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SUGGESTIONS FOR ADAPTING GUIDANCE PRINCIPLES
TO THE PROBLEMS FACED BY THE ELEMENTARY
SCHOOLS OF TEHRAN

By

SHOKOUH NAVABINEJAD

AMERICAN UNIVERSITY OF BEIRUT
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TO MY HUSBAND

ADAPTATION OF GUIDANCE
PRINCIPLES INTO ELEMENTARY
EDUCATION IN TEHRAN

SHOUKOUH NAVABINEJAD

1968

ABSTRACT

The progress achieved in the educational field in recent years in Iran has been unprecedented. Encouraging results have been mainly in the spread of literacy and of providing education on a mass scale. The government of Iran is recognizing more and more the necessity of promoting means for enforcing compulsory school attendance. This aspect of education in Iran may be considered as being, in many ways, the most essential part of the whole educational system. It covers the period of universal education for many who do not follow their studies in any other schools. It is necessary to point out that due to the rapid expansion of elementary education, the improvement of the quality of education has not been satisfactory. Mass education in Iran, although it provides for economy of time and money, creates many problems for both children and teachers. The teacher by the very nature of mass education may lose sight of the individual. Very often his effort to do many things for many children may result in his failing to do anything for anybody.

Therefore, in spite of the progress achieved in the educational system in the last few years in Iran, the present system of education, especially on the elementary level, is very insufficient and a good education for children is lacking. Generally speaking, unfortunately, in the past Iran's schools, especially at the elementary level, have almost left the whole areas of the pupils' personality, and disregarded their emotional life, their social impulses, their constructive talents, and artistic tastes. An authoritarian role of the teacher, a strict obedience and discipline in the part of the children and a rigidly prescribed curriculum and textbooks mark the internal life of the most elementary schools in Tehran. Hence, there is today, general agreement that the present educational system has failed to meet the needs of modern Iran.

By an analysis and a detailed evaluation of the Iranian elementary school situation, one will notice the increasing need for a sharper focus on individuality. For teaching is not effective with a child whose more basic needs are not met; this is especially true among children who are not mature enough to handle their problems.

Therefore the significance and importance of guidance program is an optimum objective of this study. In a guidance approach the total child becomes the focus of attention and educational activities and environment are evaluated in terms of their effect upon the child. Guidance in the elementary school is a deep consideration of the "whole" child, it is concerned with physical, mental, emotional, and educational needs. Teaching is so interrelated with principles of guidance that, particularly at the elementary level, effective teaching cannot exist independent of these principles. Thus, guidance is an integral part of the teaching and learning process, and its principles call for a deep concern for the child, rather than for the subject matter of curriculum. With no intention of decreasing the importance of subject matter, the writer aims in this study to stress that the acquisition of facts and skills of subject matter are dependent upon desirable personality adjustment.

Consequently; having a deep concern for the child, observing principles of mental hygiene, providing a secure, stimulating environment with a teacher who is interested in the child as an individual and with a curriculum tailored to suit the child's own needs and abilities, and similar

activities, which contribute greatly to the optimum growth of each child, and to his happiness is the purpose of this study.

STATEMENT OF THE PROBLEM

How can the adaption of guidance principles help to improve elementary education in Tehran is the problem of this study. In other words how the existing condition in elementary level can fit into the principles of guidance for a more useful system of education.

Therefore the ultimate objective of this study aims at appraising the guidance program and describing the latest development in the field of guidance, as an ideal situation on one hand, and analyzing the deficiencies of the present conditions of the elementary education in Tehran on the other hand; to come up, at the end, with some basis suggestions in the light of the guidance principles and with regard to the betterment of the present system. Also, for a better understanding of the present difficulties, an analysis of the cultural and traditional values, which encumber the Persian's progress, is made.

To attain this end, some theories and practices of guidance in the most advanced countries will be discussed as the standards; on the assumption that these principles with certain modifications might be profitable to meet the needs of the present educational system in Iran. Also, since at the very heart of any guidance program is the teacher himself, the lack of awareness and sensitivity of teachers may be solved by introducing a program of in-service training, which would be designed to help the teachers to understand human behavior through in-service training, it will be possible to meet this purpose and awaken the teacher to his responsibility not only as a transmitter of knowledge, but as a guidance to children in connection with their social, emotional, physical and academic problems.

METHOD OF THE STUDY

The approach in this study is mainly based on gathering information through library research. Also, since no study has been made so far in Tehran in this area, it is necessary for the writer to lean on her own personal observation as well.

LIMITATION OF THE STUDY

The study is mainly concerned with the problem of the elementary school of Tehran, with an emphasis on the public elementary schools. Although the greatest focus will be placed on the aspect of problem which deals with the whole child development, the problems of improving administrative, curriculum, and particularly teacher-training, in the light of the guidance principles, will also be considered.

