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# EDUCATION IN IRAN

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## CONTENTS

	<i>Page</i>
<b>PART I—BACKGROUND</b>	
The Country.....	1
Economic Factors.....	1
The People.....	2
The Government.....	3
<b>PART II—EDUCATIONAL DEVELOPMENTS</b>	
Early European Influence.....	5
Cooperative U.S. Programs.....	6
Administration and Organization of Education.....	6
The Ministry of Education.....	7
The School System.....	8
Philosophy of Education.....	9
Preschool Education.....	10
Elementary Education.....	10
Secondary Education.....	11
Examinations.....	13
Vocational Education.....	14
Teacher Training.....	16
Higher Education.....	18
New Trends in System.....	29
Selected Bibliography.....	30

## Part I—Background

### The Country

Of all the less-developed countries in the world today which are striving to become modern states along the political, economic, social, and educational pattern of the West, Iran is historically one of the most familiar. The country forms a land bridge between Asia and Europe, a strategic position which throughout its history has brought it many disasters. It was long overrun by foreign invaders—Greeks, Arabs, Moghuls—and in the present era the country as a sphere of influence has sustained many crises among clashing Western powers.

Modern Iran is much smaller than the ancient Persian Empire which lay between the Oxus and the Indus to the east, and Macedonia to the west, and stretched from the desert of Algeria to the border of China. It now has an area of 628,000 square miles, about twice the size of Texas, or larger than France, England, and Germany combined. Located between the Caspian Sea, Persian Gulf, and Sea of Oman, it is bounded on the north by the Soviet Union, sharing a frontier of over 1,000 miles; on the west by Iraq and Turkey; and on the east by Afghanistan and Pakistan.

The outstanding physical characteristic of the country is its aridity. The average annual rainfall is about 5 inches with the exception of the regions around the Caspian Sea, where it may exceed 50 inches. From ancient times people brought water to their fields by an ingeniously devised underground canal system often miles in length, called "Qanats." Water has been a determining factor in the country's settlement. Most of the villages and towns are located near the foot of mountain slopes because of the availability of water from mountain streams. The climate varies with latitude and altitude and ranges from the severe winters of the highland (especially the northwest region province of Azarbaijan) to the tropical heat of the Persian Gulf area.

#### Economic Factors

The majority of the Iranian people are peasant farmers. Lack of water, poor land, the tenure system, old methods and primitive implements, and poor sanitation, however, are all obstacles to the prog-

ness of the Iranian farmer. Efforts have been made in recent years to change and improve some of these agricultural conditions. For example, distribution of crown lands, instituted shortly after World War II, has been a stimulating and effective step towards the improvement of the land tenure system. Proceeds from the sale of crown lands to farmers and peasants are set aside by the government for other development purposes beneficial to farmers. Such funds have provided for the establishment of a Development Bank and Co-operative Organization to grant financial and technical assistance to farmers, train rural teachers and village workers, and establish village schools and hospitals.

The country's most important industry is the exploitation of oil fields and the production of refined and crude oil and petroleum products. Fishing also figures in the country's economy, and development of its mineral resources.

An important step in Iran's economic development was approval by the Parliament in February 1949 of the Seven-Year Plan Development Law aimed at developing agriculture, industry, and mining. A similar plan undertaken in 1947 had encountered difficulties because of the oil crisis which followed the British blockade of Iran after nationalization of the oil industry. With the resolving of the oil crisis in 1954, a new Seven-Year Plan was started, and in 1955, three firms of consulting engineers (American, French, and German) were appointed by the Plan Organization to undertake technical investigations, designs, and supervision of all social development projects.

Work of the Plan Organization has concentrated on the improvement of communications and transportation, the modernization of agriculture, increased production and development of hydroelectric power. Its activities have spread into other fields, including the development of education and improvement of health and hygiene conditions, with emphasis placed on the completion of unfinished schools, hospitals, and medical centers.

On the whole, with the improvement of communication and transportation, Iran's industry shows much greater potentialities, and thus capacity to provide and support better educational opportunities.

### The People

Iran has a population of about 20,633,000.<sup>1</sup> More than 98 percent of the people are of the Muslim faith; the rest are Hebrew, Christian, and Zoroastrian. The official language of the country is Farsi, or Persian, one of the Indo-European family of languages. Since the

<sup>1</sup> UNESCO. *Demographic Yearbook 1960*. Paris: p. 189.



invasion of the Arabs in the 7th century, a little less than half the words in common use are Arabic in origin. Lacking in technological expressions, in recent years the Persian language has borrowed from the West. Before World War II, under the late Riza Shah Pahlavi, a serious attempt was made to "purify" the language by eliminating Arabic and Western words, which resulted in the creation of many new words, especially terms associated with political and military administration and education.

According to the law, Persian must be taught in all schools of Iran, and almost all its newspapers are in Persian. Persian dialects, such as Gilani, Mazanderani, and Persian-related languages spoken by Lurs and the Bakhtiari tribesmen are almost incomprehensible to a Persian-speaking national. However, Persian is known one way or another by most of the other inhabitants. With the improved facilities for transportation, communication, and travel, the dialects are slowly giving way to the official language.

In addition to Persian, a number of Turkic dialects, Arabic, and a few other languages are spoken in Iran. In Azarbaijan in the northwest, the language is Turki, both written and spoken, and Turkic dialects are spoken by various tribes, including Turkmen in the northeast and the Qashqa'i and Khamseh in the south. About 4 million people in Iran speak these dialects. Some 2 million in Khuzistan and along the Persian Gulf area speak Arabic.

In general, Iranian society is made up of four classes: the great landowners; the Muslim clergy known as "Ulema"; traders, shopkeepers, laborers, and artisans; and farmers or peasants. It is estimated that some 2 million Iranians are migratory or semisedentary nomadic tribes, widely distributed over the country. They are the Kurds, Lurs, Bakhtiari, Qashqa'k, Khamseh, Shahsevans, Arabs, and Baluchi. Other ethnic groups include Assyrians and Armenians who live chiefly in northwestern Iran, and Jews, who have been in Iran since ancient times.

### The Government

Iranian history has had alternating periods of brilliant conquest and overwhelming disaster, and in spite of the long continuous struggles, the country has been able to preserve a rich culture that has contributed a great deal to world civilization.

The government of Iran has been a constitutional monarchy since 1906, with three branches: legislative, executive, and judicial. Legislation is vested in a parliament composed of two chambers: the Na-

tional Consultative Assembly (Majlis) and the Senate or Upper Chamber. The Assembly consists of 200 members elected by localities for 2 years, roughly in proportion to the population. Each ethnic and religious minority, such as Armenians, Assyrians, Zoroastrians, and Jews, has its own representative. The Senate is composed of 60 members, half elected by the people and half appointed by the Shah, for a 2-year term.

