty-three States, the prevailing system of education was based on the K-6-3-3 or 6-3-3 plan, which represented sixty-three per cent of all systems. It was also pointed out that many systems are in the process of changing to this system. Sound reasons for this change were advanced by educators and administrators.

This study reaffirmed the author's hypothesis that public education in Iran is inadequate to handle present and future increases in school enrollment, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof. Therefore, a new 6-3-3 plan was proposed. In order to make the proposed plan more meaningful, some specific recommendations were made for both the elementary and the secondary levels.

SUMMARY AND CONCLUSIONS

The purpose of this thesis was to present the organization of public education in Iran, grades I-XII, and to consider some of the educational problems that the Ministry of Education is faced with today, in the hope of formulating some useful recommendations for future educational improvements.

For a better understanding of underlying difficulties, an analysis of the educational situation of the country was made in light of the past and of the present. As history revealed, one of the main factors that influenced Iran's political and educational development was its geographical location. The country being situated between central Asia, China, and India on the one hand and Asia Minor which connects it to Europe and Africa on the other hand, it has always been the center and the key path of foreign attacks. Consequently, successive foreign invasions through the centuries have influenced to a great extent the educational pattern of Iran, even to this day.

The worst blow to Iran's education was during the Arab invasion in 642 A.D. Not only was the country destroyed, but all the Persian books, educational documents and libraries were burned. Besides, soon after their invasion, the Arabic language was introduced to the point where during

their century of ruling, the spoken language of the country was changed to Arabic.

Even though other historical events and invasions barred Iran from educational progress, it was not until 1795, the beginning of the Qajar dynasty, that Iranians discovered their ignorance of the advancements in the West in every field. Although the Qajars had realized the importance of education and had established the first government supported school in the latter part of their reign, the year 1925, which marks the advent of democratic constitutional monarchy, under the Pahlavi dynasty also inaugurated a new era of educational development. Reza Shah the Great successfully opened the gates to women in educational fields and gave them social status, which they had been deprived of in their state of isolation at home and under veils. The Shah expanded the educational program throughout the country and made the elementary education compulsory through grade four. He also re-established and re-organized the old Ministry of Sciences which had originated during the Qajar dynasty; the present name of Ministry of Education was adopted. He also contributed to extend the educational system on a national scale.

Educational progress ceased with the beginning of World War II, at which time Reza Shah abdicated in favour of his son Mohammad Reza Pahlavi. The Shah continued his father's efforts to promote the general welfare of the

country, but unfortunately, because of many internal disturbances, as well as external influences the field of education did not reach its full development.

The study of present elementary education revealed a great inadequacy in the education of school age children. For instance, in 1960, the Ministry of Education provided educational facilities for only twenty-five per cent of school age children throughout the country. In attempting to overcome this shortcoming, the shortage of trained teachers remained a great obstacle for the Ministry of Education.

Facilities offered in secondary education follow the same pattern as in elementary education for the country as a whole. The greatest shortage of educational facilities was felt in rural and village areas. It was revealed, however, that the Ministry of Education has failed to realize the importance of training a sufficient number of skilled and semi-skilled technicians in secondary schools by introducing enough technical subjects in the curriculum so as to meet the urgent need for technicians in industries throughout the country.

The study of elementary and secondary education led to the hypothesis that public education in Iran is inadequate to handle present and future increases in school enrollments, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof. Since the Ministry

of Education is aware of this need, it should consider the change seriously, and before making any decision as to what change should take place, there should be made a study of the existing educational pattern of leading democratic countries where progress in educational fields has already been tested and proven.

For this purpose, a study which was conducted by the United States Office of Education in 1949, in order to determine what system of education is mostly practiced and preferred by administrators and educators of the country, was brought up for analysis. The report revealed that in 100 cities, representing a cross-section of the entire nation in forty-three States, the most prevailing system of education was based on the K-6-3-3 or 6-3-3 plan which constitutes sixty-three per cent of all systems. It was also pointed out that there were many systems in the process of transferring to this system. A sound reason for this change was explained by the respective educators and administrators.