OUTLINE OF THE STUDY

The materials in this thesis will be presented in five parts; a general background of this study; introducing the problem and a very short history of educational system in Iran will be discussed in the first chapter. The second chapter will attempt to describe the guidance movement and specially to the necessity of guidance in the elementary schools, concerning the latest development in the field of guidance in the most advanced countries, principles as well as practices. The third chapter will deal with an analysis of the present elementary education in Tehran; its deficiencies and defects; in order to give a picture of an actual

existing conditions. The fourth chapter will be devoted to the major cultural values which cause the difficulties in bringing Iran up to an ideal level. On the basis of the last three chapters and the needs of the modern Iranian society, suggestions for the adaptation of guidance principles into the elementary education will be proposed in the fifth chapter.

It is expected that the results of this study will narrow the gap between the actual situation and an ideal one.

TABLE OF CONTENTS

	Page
ABSTRACT.	iii
LIST OF TABLES.	xiii
 Chapter	
I. INTRODUCTION AND A GENERAL DESCRIPTION OF IRAN AND ITS EDUCATIONAL SYSTEM.	1
I. INTRODUCTION.	1
A. Background of the study	
B. The statement of the problem	
C. The importance of the study	
D. Method of the study	
E. Limitations of the study	
F. Outline of the study	
II. A BRIEF DESCRIPTION OF IRAN.	8
A. The Land	
B. Population	
C. Race, Language, Religion	
D. Structure of the Government	
III. EDUCATIONAL STRUCTURE.	10
A. From the beginning	
B. Education today	
IV. CONCLUDING STATEMENT.	23
II. PRINCIPLES AND PRACTICES OF A GUIDANCE PROGRAM.	25
I. BACKGROUND FOR GUIDANCE.	25
II. DEVELOPMENT OF GUIDANCE IN THE SCHOOL.	27

Chapter	Page
III. GUIDANCE IN THE ELEMENTARY SCHOOL.	29
IV. NEED FOR GUIDANCE AT THE ELEMENTARY LEVEL.	31
V. FUNCTIONS OF GUIDANCE IN ELEMENTARY SCHOOL.	37
A. Understanding the individual	
B. Preventive-developmental function.	
C. Improvement of individual adjustment	
VI. UNDERSTANDING CHILDREN.	41
A. The tools and techniques of guidance	
B. The cumulative record	
VII. GETTING GUIDANCE INTO THE CLASSROOM.	53
A. Guidance & teaching	
B. Teaching methods and classroom environment	
C. Guidance in evaluation	
D. Guidance through curriculum	
E. Guidance related to discipline	
VIII. TYPES OF PROGRAM.	63
A. Teacher-centered	
B. Specialist-centered	
C. Guidance as team-work	
IX. THE TEACHER AS A GUIDANCE WORKER.	65
X. CONCLUSION.	70
III. THE DEFICIENCIES OF THE ELEMENTARY SCHOOLS OF TEHRAN.	72
I. INTRODUCTION.	72
A. Characteristics of elementary education	

Chapter	Page
II. EXISTING DEFECTS IN THE ELEMENTARY SCHOOLS.	78
A. Objectives	
B. Administration	
C. Curriculum	
D. Methodology	
E. Examinations	
F. Equipment and facilities	
G. Teachers	
H. Students	
III. EDUCATIONAL DEVELOPMENT.	102
A. Office of counseling and guidance	
B. Concluding statement	
IV. CULTURAL VALUES WHICH IMPEDE IRANIAN PROGRESS.	107
I. INTRODUCTION.	107
II. SOME CULTURAL VALUES WHICH IMPEDE IRANIAN PROGRESS.	108
A. Fate	
B. Individualism	
C. Respect for authority	
D. Discipline	
E. Contempt for physical labor	
F. Pride in the past	
G. Present-oriented	
H. Power of assimilation	
III. THE RELATIONSHIP OF CULTURAL VALUES TO FAMILY LIFE.	119
A. The effect of westernization	
IV. RELIGION.	123
A. Religion and education	
B. Some of the Islamic values	

Chapter	Page
V. THE ROLE OF CULTURE IN THE DEVELOPMENT OF IRAN.	128
A. Changes through the culture	
B. Conclusions	
V. RECOMMENDATIONS FOR ADAPTING GUIDANCE PRINCIPLES TO ELEMENTARY EDUCATION IN TEHRAN.	133
I. INTRODUCTION.	133
II. GUIDANCE AS AN INTRINSIC PART OF EDUCATION.	135
A. The relationship between teaching and guidance	
III. ADAPTING GUIDANCE PRINCIPLES TO ELEMENTARY EDUCATION.	137
A. Aims and objectives	
B. Administration	
C. Guidance in the classroom	
IV. THE ROLE OF THE GUIDANCE-ORIENTED TEACHER.	155
A. Cumulative records	
B. Parent-Teacher cooperation	
V. TEACHER TRAINING IN THE FIELD OF GUIDANCE.	161
A. Inservice education of elementary teachers	
B. Inservice training for parents.	
VI. CONCLUSIONS.	169
BIBLIOGRAPHY.	176