The executive branch is headed by the Shah or the King; his Cabinet with the Prime Minister as its head is primarily responsible to the National Consultative Assembly. Administration of the government is carried on by the King and the Cabinet, composed, besides the Prime Minister, of ministers for education, economics, commerce, labor, agriculture, industry and mining, justice, interior, war, communication, foreign affairs, health, and finance. The ministers are responsible individually and jointly for the proper execution of the laws and the fulfillment of their respective duties.

## Part II—Educational Developments

From time immemorial, education in Iran has emphasized the teaching of religion and ethics. For almost 13 centuries the Zoroastrian religion formed the nucleus of Iranian education. Building a strong body, speaking the truth, and perpetuating the Zoroastrian social motto, "Good thoughts, good words, and good deeds," were the important principles.

In the middle of the seventh century Iran was conquered by the Arabs, and Islam became the national religion. Those who mastered Arabic (the language of the Koran, the Moslem holy book) could teach and educate others. Education was still dominated by religion, and in fact, education came to be the monopoly of the Moslem clergy. Teaching subjects dealing with the Islamic code and the Shariah, the Sacred Law of Islam, was carried on in the Koranic schools. The elementary one-room school or Maktabs, and the theological seminaries or Madrassahs, usually attached to Masjeds or mosques, were supported by wealthy charitable persons. The elementary schools, which usually adjoined the Madrassahs, were in the hands of poorly prepared teachers who were graduates of the Madrassahs, and offered nothing more than instruction in a simple form of reading and writing and a few principles of religion.

### Early European Influence

The educational system of Iran has been profoundly influenced by religion, tradition, and the impact of different cultures, particularly French. Early in the 19th century, various cultural and other French missions sent to Iran assisted in the establishment of schools. The first Iranian institution, called Darul-Funun (Polytechnic), to be patterned after French schools in curriculum and organization was opened at Teheran in 1851 by the government. In 1858 a group of 42 Iranian students was sent to Europe, mostly to France, to complete studies in medicine, engineering, political science, and astronomy. The highly cultured French missions, the French teachers employed in higher institutions of learning (Darul-Funun) at Teheran, and other relations with the French all helped to establish the cultural influence of France in Iran.



Beginning with 1922, various Iranian government ministries each year sent approximately 100 selected and promising young men to foreign countries, mainly to Western Europe, to prepare them for leadership at home. The majority of leaders in education and in other important government posts were either educated in France or had received French type education in Iran, and but few knew both French and English. It is therefore easy to understand why the administrative organization of Iranian education, schools, methodology, examinations, curriculums, textbooks, and even the laws and regulations on schools, were to a considerable degree modeled after the French pattern.

### **Cooperative U.S. Programs**

Through the efforts of American missionaries, American philanthropic organizations and foundations, and American technical missions, especially since World War II, the trend of Iranian education is rapidly changing. English is now the leading foreign language. The use of audiovisual teaching aids in the schools has been stepped up, and workshops for industrial arts and manual training are to be found in the elementary schools. At the secondary level, emphasis is on stimulating students to observe and experiment. Much has been done to improve teacher-training programs, to revise the curriculum at all levels to meet the needs of the community and the individual student, and to decentralize educational administration to some extent. Vocational education, both industrial and agricultural, has become more meaningful and is an important part of the educational system.

The U.S. Government has participated with Iran in a number of long-range bilateral programs, beginning in 1951, through the International Cooperation Administration, now the Agency for International Development (AID), and continuing to the present. The objectives have been to assist the Iranian Government in achieving development of both natural and human resources, to raise the standard of living through a stable economy, and to expand and improve its system of public education. U.S. assistance is largely provided in the form of advisory services of American educators and technical experts to the Iranian Ministry of Education for programs in agricultural, industrial, and business education, and numerous other fields.

### **Administration and Organization of Education**

Under the present constitution all educational activity in Iran is a state prerogative and is under the jurisdiction of the Ministry of Education. No school, public or private, may be established in Iran



without the express authorization of the Ministry of Education. Although certain technical educational institutions are attached to other ministries, their programs are subject to the approval of the Ministry of Education. Schools and training courses opened and conducted by provincial and municipal administrators are under the control of the Ministry, which also prescribes the buildings to serve as schools, libraries, and museums.

School administration is related to the geographical and political subdivisions in Iran. The country is divided into Ostans (provinces). In each Ostan there are several Shahrestans, or county-type districts. Each Shahrestan is headed by a Farmandar, or governor. Within each Shahrestan there are Bakhshes (villages), and each is governed by Bakhshdars (village headmen).

The educational administration is highly centralized, but there is a recent trend towards some decentralization. In previous years all schools received their orders from the Ministry of Education. Now the educational director in a Shahrestan, or district, has administrative authority as allowed within the framework of laws and regulations coming from the Ministry of Education. The educational director of the Shahrestan is administratively responsible to the Ostan Chief of Education, but he may refer certain administrative matters directly to the Minister of Education. The administrative organization for Teheran, the capital city, is different. In Teheran each school principal is responsible to one of the district directors, who in turn is responsible to the education director for the Shahrestan. The following chart indicates the lines of administrative authority for education in Iran:

Minister of Education  
Ostan (province) Chief of Education  
Shahrestan (district) Education Director  
Bakhsh (village) Chief of Education  
Principal  
Teacher

#### **The Ministry of Education**

The Minister of Education is a cabinet member approved by the Shah on recommendation of the Prime Minister, and by the Senate and the Assembly.

In addition to being responsible for the entire school system—elementary, secondary, and higher education—the Ministry of Education comprises departments of fine arts, endowment lands and properties, and youth guidance and physical culture. The Minister of Education is assisted by a secretariat and four undersecretaries: (1) The General

and Parliamentary Under-Secretary, assisted by three directors-general, in charge of archaeology, archaeological museums, publications, statistics, films, national and public libraries; (2) the Permanent Under-Secretary, in charge of school health, budget, personnel, accounting and supply, building construction and maintenance, and school inspection; (3) the Under-Secretary for Instruction in charge of kindergarten, elementary, secondary, and higher education; training of teachers for tribal, home and family, adult, and physical education; educational research, examinations, and technical library; and (4) the Under-Secretary for Vocational Education in charge of industrial, business, agricultural, and technical education.

The educational administration is carried out solely by the Ministry of Education, but technical matters as a rule are submitted for approval to the Higher Council of Education. This council, established on March 11, 1922, has 10 members appointed for a 4-year term: a Doctor of Divinity (Mojtahed or Moslem clergyman), a secondary school principal, a president of a higher institution of learning, two teachers, and five Iranian scholars. The Minister of Education is the chairman, and his under-secretary is an ex-officio member of the council. The powers and duties of the council are both advisory and legislative.

### The School System

Iranian law provides for public education in four types of schools: village, town, and secondary schools, and higher institutions. The village schools offer a 4-year and the town schools a 6-year elementary course. No provision is made by law for preschool education. The secondary schools are free, and offer a 6-year program which leads to university entrance.