Such a study reaffirmed the author's hypothesis; therefore, the new 6-3-3 organizational pattern was proposed. Since U.N.E.S.C.O. has already submitted general recommendations for the educational improvement of fifteen underdeveloped Asian countries including Iran, the author, in order to give a better understanding of the new plan, has advanced some recommendations to complement the hypothesis,

and some specific recommendations which will serve to supplement those of U.N.E.S.C.O.

In concluding, it is appropriate to recall that though handicapped by a relative scarcity of educational documents and statistical data, the present study has attempted to offer an overall view of the organization of public education in Iran, and to discuss some of the difficulties experienced by the Ministry of Education, as well as the latter's inadequacy to provide educational facilities for all school age children throughout the country.

It is hoped that the specific recommendations offered as complement to the author's hypothesis and as supplement to U.N.E.S.C.O.'s will be useful to the Ministry of Education in the course of changing its organizational pattern of education. The Ministry of Education, however, should well recognize that since technology is moving the world over at an increasingly rapid pace, tensions are bound to be created in countries whose educational system remains static, particularly amongst those who may have been prepared by their early training for a type of activity which is passing away. It must not let the country lag behind world progress. The urgent needs of the country for better qualified technicians and for more widespread basic and fundamental educational opportunities for all children must be met if, through the self-realization of each individual, the nation as a whole is to achieve prosperity.

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This is a daily newspaper which originally came into being for the purpose of releasing governmental news as well as publishing the world events and news. It gradually expanded, and today is considered as an outstanding newspaper in the entire country. It not only publishes the governmental news, but the world's events too in full detail. Its publications and news appear to be quite reliable. The most important issue of this paper insofar as this report is concerned was the result of the news conference which was held by the Ministry of Education dealing with the need for the conversion of educational pattern. This information was used in support of the author's recommendations in chapter IV.

Government of Iran, Department of Publication, Iran Review, Vol. 2 and 3, issue of June 1961, 52 p.

This is a government publication, and its publications are considered most reliable. This is basically published for the students who are studying in foreign countries, and its aim is to inform the students of the current issues in every department of government of their progress and improvements in general of the country as a whole. In this issue, some historical events and some statistical data of elementary and secondary schools were discussed. In the historical events, was stated that from the writings of Herodotus it can be gained about the first Persian kingdom of Medes in 708 B.C. There was no reference to this, nor had Dr. Sadigh made any reference to it. In other reports it showed a great need for technicians throughout the country, and claimed the country is basically agricultural and industrial. Some of the historical and statistical data of this publication were referred to in chapters one, two and three.

وزارت - فرهنگ - کنفرانس - ۱۱۵ - ۵۵ صفحه - تهران

Government of Iran, Ministry of Education, Annual Education Conference, Teheran, the Government, 1960, 52 p.

Holding an annual education conference is a new event in the history of education of Iran which has been developed and was recommended by many educators three years ago. The function of it is to give the responsible educators and administrators as well as teachers an occasion to

get together and discuss the major issues of education and perhaps come out with some solution to the problems. The main issue in this conference was the place of technology and the need for preparation of skilled technicians. Some of the comments which were made by the university professors were referred to in the introduction of chapter IV.

وزارت فرهنگ - گزارش حقوق معلمان ابتدائی - به درخواست دولت - ۱۹۵۳ - تهران

Government of Iran, Ministry of Education, A Report of Elementary Teachers' Salary to U.N.E.S.C.O., Teheran, the Government, 1953, 12 p.

This report was originally prepared for U.N.E.S.C.O. Office for educational purposes. According to this report, the salary schedule of elementary teachers is divided into two groups: on contract and permanent appointments. There is little variation in the salary of these two groups, except that teachers on contract must renew their contract every year. Both groups are paid according to the level of qualification. This document was referred to in chapter I.

وزارت فرهنگ - گزارش حقوق معلمان متوسطه - به درخواست دولت - ۱۹۵۴ - تهران

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وزارت فرهنگ - اداره آمار، گزارش - به درخواست دولت - ۱۳۳۸ - تهران در زمینه معلمان متوسطه

-----, Department of Secondary Education, No. 9, Teheran, the Government, 1338(1959), 35 p.