LIST OF TABLES

Table		Page
I.	A SUMMARY OF THE EDUCATIONAL STATISTICS IN THE SCHOOL-YEAR OF 1965-66. . . .	22
II.	WEEKLY SCHEDULE FOR PRIMARY SCHOOLS. . .	77
III.	WEEKLY SCHEDULE FOR THE ONE-YEAR TEACHER- TRAINING CENTERS.	98

CHAPTER I

INTRODUCTION AND A GENERAL DESCRIPTION OF IRAN AND ITS EDUCATIONAL SYSTEM

I. INTRODUCTION

A sound system of education compatible with the needs and demands of Iranian society is of paramount importance. The present system of administration, with its prescribed curriculum, its highly academic and theoretical methodology with its great emphasis on memorization has proved unable to cope with the emerging needs of modern Iran.

A. Background of the study.

Educational opportunities have been extended tremendously in the last few years in Iran,¹ but little change has been introduced in educational administration, curricula or method of instruction. Emphasis is still on learning prescribed materials set down by the authori-

¹Mohammad Ali Toussi, Present Educational System in Iran (Tehran: General Department of Planning and Studies, 1966), p. 32.

ties; comparatively little concern is shown for the development of the child as a whole. Therefore, there is common agreement among the Iranian intellectuals that the present inefficient system of education should be modified and be adopted to the interests and abilities of Iranian children as well as to the needs of the present society. By so doing, it is hoped that our younger generation can carry out the tasks for which their mental talents best fit them, and can lead a useful life in the service of the country.

B. The Statement of the Problem.

This study is mainly concerned with the problem of investigating how guidance principles may be put into practice in the elementary schools of Tehran, where problems of mass education are paramount. Stating it differently: how can the present elementary education in Tehran, with all its deficiencies, be helped by guidance principles?

C. The Importance of the Study.

The importance of elementary education as basic in the development of a total educational program has

been repeatedly stressed by authorities in the field. This aspect of education, in Iran, may be looked upon as being, in many ways, the most essential part of the whole educational system. It covers the period of universal education for many who do not follow their studies in any other schools. In spite of the progress achieved in the educational system, in the last few years in Iran, the present system, especially on the elementary level, is very inefficient and as a consequence a good education for children is lacking. Due to the rapid expansion of elementary education, the improvement of its quality has not been satisfactory.²

Today, since the problem of mass education has partially been met through the Educational Corps, the Ministry of Education is concerned with the quality of education along with the quantity. The educational system in Iran is passing through a period of transition from the traditional type to a more effective and humane system of education. Therefore, this study is made with the intention of emphasizing the fact that the proper guidance of children should be incorporated

²Education in Iran (Tehran: General Department of Planning and Studies, 1966), p. 8.

as an integral part of the elementary school program and practice. It is at the elementary level, many claim, that those responsible for education can get to know students more intimately and influence them more readily, and can direct their learning experiences more effectively in accordance with their potential. Because children in the elementary school are still relatively immature in their personality growth, they are impressionable and flexible in their responses to experience. In the elementary school there is virtual freedom from the pressures of making a living and vocational training; thus the school can concentrate on the development of a desirable personality. Studies of individual development have emphasized the importance of childhood experiences in their effect upon later behavior. In a guidance approach the total child becomes the focus of attention and educational activities and environment are evaluated in terms of their effect upon the child. Guidance in the elementary school is an integral part of the teaching and learning process, and its principles call for a deep concern for the "whole" child. With such concepts, guidance is concerned with physical, mental, social, emotional and educational needs.

To attain this end, some theories and practices of guidance in the advanced countries are discussed as an ideal situation with emphasis upon the implications for actual classroom teaching. On the other hand, the deficiencies of the present conditions of elementary education in Tehran are analyzed with the assumption that guidance principles, with certain modifications, might prove profitable in meeting the needs of the present system. In order to have a better understanding of the present difficulties, an analysis of the cultural and traditional values which encumber Persian progress is to be made as well.

D. Method of the Study.

The approach in this study is mainly based on gathering information through library research. Also, since no study has been made to date in Tehran on this subject, this descriptive approach has been supplemented by observation and experience on the field. This study has been greatly assisted and is indebted to the views of teachers and parents as well children interviewed informally in Tehran. The generalizations and conclusions have been made carefully.