Although three articles in the Fundamental Law on Education passed in 1911 made elementary education compulsory, they were not enforced. In 1943, the Parliament passed another compulsory education law requiring all children from 6 to 12 years to attend school. The law was designed to be in operation within 10 years, but is still not in effect in all parts of the country because of insufficient budget and shortages of teachers and classrooms.

To increase the number of schools and improve the quality of instruction, the Ministry of Education has for the past few years encouraged the establishment of private schools, and has subsidized them by paying the salaries of their teachers and principals, and a small amount for each class. Most private schools charge tuition of about 700 tomans (\$93) per year. This, together with the aid received from the Ministry, makes it possible for the schools to attract



better teachers and provide a better classroom environment than the public schools. As a result, many well-to-do nationals send their children to private schools. The Ministry also approves the appointment of the principals and teachers in these schools and generally regulates them.

At the secondary level there are also semiprivate schools established through the authority of the Higher Council of Education. The council decides if a locality can support such a school and then determines the amount of student fees. The schools receive fees from students who can afford to pay, but must permit up to a third of their students to attend free of charge. The fees are used to purchase equipment for laboratories and shops, audiovisual aids, and books. The Ministry provides school buildings, desks, benches, and custodians.

There are about 3,000,000 children of elementary school age in public and private schools in Iran. Of these, 464,450 girls and 967,176 boys, a total of 1,431,626, are in the elementary schools. There are 81,728 girls and 198,013 boys, a total of 279,741 students, in the regular secondary schools, and 748 girls and 8,275 boys, a total of 9,023, in the vocational schools.<sup>2</sup>

#### **Philosophy of Education**

In the past 10 years the philosophy of education in Iran has changed as the process of Westernization has been encouraged. Although the various foreign assistance missions in Iran generally are concerned with the economic, vocational, and technical development, they also influence ways of thinking. The earlier philosophy held that the aim of education was solely to teach fundamental subjects centered around religious instruction. The objective of the present Ministry of Education is that education should train students to become productive members of society. The change of philosophy has already had effect on training of teachers, on curriculum, on teaching methods, and on examinations. Ten years ago, the curriculum included a wide range of subjects, but in the past few years some have been discontinued and others simplified through a reduction in the amount of teaching material utilized. New courses, such as home economics, hygiene, and vocational subjects, have been added. Previously, the aim of secondary schools was to prepare the student for the university; now the Ministry of Education firmly believes that schools must prepare students both for the university and for vocations in the community.

<sup>2</sup> Ministry of Education. *Report on Activities During the School Year 1960-61*. Submitted by Dr. Karim Fatemi, Delegate of the Government of Iran to the XXIV International Conference on Public Education. IBE-UNESCO, Geneva, July 1961. p. 7.

### Preschool Education

Preschool education is not offered as a part of the free public school system. The Ministry of Education has encouraged private kindergartens by providing a number of training classes for kindergarten teachers, and publishing and distributing teaching aids. The number of children attending kindergarten in 1959-60 was 16,325. The tendency in towns is to have a preparatory class before the first grade to which children under 7 years of age are admitted.

### Elementary Education

The 6-year elementary course is free and compulsory by law for children from the age of 7 years. Elementary schools are usually organized so that all subjects are taught by one teacher, but additional teaching help may be available, particularly for grades five and six. In the plateau region of Iran the school year averages 200 days, and in the south, in the hot regions of the Persian Gulf area, 170 days.

The aim of elementary education is to familiarize the child with Islam and teach him skills and abilities necessary for adult life. The law stipulates that the curriculum must provide for the intellectual, aesthetic, and physical growth of the child.

The subjects taught in the elementary schools are shown in the following table:

Table 1.—Program of Studies in Elementary School<sup>1</sup>

[Hours per week, by year]

Courses	Grades					
	I	II	III	IV	V	VI
Persian.....	11	15	11	11	9	8
Arithmetic and geometry.....		3	5	5	5	5
Religious instruction.....	6	6	6	6	3	3
Physical exercise and songs.....	6	6	6	6	2	2
History and geography.....			2	2	4	4
Painting and handicraft.....	1	1	2	2	1	1
Handwriting.....			2	2	1	1
Songs.....					1	1
Civics.....						1
Natural science and sanitation.....					2	2
<b>Total.....</b>	<b>24</b>	<b>31</b>	<b>34</b>	<b>34</b>	<b>28</b>	<b>28</b>

<sup>1</sup> Ministry of Education, *General Principles of Elementary Education*, Teheran, Iran, the Ministry of Education, 1959, p. 5.



### Secondary Education

At one time a student spent 3 years in secondary or high school, taking a government comprehensive examination to end the first cycle of his secondary education, which had a common curriculum for boys and girls. The next 3 years for boys and 2 years for girls constituted a second cycle of secondary training. Here the students decided their career and followed courses accordingly. They took final examinations in science, mathematics, or literature.

Under a plan which has been in effect for some time, the first government secondary school examination is taken after 5 years of secondary school. The second and final secondary school examination takes place at the end of the sixth year. Those who have completed the full 6 years and have obtained their certificate from the Ministry of Education are permitted to enter the University of Teheran.

*First cycle.*—The present objective of the first cycle of the secondary school as endorsed by the Congress of Provincial Education Directors of 1960 is “. . . to discover and develop the aptitude of the students and guide them in choosing an occupation in line with the needs of the country and with their interests and aptitudes.” In 1959 there were 21 separate subject fields in the first cycle, now combined under the new plan into 10 major areas: (1) Persian (Farsi), reading, grammar, dictation (spelling), composition; (2) Arabic; (3) religion; (4) social science (history, geography, civics); (5) foreign language (reading, dictation, conversation, composition); (6) mathematics (arithmetic, algebra, geometry, and drawing); (7) science (physics, chemistry, natural science, and hygiene); (8) fine arts (calligraphy, painting); (9) home economics for girls (family relations, cooking, sewing, child care, interior decoration); (10) handicrafts and physical education for boys.

*Second cycle.*—The aim of the second cycle as endorsed by the Congress of Provincial Educational Directors is “. . . to give further general knowledge to the students and prepare them for admission to university, or learning crafts and industries and to acquaint them with essentials of private enterprise.” The second cycle is divided into two parts: general education and specialized education. When a student enters the second cycle he may specialize in one of four branches: home economics, mathematics, natural science, or literature. (See tables 2-4.) A fifth branch, business, has been added.