This is an official publication of the Department of Secondary Education of the Ministry of Education which describes the curriculum of the secondary schools of academic type.

وزارت فرهنگ - اداره آمار، گزارش - به درخواست دولت - ۱۳۳۸ - تهران

-----, Department of Statistics, Teheran, the Government, 1959, 26 p.

This statistical report was also prepared for the Education Conference in Geneva where similar conferences are held each year.

وزارت معارف و اوقاف - تیسرا نمبر - ۱۹۶۱ - تہران

Government of Iran, Ministry of Education, Education, Teheran, the Government, 1961, 23 p.

This publication discusses some of the difficulties of present education as well as past. Some of this study was a reproduction of a 1953 report to show a comparison of the increase in school enrollments, schools and teachers. The statistical data revealed that the Ministry of Education has been deficient at all times in providing educational facilities for the young children of the country as a whole. It is hoped that the Ministry of Education be efficient enough in order to abolish the privately organized schools but, until such time, the Ministry should encourage the private schools providing that they follow the Ministry's rules and regulations.

وزارت معارف و اوقاف - تیسرا نمبر - ۱۹۵۳ - تہران

-----, Education Yearbook and Statistics, Teheran, 1953, 147 p.

In this yearbook, the educational organization as to elementary, secondary, and higher education has been discussed. A comprehensive statistical data of all schools, teachers and enrollments of pupils in various years were given. Also, the organization of the Ministry of Education and the function of its related departments were discussed. This yearbook was translated in English and a comprehensive report was made for the educational purposes for U.N.E.S.C.O. This document contributed to the study of the organizational set-up of the Ministry of Education. A diagram for this purpose was compiled from it. Some of the statistical data were used in Table I.

وزارت معارف و اوقاف - تیسرا نمبر - ۱۳۳۹ - تہران

-----, Financial Difficulties of the Ministry of Education, the Government, Teheran, 1339(1960), 19 p.

Since there was a great criticism from many educators and teachers of the country towards the malfunctioning of the Ministry of Education as a whole, especially when 3,000 teachers resigned in 1959 because of the low salary, this publication was issued by the Ministry of Education in an attempt to clarify some of the criticisms. The major issue in the report was that the Ministry of Education did not have sufficient funds to meet some of the educational requirements of the country, especially to raise the teachers' salaries.

وزارت فرهنگ - قوانین و مقررات - امتحانات و تدریس - ۱۳۳۹ - تهران

Government of Iran, Ministry of Education, Regulations for Elementary Secondary School Examinations, No. 5, Department of Examinations, Teheran, 1339(1960), 34 p.

The methods of examinations and promotions from one grade to another have been fully explained in this publication. In elementary schools, besides the periodical examinations during an academic year, there is a final examination at the end of each year, except for grades one through three inclusive, which results will be averaged with other grades and an average of 10 must be maintained in order the promotion be made. At the end of the sixth year, all students must participate in a final examination which is conducted by the Ministry of Education and its representatives throughout the country. The same applies for the twelfth grade of the secondary school. All diplomas are granted by the Ministry of Education. For the technical schools, the final examinations take place within respective schools, and the results of the examinations will be reported to the Ministry of Education by the principal of schools for the issuance of diplomas. Information of this publication was utilized in the course of chapters one and two.

وزارت فرهنگ - گزارشات - ابتدائی - ۱۳۵۶ - تهران

-----, Report on Elementary Education, No. 3, Teheran, the Government, 1956, 15 p.

This was also a short report on elementary education which basically reported some of the educational aspects such as duration of elementary education, schedule of classes as to hours per day in a week, etc. The major issue in this report was that the Ministry of Education has not been able to provide education for handicapped children. Also this report was used as a main source of information for U.N.E.S.C.O.'s educational survey. A few statements of this report were used in chapter two.

وزارت فرهنگ - آمار مدارس - ۱۳۳۹ - تهران

-----, Schools and Statistics, No. 6, Teheran, Department of Statistics, 1339(1960), 23 p.