## EDUCATION IN IRAN

Table 2—Program of Study in the Second Cycle Secondary Schools<sup>1</sup> (Mathematics and natural science branches)

[Hours per week, by year]

Courses	Grades					
	Mathematics branch			Natural science branch		
	IV	V	VI	IV	V	VI
Mathematics and drawing.....	7	7	10	3	3	2
Physics.....	4	4	6	4	4	4
Chemistry.....	3	3	3	4	4	4
Natural science and health education.....	2	2	-----	5	5	9
Foreign language.....	4	4	4	4	4	4
Farsi (Persian).....	3	3	3	3	3	3
History and geography.....	2	2	-----	2	2	-----
Logic and philosophy.....	-----	-----	2	-----	-----	2
Religion and ethics.....	1	1	-----	1	1	-----
Handicraft (boys).....	2	2	-----	2	2	-----
Physical education.....	2	2	2	2	2	2
Total.....	30	30	30	30	30	30

<sup>1</sup> Ministry of Education, *The Secondary School Regulations*. Tehran, Iran, the Ministry of Education, 1959, p. 40.

Table 3—Program of Study in Second Cycle Secondary Schools<sup>1</sup> (Literature branch)

[Hours per week, by year]

Courses	Grades		
	IV	V	VI
Mathematics.....	2	2	-----
Physics and chemistry.....	2	2	-----
Natural science and health education.....	2	-----	-----
Arabic.....	4	4	4
Foreign language.....	5	5	6
Farsi and history of literature.....	6	6	7
History and geography.....	4	4	6
Logic and philosophy.....	-----	2	5
Religion and ethics.....	1	1	-----
Handicraft (boys).....	2	2	-----
Physical education.....	2	2	2
Total.....	30	30	30

<sup>1</sup> *Ibid.*, p. 40.

Table 4—Program of Study in the Second Cycle Secondary School<sup>1</sup> (Home economics branch)

[Hours per week, by year]

Courses	Grades		
	IV	V	VI
Cooking and feeding.....	4	5	5
Sewing, etc.....	4	5	6
Interior decoration and handwork.....	2	2	4
Family relations.....	1	1	1
Mathematics.....	2		
Physics.....	2	2	2
Chemistry.....	2	2	2
Natural science and health education.....	2	2	2
Farsi (Persian).....	3	3	3
Foreign language.....	4	4	4
History, geography, and civics.....	2	2	
Religion.....	1	1	
Physical education.....	1	1	1
Total.....	30	30	30

<sup>1</sup> Ministry of Education, *The Secondary School Regulations*. Teheran, Iran, the Ministry of Education, 1959, p. 40.

### Examinations

The examination system in Iranian schools has undergone several changes in the past few years. Previously, two examinations were given during the year with a final examination at the end. The promotion from grade to grade was based on the result of the final examination.

Several years ago, examinations in grades one to four were abolished, and promotion in these grades was made automatic. Teachers and parents are not in favor of this policy since they believe examinations serve to motivate both student and teacher, and there is strong sentiment for returning to the former system.

Two examinations are still given during the year in fifth and sixth grades, with one examination at the end of the year. The grades received on these examinations range from 0 to a possible 20. From 10 to 25 percent of the students fail the examinations. The student may repeat a grade only once; after a second failure he is dropped from the school.

At present, any student passing the sixth grade may proceed to a secondary school, if such school is available. Nearly all elementary



students who pass their examinations want to continue their education, but there are not enough secondary classrooms or teachers. According to a regulation passed in 1960, a student to move from the first to the second cycle of secondary school must have an average of at least 12 in the specialized subject he has selected.

Elementary school examinations given during the school year are prepared by the teachers, but the final examination at the end of the sixth grade is prepared by the Ostan Chief of Education. The examinations at the end of the first, second, fourth, and fifth years in the secondary school are prepared by the principal of the school, or he may designate a teacher or group of teachers to prepare them. The Ostan Office of Education prepares the final examination for the third year of the first cycle of the secondary school, and, if necessary, sends out a supervisor to give the examination. For the sixth year of the secondary school, the examinations are prepared by the Ostan departments. Students are graded according to the following scale: 6-9, poor; 10-13, average; 14-17, good; 18-20, very good.

The national education convention held in Teheran in August 1959, in which representative secondary school teachers participated, studied and considered very carefully the curriculums of the first and second cycles of the secondary schools in Iran. The following summary of this convention's resolutions indicates the trends in the secondary school curriculums:

1. The study programs in the first cycle of the secondary schools will be general and include activities which will help the pupils to manifest their potentialities, and the teacher to discover the pupils' abilities, as an aid to vocational and educational guidance programs in the schools.
2. In the second cycle the study program will tend to specialization and will be divided into literary, mathematics, natural sciences, and home economics divisions. At this level the students will be prepared to enter the university, learn different trades and vocations, and be introduced to private occupations and professions through theoretical and practical courses.
3. The codes of administration, discipline problems, guidance, examinations, parent-teacher associations' duties, and school councils have been considerably revised particularly to permit raising the level of requirement for the secondary school diploma from the minimum passing grade of 7 to 12. This decision was a result of findings which showed a deterioration in the general knowledge of the secondary school graduates.<sup>a</sup>

### Vocational Education

Vocational education in the modern sense of the term is a relatively new development in Iran. Many projects and programs have been

<sup>a</sup> Ministry of Education. *Summer Education Conference Geneva, July 1960* (Short statement by the Ministry of Education of Iran). Presented by Dr. K. Fatemi at I.B.E.; UNESCO Conference on Educational Developments during the school year 1959-60. p. 5-6.



undertaken to develop Iran economically, socially, and culturally, and the government recognizes the country's need for skilled and semi-skilled manpower. It is for this purpose that various vocational agriculture and industrial schools have been established. The Under-Secretary for Vocational Education in the Ministry of Education is in charge of industrial, agricultural, business, and technical education.

In 1952, the rural elementary schools seldom extended beyond the fourth grade. A rural boy completing these studies could enroll in a rural agricultural school for 3 years (grades 5-7) but this period of study was not recognized by the Ministry of Education. The student could only continue his education by repeating the fifth and sixth grades in an urban elementary school. The certificate received admitted the student to the first cycle of secondary school (grades 7-9), followed by 2 years in a vocational agriculture training school, ending with the 11th grade. To become eligible for admission to Karaj, the only agricultural college in Iran, the student had to reenter the urban secondary school in order to complete the 12th grade. Only boys who had completed 6 years of urban elementary school were eligible for admission to a vocational industrial school, and there were only five such schools in the country.

Teaching in vocational industrial and agricultural institutions was almost entirely by the lecture method. Textbooks were scarce, and students had to rely on note taking. Very little practical work was offered. Emphasis was on long lists of scientific names of plants, insects, and so forth, which the students memorized. Conditions in both schools were inadequate in instructional facilities and the type of training provided. In vocational industrial schools, only two trades were taught, carpentry and metal work, regardless of the needs of industry in the community.

Through the efforts of the U.S. Operations Mission in Iran and in cooperation with the Ministry of Education, a teacher-training program was undertaken in 1953 as a start in revising and extending vocational education. As the country's condition and long-range needs were analyzed, a sixfold program was instituted: (1) for teacher-training; (2) extending vocational education training facilities to all levels of the school system—elementary, secondary, and college—and to adults; (3) adapting and equipping existing facilities; (4) building and equipping new facilities; (5) developing textbooks and other teaching aids; and (6) for realizing a new concept of vocational education.

Under the teacher-training program, intensive summer courses of 6 to 8 weeks were provided for all vocational teachers. Emphasis was placed on the project and demonstration methods of teaching,

job analysis, use of audiovisual aids, field trips as a teaching device, and the development of youth organizations. Some vocational training was given also to as many rural elementary school teachers as possible. A vocational teacher-training department was established in Karaj Agricultural College and in the Teheran Vocational Industrial School.

All the Ostans, or provinces, now have vocational agriculture and industrial schools at the elementary and secondary level. The curriculum at the secondary level aims to train prospective farmers for proficiency in farming, encourage farming as a desirable vocation, prepare workers for related agricultural occupations, develop proficiency in the teaching of agricultural education, and train teachers for elementary rural schools.

In meeting these objectives the vocational agricultural training schools utilize demonstration farms adjacent to the schools, farm shops, adult education courses, and extension work. Approximately one-third of the class time is devoted to technical agriculture, the remainder being divided between courses in education for training teachers, and cultural subjects. Schools now have their own farms where modern methods are being introduced. Students carry on individual projects on their own plots. Teachers are not hesitant about using their hands in demonstrating a farm skill as they were a few years ago. The old system of lectures and note taking is supplemented by demonstration and active student participation.

Almost every ministry has its own vocational school according to its needs. In 1960 there were 91 such schools, 10 for girls and 81 for boys, with a total enrollment of 8,157—724 girls and 7,433 boys.<sup>4</sup> Among these schools the most important are (1) the Technical Institute at Abadan, formerly under the Anglo-Iranian Oil Company, but reorganized in 1956 and now sponsored by the National Iranian Oil Company; and (2) the Teheran Institute of Technology, founded in 1957 by the Ministry of Education. Both of these schools offer training in professional and technical skills.

#### Teacher Training

Elementary school teachers must have completed the first cycle of secondary school and 2 years of normal school training. There are 55 normal schools in Iran, 28 of which offer 2-year programs and prepare elementary school teachers. The other normal schools offer either 1-year programs or short courses. Certificates to teach in elementary schools are awarded by the Minister of Education. To

<sup>4</sup> Ministry of Education. *Short Statement by the Ministry of Education on Educational Developments During the School Year 1959-60*. Presented by Dr. K. Fatemi to Summer Education Conference, IBE-UNESCO, Geneva, July 1960.



qualify high school graduates as elementary teachers, the Ministry of Education provides summer short courses and a new program offering a full academic year's training.

Secondary school teachers generally are expected to be graduates of secondary schools and to have had at least 3 years of college in a teacher-training institution. Present plans call for raising the requirement to 4 years. After his college work, a secondary school teacher is licensed to teach in those subject fields in which he has had adequate preparation.

There are two institutions for training of secondary school teachers in Iran, the National Teachers College and the University of Tabriz. A third institution, the University of Shiraz, recently changed to Pahlavi University, is planning a program to train science teachers. Teachers in training receive free tuition and are subsidized 1,500 rials (about \$20) a month by the government and in return must sign a statement indicating that they will teach for at least 5 years after graduation. The graduates of teacher-training institutions are assigned by the Ministry of Education according to the need for teachers within each Ostan (province). The Ostan chief of education in turn assigns them to the Shahrestans (districts). Usually there are not enough teachers to meet the demands, and experienced elementary school teachers are sometimes assigned to teach in the first cycle of the secondary schools, although they may not have a secondary school certificate. In a few villages, elementary school teachers have no more than 6 years of education.

Secondary school teachers currently must teach at least 22 hours per week, and elementary school teachers, a minimum of 28 hours. There are now 12,229 secondary school teachers in Iran—3,706 women and 8,523 men. Of the 42,004 teachers in the elementary schools, 14,730 are women and 27,274 are men.\*

To help elementary teachers who have inadequate training, the Ministry of Education has developed a series of inservice training courses, conducted during the summer months under the direction of the Teacher-Training Department of the Ministry. In addition, the Ministry has established intensive teacher education centers in the most important provincial cities, and the Teacher Education Department has prepared and distributed teaching aids and manuals for their use.

The Educational Conference for Rural Areas held at Tabriz (April-May 1949) made recommendations stressing increased teacher-train-

\* Ministry of Education. *Report on Activities During the School Year 1960-61*. Submitted to XXIV Educational Conference IBE-UNESCO, Geneva, July 1961, by Dr. Karim Fatemi, Under-Secretary of General Education, Ministry of Education, Iran. p. 2.

ing and generally indicating the country's needs and trends in teacher education. They proposed that

... existing elementary and agricultural normal schools be expanded to train greater numbers of teachers for village and tribal schools in all provinces; that additional teacher-training institutes and normal schools be established in areas having sufficient trained personnel;

... teachers sent to tribal schools be adequately informed on the life and customs in these areas;

... first priority should be the development and expansion of normal schools for girls, inasmuch as village primary schools for girls are in urgent need of women teachers; students for these normal schools should be chosen from candidates living in villages so that they may become qualified to return and teach in these areas;

... the special 1-year course held at Tabriz for training secondary school graduates to be teachers, shown to be most effective, should be followed in all Ostanis where adequate means exist for this training;

... existing curriculum of the Agricultural Normal school should be revised to give greater attention to general education and to the art of teaching;

... normal school curriculums should include sociology and some activity of agricultural nature, methods of running a one-teacher school, and subjects on fundamental education. In selecting candidates for normal schools, a system of proportional representation should be carefully followed in all Ostanis according to the extent of their needs;

... counselors should receive special training in guiding village teachers.\*

#### Higher Education

The act establishing the University of Teheran was passed by Parliament on June 29, 1934, and on February 4, 1935, the late Shah Pahlavi laid the cornerstone of the university. All the other small colleges or independent higher institutions in the capital soon became part of the University of Teheran.

Other institutions of higher learning established in Iran in recent years include the University of Tabriz, founded in 1947, which has faculties of medicine, pharmacy, agriculture, midwifery, and literature; the University of Shiraz, founded in 1949, with faculties of medicine, agriculture, literature, hygiene, and the School of Nursing; the University of Meshed, founded in 1949, with faculties of medicine, letters, agriculture, and hygiene; the University of Isfahan, founded in 1949, with faculties of medicine, pharmacy, and hygiene; the University of Ahwaz, founded in 1955, which has faculties of medicine and agriculture; the Pahlavi University at Shiraz, founded in 1960, replacing the University of Shiraz as a provincial university; and the

\* Ministry of Education. *The Educational Conference for Rural Areas*. Teheran, Iran, the Ministry (Department of Primary Education), undated. p. 9-10.



National University of Iran at Teheran, founded in 1961 as a private institution of higher learning.