The 1960 statistical report on education of the country as a whole is the most comprehensive data ever published by the Ministry of Education as to the number of elementary and secondary schools, pupil enrollments, number of classrooms existing in each grade level, teachers, and the Ministry of Education personnel and total employees are shown. Despite the fact that some of the statistical data of previous years were not available or inadequately

reported, the 1960 statistical data was sufficient to point out the inadequacy of the Ministry of Education in respect to provision of educational facilities for the country as a whole.

معاونت وزارت آموزش عالی - تهران

Government of Iran, Ministry of Education, Technical School Curriculum, No. 6, Teheran, Department of Vocational Training, 1338(1959), 43 p.

The publication describes the objectives of the Department of Vocational Training established in 1954. The stated objectives are to provide a program technical in nature in the hope of producing more skilled technicians for the country's need in that field, and to open new avenues of advancement for non-academic students.

-----, Ministry of Education Report to U.N.E.S.C.O., Teheran, the Government, 1953, 61 p.

This was an official report from the Ministry of Education to U.N.E.S.C.O. for educational purposes in 1953. Most of the information in this report was gathered from the Education Yearbook and Statistics which was also published in 1953. The statistical data of this report with some modification was used in compiling Table III in chapter one.

-----, Ministry of Education Report on Elementary Education to U.N.E.S.C.O., Teheran, the Government, 1955, 52 p.

This is another official document which was prepared by the Ministry of Education as an educational report for U.N.E.S.C.O. for educational purposes. This was the most comprehensive report on school, pupil, and teacher statistics which covered a ten-year period prior to and including 1955. The statistical data of this report helped to compile part of Tables IV and V of chapter II.

-----, Ministry of Interior, Teheran, the Government, (no date), 20 p.

This is an official publication of the Ministry of Interior which explains the functions of the different divisions of the government including the responsibilities of each Minister. The country is divided into ten Ostans (the word is equivalent to provinces), and each province has a governor who is appointed by the Shah through the recommendation of the Minister of Interior. Also, it explains rather in brief the basic Constitution of Iran which principally are composed of fifty-one articles in five chapters: (1) Organization of Majlis (the word is equivalent to Parliament), articles 1-14; (2) Rights, duties, and

nature of Majlis, articles 15-31; (3) Submission of projects and bills to Parliament, articles 32-38; (4) Parliamentary initiatives, articles 39-42; and, (5) institution of the Senate, articles 43-51. This document provided information to show to some extent the effect of political change on society and education in chapter one.

I.B.E., U.N.E.S.C.O., Ministry of Education-Iran, Twenty-Fourth Educational Conference, Geneva, U.N.E.S.C.O. July 1961, 10 p.

This document and similar to it is made yearly by the Ministry of Education for presentation at the Education Conference which is held in Geneva under the sponsorship of International Bureau of Education in co-operation with U.N.E.S.C.O. The statistical data of this report with some variation is for the 1960 school year. Some problems in elementary school as well as in secondary, and their improvement have been discussed. One of the striking facts was the increase of female enrollment in schools in general and, specifically, in elementary education; out of 1,431,626 pupils there were 464,450 girls, out of 279,741 secondary school enrollments there were 81,728 girls, and in the higher education, out of 12,000 students in the University of Teheran alone, over 2,000 were female. This statistical data was used to show the important role of women in Iran's society in the course of chapter one.

تاریخ و فرهنگ ایران - ۱۳۳۹ - تهران - شریک کتاب

Sadigh, Issa, History of Education of Ancient Iran, Teheran, Sherekat Tabe Ketab, 1339(1960), vi-250 p.

This is the only and most comprehensive text written by the most authoritative person in the field of education of ancient Iran. In this text, the history of ancient Iran has been traced as early as 4500 B.C. The historical sequences in order of their successors and changes of dynastys were Kourus, Darious, Solokian, Ashkanian, and Sassanian. It was during the Sassanian dynasty that Mohammed introduced the Islamic religion about 580 B.C. The official calendar of Moslem date starts with Mohammad's Hejrat from Mocco to Medinah on July 16, 662. The difference of Christian date and Persian date is 662 years, but since the Persian New Year begins with March 21, there is one year difference in conversion of Moslem date to Christian date. The author also has explained the developmental sequences of education in each dynasty. The transition and constant changes in education has been discussed until 1925, which marked the Pahlavi dynasty. The study of this text furnished the historical and educational developments of the first chapter.