In the 1960-61 school year, the post-secondary enrollment in Iran was almost 20,000. Of this number, 14,422 students were enrolled at the University of Teheran in its main establishment and its affiliated schools. Enrollment in all provincial universities was 5,393. Some 15,167 Iranian students were studying abroad during the same school year.<sup>1</sup>

#### UNIVERSITY OF TEHERAN

At the time of its inception, the University of Teheran consisted of six faculties or colleges:

- Faculty of Letters, Philosophy and Education (Arts)
- Faculty of Medicine with its components
- Faculty of Law, Political Science and Economics
- Faculty of Natural Science and Mathematics
- Faculty of Theology
- Faculty of Technology (Engineering)

Since 1934 several new faculties or colleges have been established—faculties of pharmacy, dentistry, agriculture, fine arts, and veterinary medicine, and the National Teachers College. In addition, the Institute of Administrative Affairs in the Faculty of Law was created under a contract signed in 1954 between the International Cooperation Administration (AID) and the University of Southern California, and was formally opened in 1955. Recently, an Institute of Foreign Languages was established within the Faculty of Literature.

The University of Teheran is a national university operating under laws enacted by Parliament and financed by the Government. It has full control over its administrative, financial, and academic operations. For basic changes such as the addition of faculties (colleges) or the separation of established faculties from the University, approval of the Parliament is required. Each of the faculties is independent in matters regarding its administration, educational policies, admission of students, and curricular development. They maintain their own registration offices and libraries, and in general operate as autonomous units.

The administration of the University is vested in its chancellor, who is aided in all matters by the University Senate (Council). The chancellor is chosen from three candidates, elected by the University Senate, whose names are submitted to the Minister of Education. He in turn recommends one of these to the Shah for appointment by an Imperial Decree for a term of 3 years. The University Senate is

<sup>1</sup> Ministry of Education. *Report on Activities During the School Year 1960-61*. Presented to the I.B.E. UNESCO, Twenty-fourth Educational Conference. Geneva: 1961. p. 2.

composed of the deans of all the faculties and two additional representatives elected by the respective faculty (college) councils. Each faculty council elects its own dean for a term of 3 years.

The chancellor, in consultation with the University Senate, prepares the university budget which is presented to Parliament by the Minister of Education. The university is free to use all funds in accordance with its internal policy and the regulations enacted by the University Senate. Similarly, the faculties may use appropriated funds according to the decisions reached by the Faculty Senate and under its administration.

#### UNIVERSITY STAFF

By law, the academic staff of the university is divided into three categories: professors, senior lecturers, and lecturers. Professors may not be less than 30 years of age and must have a doctorate degree or its equivalent. Each professor heads the department in which he is teaching. A professorship can be awarded only if a vacancy is created. The candidate must have served at least 5 consecutive years as a senior lecturer, and have shown ability in his special field. He must also have the approval of the University Senate.

Senior lecturers may not be less than 25 years of age and must have a doctorate degree or its equivalent in the subject which they are to teach. They are selected through competitive examination, and are appointed by the dean of the faculty concerned, with the approval of the chancellor. Lecturers must possess at least a licentiate degree or its equivalent, and have at least 5 years of teaching experience in the fifth and sixth grades of the secondary school.

The candidates for appointment as lecturers are examined by a board composed of three professors: the professor of the department requiring a lecturer (who acts as chairman), and two professors from related departments.

The teaching staff of the university may also include persons with the title of substitute professor, lecturer, practical expert, interpreter, or assistant, all of whom are employed on a temporary basis.

#### FACULTY OF LETTERS, PHILOSOPHY AND EDUCATION (ARTS)

Students are admitted to this faculty on the basis of completion of a 6-year secondary program and passing necessary final examinations. If there are more applicants than places available, the required number of students is selected through a competitive examination on the secondary school level in Persian, Arabic, and a foreign language.

The courses of study in this faculty extend over a period of 3 years and lead to the degree of licentiate. Graduates of other facul-



ties who desire to join this faculty must complete its 3-year course. It has six departments: Persian literature, archaeology, history and geography, pedagogy, philosophy of education, and philosophy.

A course for a doctorate degree in Persian language and literature, to last 2 years minimum and 5 years maximum, has been established for those who have obtained a degree of licentiate in this field from the faculty. In order to receive a doctor's degree, candidates must submit theses and obtain 10 certificates. Certificates are required of all doctorate candidates in these four fields: (1) history of literature and Persian texts; (2) stylistic studies and the rules of the Persian language; (3) Arabic (grammar, syntax, and research in literary texts); and (4) Persian.

The remaining six certificates may be submitted in any academic year, and may be selected from the following subjects: ancient Persian (language and literature); Pahlavi dialect and its literature; Avesta's dialect and its literature; research in local dialects and idioms of Iran; Sanskrit; history of Persian and Arabic literatures; literary criticism; history of Sufism and its influence on Persian literature; research in Persian grammar; a European language and its literature (French, English, German, or Russian); an Asiatic language (Turkish, Urdu, or Armenian); fundamentals and rules of Arabic literature; ancient culture.

In addition to its departments, the faculty operates three institutes: (1) the Institute of Foreign Language provides courses on both a degree and non-degree basis for students enrolled in any school of the university, and for individuals interested in language but not registered in the university; (2) the Institute for Foreign Students offers training for foreign students who wish to specialize in the language and culture of Iran; (3) the Institute of Social Research which is not in full operation, will offer both undergraduate and graduate work in the social sciences.

#### FACULTY OF MEDICINE, PHARMACY, AND DENTISTRY

The Faculty of Medicine, the oldest postsecondary school in Iran, was established in 1850. It includes the schools of medicine, pharmacy, and dentistry. To matriculate in the Faculty of Medicine, students must hold a secondary school (natural science section) certificate of the Ministry of Education. Certificates from foreign secondary schools may be accepted if validated by the Iranian Higher Council of Education. Qualified Doctors of Dentistry may be admitted to the second class of the School of Medicine if they pass the examination of the first class.



The School of Medicine requires 6 years, including internship and the writing of a dissertation for the degree of Doctor of Medicine. The course of study comprising theoretical, practical, and clinical work is as follows:

Table 5—Program of Study for the School of Medicine<sup>1</sup>

<i>Subjects</i>	<i>Theoretical Studies</i>	<i>Practical Work</i>
<i>First Year</i>		
Biology (botany)-----	96 hours	96 hours
Biology (zoology)-----	94 hours	32 hours
Anatomy-----	192 hours	480 hours
Physics-----	128 hours	128 hours
Biological chemistry-----	96 hours	96 hours
<i>Second Year</i>		
Physiology-----	128 hours	96 hours
Histology-----	96 hours	122 hours
Microbiology-----	128 hours	96 hours
Clinical training:		
Clinical medicine-----	2 months	--
Clinical surgery-----	2 months	--
<i>Third Year</i>		
Internal diseases-----	96 hours	--
General surgery-----	64 hours	--
Parasitology-----	128 hours	96 hours
Pathological Anatomy-----	96 hours	192 hours
Clinical training:		
Clinical medicine-----	4 months	--
Clinical surgery-----	4 months	--
<i>Fourth Year</i>		
Pharmaco-dynamics-----	96 hours	192 hours
Internal diseases-----	192 hours	--
General surgery-----	--	128 hours
Practical medicine-----	--	64 hours
General and experimental medicine-----	--	96 hours
Tropical medicine-----	--	44 hours
Clinical training:		
Local anatomy-----	--	2 months
Infectious diseases-----	--	2 months
Children's diseases-----	--	2 months
Diseases of urinary passage-----	--	2 months
Venereal and skin diseases-----	--	2 months

See footnote at end of table.

Table 5—Program of Study for the School of Medicine<sup>1</sup>—Continued

Subjects	Theoretical Studies		Practical Work
<i>Fifth Year</i>			
Hygiene.....	160 hours		---
Therapeutics.....	95 hours		---
Forensic medicine.....	96 hours		---
Radiology.....	32 hours		---
History of medicine.....	64 hours		---
Tuberculosis.....	32 hours		---
Clinical lectures.....	96 hours		---
Theoretical midwifery.....	96 hours		---
Gynecology and midwifery.....	3 days per week		---
Otology, rhinology, laryngology, and ophthalmology.....	2 days per week		---
Nervous and mental diseases.....	1 day per week		---

*Sixth Year*

Students who successfully complete 5 years of study in the Faculty of Medicine may take a competitive examination to qualify for hospital training and an internship in the sixth year. Upon completion of the internship, they are awarded a certificate. Students who have completed their studies at the Faculty of Medicine, passed all the examinations, and whose theses have been approved, are granted the doctorate degree in medicine.

<sup>1</sup> The University of Teheran. *Guide of the University of Teheran*. Department of Publications and Cultural Relations. Teheran, Iran. 1958. P. 77-78.

*Dentistry.*—The period of study leading to a diploma in dentistry is 5 years, the fifth year being devoted chiefly to clinical and practical work. Candidates who complete the 5 years and successfully pass the required examinations are awarded the doctorate degree in dental surgery, after which they prepare the required theses.

Table 6—Curriculum of the School of Dentistry<sup>1</sup>

Subjects	Hours per week	
	Theoretical	Practical
<i>First Year</i>		
Histology.....	1	1
Biochemistry.....	1	1
Physics.....	5	5
Dental physics and chemistry.....	1	—
Dental anatomy.....	1	—
Osteology of the head and the neck.....	3	3
Clinical work.....	—	Hospital

Dental surgery and clinical work each have been allotted 96 hours per year and arrangements are made daily to enable half of the students alternately to be trained at the dental surgery section while the other half are doing clinical work.

<sup>1</sup> *Ibid.*, pp. 81-84.

<i>Subjects</i>	<i>Hours per week</i>	
	<i>Theoretical</i>	<i>Practical</i>
<i>Second Year</i>		
Diseases of the teeth-----	2	
Practical dentistry-----	1	
Clinical dentistry-----	1	
Anatomy and dissection of the head and neck-----	2 (theoretical and practical)	
Microbiology-----	1	
Clinical training:		
Dental surgery and the diseases of the teeth-----	3 sessions per week (1 semester)	
Practical dentistry-----	3 sessions per week (whole year)	
Clinical dentistry-----	3 sessions per week (whole year)	
<i>Third Year</i>		
Orthodontics-----	1	
Pathological anatomy-----	1	1
Skin diseases-----	1	
Practical dentistry and anesthetics-----	3	
Clinical dentistry-----	1	
Physiology-----	1	
Clinical training:		
Dental diseases and surgery-----	3 (1 semester)	
Practical dentistry-----	3 (whole year)	
Orthodontics-----	1 day per week (1 semester)	
<i>Fourth Year</i>		
Orthodontics-----	1	
Diseases of the mouth-----	1	
Hygiene of the mouth and teeth-----	1	
Hygiene of internal pathology-----	2	
Facial surgery-----	2	
Dentistry-----	1	
Radiology-----	1	
Pharmacology-----	1	
Oto-rhino-laryngology-----	1	
Clinical training:		
Dental disease and dental surgery---	3 (1 semester)	
Practical dentistry-----	3 (1 semester)	
Clinical dentistry-----	3 (whole year)	
Orthodontics-----	3 (1 semester)	
Facial surgery-----	3	
Oto-rhino-laryngology-----	3	



Table 7—Curriculum of the School of Pharmacy<sup>1</sup>

Subjects	Hours per week	
	Theoretical	Practical
<i>First Year</i>		
Galenic pharmacy.....	1	--
Organic chemistry.....	2	--
Mineral chemistry.....	2	--
Analytical chemistry.....	1	--
Physics .....	2	2
Botany .....	2	--
Pharmaceutical training.....	2 lectures	--
Physiology and anatomy.....	1	--
<i>Second Year</i>		
Galenic pharmacy.....	2	--
Pharmaceutical chemistry.....	2	--
Organic chemistry.....	2	--
Mineral chemistry.....	2	--
Analytical chemistry.....	1	1
Physics .....	2	1
Botany .....	2	1
Materia medicae.....	3	1
Physiology and anatomy.....	1	--
<i>Third Year</i>		
Galenic pharmacy.....	2	--
Pharmaceutical chemistry.....	2	--
Toxicology .....	1	--
Biochemistry .....	1	--
Analytical chemistry.....	1	2
Pharmaco-dynamics .....	1	--
Materia medicae.....	3	1
Foodstuffs .....	1	--
Microbiology and parasitology.....	2	--
Sitology .....	2	--
<i>Fourth Year</i>		
Hydrology .....	1	15
Galenic pharmacy.....	--	25
Pharmaceutical chemistry.....	12	--
Toxicology .....	20	--
Biochemistry .....	1	25
Pharmaco-dynamics .....	1	--
Foodstuffs .....	--	12
Microbiology and parasitology.....	2	20
Hygiene and general pathology.....	2	--
Medical dentology.....	1	--
First aid.....	1	--

<sup>1</sup> *Ibid.*, pp. 85-87.

Students of the Faculty of Medicine, Pharmacy, and Dentistry are required to write a thesis on an approved subject one year in advance of its submission. The minimum length of any thesis is 16 pages.

Translations covering parts of scientific work prepared under proper supervision may also be accepted in place of a thesis.

Other schools attached to the Faculty of Medicine are Ashraf Pahlavi School of Nursing, College of Midwifery, and Schools of Hygiene and Public Health.

*Ashraf Pahlavi School of Nursing.*—Students are admitted on the basis of completion of a 6-year secondary program. The 3-year period of training includes both theoretical lectures and practical training in the wards and clinics of Pahlavi Hospital. Laboratory work and courses in dissection are taken in the Faculty of Medicine. Those who have successfully completed the course and passed the required examination are awarded certificates and officially recognized as qualified nurses.