کتاب سید صدوق - تاریخ و فلسفہ ایران جدید - سال ۱۳۴۰ - تهران

Sadigh, Issa, History of Education of Modern Iran, Teheran, Sherkat Tabe Ketab, 1340(1961), vi-249.

This is the most and only authoritative text written on Modern history of Iran. This is actually the continuation of the author's first text covering the historical events and educational development of the past forty years. Most framework of formal education in Iran was established during the Reza Shah's reign. His most notable contribution was that he brought the educational system on the national scale, and made the elementary education compulsory through grade four. The Shah re-organized the Ministry of Education and expanded all departments and added a few new ones. The establishment of elementary teacher training and the re-organization of the Teachers College which is exclusively for the training of secondary teachers and administrators are indebted to Reza Shah. The author has carried the educational development through present time, and the improvement of education during the present Shah who took over after his father's resignation in 1940 have been discussed. These studies were presented in developmental sequence of education in Iran, of chapter one, partly of chapters two and three. Also some statistical data of this text contributed in compiling the necessary tables.

کتاب سید صدوق - نفوذ تعلیمات آمریکا در سیستم آموزش ایران - ۱۳۴۰ - تهران

-----, The Influence of American Education in Iran's System of Education, Teheran, University of Teheran Press, 1340(1961), viii-155 p.

This is the only and recent text which explains the influence of American education in the system of education of Iran since the World War II. It is claimed that the defeat of France by Germany in 1940 caused the British and American forces to be stationed in Iran and, since then, America became interested in Iran politically and economically. Within a few years, a report from the Ministry of Education indicated a great shift from the students who were taking French as a foreign language in secondary school to English. Also, the establishment of language institutes in Teheran and other large cities by Americans were greatly responsible for some changes in the school system of the country, as well as exchange programs for students, teachers and administrators. This provided the documentary basis for the change of curriculum of secondary schools discussed in chapter two.

دانشگاه تهران - سال ۱۳۴۱ - ۲۲۹ صفحه - دکتر شایگان

Teachers College, Curriculum for Secondary School Teachers, Teheran, Teachers College Press, 1340(1961), 248 p.

This publication of the Teachers College not only states the curriculum and the requirements for the teachers, but also gives a brief history of its educational development since the forty years of its establishment. The most important issues that were discussed in this publication were the declaration of the Teachers College independency from the University of Teheran, and changing the school year into semester system, and courses of credit-hour system. This contributed to the historical, curriculum, and the requirements for the training of secondary school teachers discussed in chapter three.

دانشگاه تهران - نشریه فصلی "سوره" - شماره ۹ - شهریور ۱۳۳۹

-----, Weekly Bulletin, issue No. 9, Shahrivar 1339(1960), 29 p.

The Teachers College as part of its program has a monthly publication in order to inform the students of the current issues in education and to show the improvements taking place in the college. In this issue, some aspects of curriculum of the Teachers College were discussed and stated the number of courses which are common to all departments regardless of the field of specialization of the students. This document furnished information on the curriculum of Teachers College of chapter three.

دانشگاه تهران - نشریه فصلی "سوره" - شماره ۱۵ - اسفند ۱۳۳۹

-----, Weekly Bulletin, issue No. 15, Esfand 1339 (1960), 28 p.

The basic feature of this bulletin was the formulating of the new grading system as follows: Grades 20-17, "A", "Excellent", with four quality points per credit-hour; Grades 16-14, "B", "Good", with three quality points; Grades 13-12, "J", "Fair", with two quality points; Grades 11-10, "D", "Poor" but passing with zero quality point; and Grades 9-0, "H", considered "Failure", with zero quality point. Also, the requirements for the degree according to the new system were discussed, as well as the number of students who were in attendance in the college in 1960, which were 995.

U.N.E.S.C.O., The Needs of Asia in Primary Education, No. 41, Paris, U.N.E.S.C.O., 1961, 60 p.

Since Iran is one of the fifteen underdeveloped Asian countries, the United Nations Educational, Scientific, and Cultural Organization has extended its assistance to a certain extent to overcome the deficiencies of educational matters of the Ministry of Education of Iran. The recommendations are broad in nature, and touched the problems which were found common to all member States. The recommendations were made according to the following objectives: to give an adequate mastery over the basic tools of learning, to bring about a harmonious development of the child's personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs, to prepare children for good citizenship, to develop in them a love for their country, etc. The basic recommendation was made on elementary education that within the next twenty years these countries should take action to provide the elementary enrollments up to twenty per cent of the population, and extend the basic education through rural areas as well as cities. The recommendations of U.N.E.S.C.O. were considered in this study in order to point out and bring about some specific recommendations in supplement to U.N.E.S.C.O.'s and complement the author's proposed plan of 6-3-3 in chapter four.

U.S. Government, Office of Education, Organization and Supervision of Elementary Education in 100 Cities, No. 11, Washington, Superintendent of Documents, 1949, ix-84 p.

An educational survey was conducted in the United States, Department of Education, in 1949, in order to determine what system of education is mostly practiced and preferred by school administrators of the country. As a result, the survey revealed that in one hundred cities, which were a cross-section of the entire nation in forty-three states, that most prevailed system or organizational pattern of education was based on K-6-3-3 or just 6-3-3. These two comprised sixty-three per cent of all systems. This information supports the author's hypothesis that public education in Iran is inadequate to handle present and future increase in school enrollments, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof.

APPENDIX 1

ABSTRACT OF

The Organization of Public Education in Iran Grades (I-XII)¹

For the first time, an attempt has been made to present the organization of public education in Iran, and to analyze some of the existing problems of the Ministry of Education. The purpose of this research, however, was not to make a critical analysis of the organization, but to discuss the implications as well as the deficiencies of the educational pattern from a realistic point of view.

Despite a relative lack of source material, the system of education has been analyzed from four points of view:

1. In order to obtain an insight in contemporary educational problems, geographical factors that played an important part in shaping the educational system of Iran, and a series of historical events, including internal disturbances as well as external influences, were studied so as to assess their import on the educational development of the country from ancient time to the present day. Special emphasis was placed on the period beginning in 1925, which

¹ Karim Rokhnejad, Doctor of Philosophy's thesis presented to the School of Psychology and Education of the University of Ottawa, Ontario, May 1962, viii-141 p.

marked a new era in educational developments with the access of the Pahlavi dynasty to the throne of Iran.

2. Formal public elementary education was established by Reza Shah the Great who was the originator of the Pahlavi dynasty. Since then measures have been taken by the Ministry of Education to improve and expand the educational system so as to provide every school age child with an equal opportunity for basic education. Unfortunately, this goal has not been attained, and only twenty-five per cent of school age children receive elementary education.

3. Education on the secondary level follows the same pattern as that on the elementary. The greatest educational deficiencies are felt in the rural and village areas of the country as a whole. The study revealed that the Ministry of Education has overlooked the importance of technological subjects in its curriculum planning for secondary education; as a result, the country is faced with a great shortage of qualified technicians for industries.

4. The educational deficiencies of elementary and secondary education confirm the hypothesis that public education in Iran is inadequate to handle present and future increases in school enrollments, unless the system is converted from the 6-6 plan to the 6-3-3 plan or some modification thereof. In support of the hypothesis the following were considered: an educational survey conducted

by the U.S. Office of Education in the United States, the dispatch of a news conference, which was held by the Ministry of Education concerning the need for a conversion of the educational pattern, and the recommendations made by U.N.E.S.C.O. for the educational improvement of under-developed Asian countries, including Iran.

In the light of this research, two types of recommendations were made: specific recommendations to supplement those of U.N.E.S.C.O., and general recommendations following from the author's hypothesis.