*College of Midwifery.*—Holders of certificates from the Ashraf Pahlavi School of Nursing or its equivalent may be admitted to the College of Midwifery for 1 year's study. A certificate from this institution is equivalent to a degree of licentiate provided the candidate obtains a secondary school certificate (in natural science) while training at the institution.

*Schools of Hygiene and Public Health.*—These schools are established to train health officers to cope with the simple medical problems of rural areas and help check contagious diseases. Holders of the 5-year certificate from Iranian secondary schools are admitted to the course of study of 4 years. The academic value of the certificate awarded to graduates equals that of the degree of licentiate. Graduates who have served for a number of years in villages and rural areas may be recommended by the Ministry of Health for further study in the fourth year of the Faculty of Medicine.

#### FACULTY OF LAW, POLITICAL SCIENCE, AND ECONOMICS

Holders of the Certificate of Secondary School (literature or commerce section) are eligible for admission to this faculty, which has three sections: law and jurisprudence, political science, and economics. Four years are required for the bachelor's degree, and for the doctorate degree a minimum of 2 additional years of study, and a third year for preparation of the thesis. The Institute for Administrative Affairs, which operates under the School of Law, is authorized to offer the master's degree in addition to certification awarded for special work at the undergraduate level.

#### FACULTY OF VETERINARY MEDICINE

Holders of the Certificate of Secondary School (natural science or science section) are eligible for admission to this faculty. The course of study is 4 years. After passing the final examinations of



the fourth year, students must work as apprentices for 6 months in their field of specialty in such institutes as the Razi Institute of Sero-therapy, the Pasteur Institute, the Central Laboratory of the Ministry of Health, or the Bandar Pahlavi Fisheries. Candidates may then be awarded a certificate equivalent to the licentiate. To obtain a doctorate degree, a student must write a thesis.

#### FACULTY OF TECHNOLOGY (ENGINEERING)

This faculty offers a 4-year program in four fields: civil engineering, electromechanical engineering, mining engineering, and chemical engineering. Holders of the Certificate of Secondary School (mathematics section or the former scientific certificate) may be admitted to all fields of study, and also holders of the certificate (natural sciences) for chemical engineering provided they pass an entrance examination.

To obtain a certificate and the academic title of "engineer," which is above the degree of licentiate, a student must have a minimum average grade of 13 in his field of specialty. If the average is below 13, the candidate will not be recognized as an engineer but will be awarded an academic degree equivalent to the licentiate. The programs of the School of Engineering are oriented toward practical applications and most of its graduates are in civil engineering, with emphasis on building construction.

The year in this faculty is divided into three periods: during the first, a student has lectures in the morning, laboratory and problem sessions in the afternoon; in the second and third periods, he takes a series of oral and written examinations. These examinations, as well as lecture notes, home problems, and laboratory notes, are counted towards the final grade. Students must study a foreign language, and a senior thesis, using foreign reference material, is required.

#### FACULTY OF SCIENCE

The faculty offers a 3-year program in the fields of mathematics, physics, chemistry, and natural science, with specialization in biology or geology. Holders of secondary school certificates in mathematics or natural science sections who pass a competitive entrance examination are admitted. Those who successfully complete the 3-year program in any of its fields are awarded the degree of licentiate.

#### FACULTY OF THEOLOGY

This faculty is organized under four major areas: Islamic philosophy, Islamic theology, Islamic culture, Arabic culture. Holders of the Certificate of Secondary School (literary section) are eligible for admission. The Faculty of Theology offers a 3-year program in each of the four major areas leading to the degree of licentiate. An additional 3 years are required for the doctorate degree. Related to this



faculty are two institutes of the University of Teheran—the Institute of Islamic Preaching or Missionary Service and the Institute of Islamic Jurisprudence. Their courses include study in comparative religions—Judaism, Christianity, Buddhism, and other faiths.

#### FACULTY OF AGRICULTURE

This faculty is open to holders of the Certificate of Secondary School (mathematics or natural science section) who pass a competitive entrance examination. Students whose general average grade for the 3-year course is 12 or more are awarded a diploma in "Agricultural Engineering," which is considered equivalent to the licentiate. Those whose average is lower than 12 may receive a certificate indicating completion of study. The Faculty of Agriculture also offers advanced courses of specialization in fields such as forestry, mechanized agriculture, and agricultural management.

#### FACULTY OF FINE ARTS

The Faculty of Fine Arts offers courses in three fields—architecture, painting, and sculpture. The course of study consists of two parts—theoretical and practical, and practical only. The first part covers two years of study. The second part consists of higher studies in the three fields of the faculty; it has no limited period of study nor a final examination, but students participate in various competitions to acquire credits.

After completing these requirements, students may apply for participation in a final project, which must be approved by the faculty. Its completion entitles the candidate to receive the certificate of graduation, or licentiate.

#### NATIONAL TEACHERS COLLEGE

The purpose of the school—formerly a part of the University of Teheran—is to prepare teachers for the elementary, secondary, and normal schools of the country. Graduates are required to teach 5 years in the public schools. Holders of secondary school certificates may be admitted to the college provided they pass an entrance examination.

The college offers a program of study in both general education and professional training. The degree licentiate is given at the end of a 3-year course. Students receive free board and lodging and maintenance allowance in accordance with the special regulations of the college.

### **New Trends in System**

In recent years two separate American teams have made surveys of higher education in Iran. In 1958, at the request of the chancellor of the University of Teheran and through the efforts of the U.S. Operations Mission to Iran, four top educators from the University of Southern California made a critical study of the organization of the University of Teheran—its facilities, major functions, instructional programs, and teaching staff, and offered recommendations for development of the institution.

In 1960, by invitation of the Government of Iran, a University of Pennsylvania survey team visited institutions of higher learning in Iran and conferred with Iranian officials and educators for the purpose of "exploring the possibility that certain of the policies and practices current in institutions of higher learning in the United States of America might be adaptable to Iran." The report of the study included recommendations regarding objectives, organization, faculty, curriculum, and financing for a new university, and submitted a sample charter, bylaws, and an organization chart.

The two newest Iranian institutions, the Pahlavi University at Shiraz, and the National University of Iran at Teheran, with their American-type organization and orientation, intend to provide high quality college training comparable to programs offered by American institutions of higher learning.

Recommendations and proposals made in the reports of the American survey teams in Iran are being gradually incorporated in the Iranian higher educational system. These efforts indicate that Iranian officials and educators are aware of the problems existing in their institutions of higher learning, and are desirous of improving the present system.

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Pamphlet containing statements on objectives of secondary education; curricula and local needs; preparation, approval, and implementation of the curricula in reply to questionnaire by UNESCO-IBE for the 23d International Conference on Public Education, Geneva, July 6-17, 1960.

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