E. Limitation of the Study.

The study is mainly concerned with the problem of the elementary schools of Tehran with an emphasis on the public elementary schools. Although the greatest focus is placed on the aspect of problem which deals with the child's whole development, the problems of improving administration, curriculum, methodology and particularly teacher training, in the light of the guidance principles, are considered, too.

F. Outline of the Study.

This thesis is presented in five parts. Information serving as a background for this study, and a short history of the educational system in Iran are discussed in the first chapter. The second chapter attempts to provide an introduction to the over-all meaning of guidance, and the necessity of guidance in the elementary schools. The functions of guidance services and some of the guidance techniques and skills which can be used by teachers in the elementary schools are dealt with in this chapter. Particular attention has also been given to the latest development in the field of guidance in the advanced countries,

including principles as well as practices. These accepted procedures serve as the basis for recommendations to be presented in the fifth chapter. The third chapter deals with an analysis of the present elementary educational system in Tehran, in the light of its ideals and deficiencies, in order to give a picture of existing conditions. The fourth chapter devotes itself to the major cultural values which appear to impede progress in bringing Iran up to an ideal level. On the basis of the last three chapters and the needs of modern Iranian society, guidelines will be suggested in the fifth chapter for the adaptation of guidance principles into elementary education in Tehran.

Since guidance in most elementary schools must necessarily be a function of the classroom teacher, there is a need for day-by-day help in this area. Whether or not there are other members of the guidance staff, the classroom teacher is the real key to the effectiveness of the program. This study has a mental hygiene approach with an emphasis on awakening the teacher to his responsibility and role, not only as a transmitter of knowledge, but as a guide to children in connection with their social, emotional, physical and academic problems.

II. A BRIEF DESCRIPTION OF IRAN

In any study involving the improvement of education it is necessary to know something of the locality and the nature of the peoples, their traditions, their customs, and all the other factors that influence their national character in order to have a better understanding of the problems which exist. For this reason, a brief description of the geographical features of Iran is presented as well as a short sketch of the educational development of Iran from ancient times until the contemporary period.

A. The Land.

Iran has an area of 1,645,000 square kilometers (628,000 square miles). It is bounded on the north by the Soviet Union and the Caspian Sea, on the east by Afghanistan and Pakistan, on the south by the Persian Gulf, and on the west by Iraq and Turkey. A little more than one-tenth of Iran's land is arable; the rest of the land is either mountains, forests, or deserts.

B. Population.

According to the last census, the population of Iran in 1956 was 18.9 million (9.6 million males, 9.3

million females). The average annual increase is estimated at 2.5 percent, which would give an estimated population of 23.4 million in 1965.³ Nearly 7,994,000 of the people live in 138 cities and towns and the rest live in approximately 49,100 villages. Tehran, the capital city, contained 1.5 million people in 1956. Since then the figure has risen to around 2 million.

C. Race, Language, Religion.

The Iranian race is descended mainly from the old Indo-European (Aryan) stock, but during the centuries Iranians have mingled with other peoples who invaded the country and settled in it, such as the Greeks, Turks, Mongols, Arabs and Afghans.

Persian, the native language, is also an Indo-European language spoken by over half the population. Next in importance come five main Persian dialects, named after the regions in which the people speaking them are found.

³Presenting Iran (Tehran: Printing Office of Ministry of Culture and Arts, 1965), p. 4 - 5.

The official religion of the country, the Shiah sect of Islam, is held by the great majority of the population. The largest minority group are the two million Kurds, Turkomans, Baluchis and Persians of Arab descent who are adherents of the Sunni sect of Islam. Other religious minorities are the Armenians, Jews, Assyrians, other Christian groups, Zoroastrians and Ismailis.⁴

D. Structure of the Government.

The government of Iran has been a constitutional monarchy since 1906, with the Shah as the Chief of the State and Commander of the Armed Forces. The power of the State is distributed among the judicial, legislative and executive branches of the government. The Constitution of December, 1906, and the Supplementary Constitutional Law of 1907, with a few modifications of the law introduced in 1950, have remained the basis of the political system of Iran up to the present day.

III. EDUCATIONAL STRUCTURE

A. In the Beginning.

Education in Iran has, since earliest times,

⁴Ibid., p. 7.

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 most important principles.⁵

In the middle of the seventh century, Iran was conquered by the Arabs, and Islam became the national religion. Those who mastered Arabic could teach and educate others. Education was still dominated by religion and, in fact, education came to be the monopoly of the Moslem clergy. Subjects dealing with the Islamic code and the Shariah, the Sacred Law of Islam, were taught in the Quranic schools. The elementary one-room school or "Maktabs" and the theological seminaries or "Madrassahs", usually attached to "Masjeds" or mosques, were supported by wealthy and charitable people. The elementary schools which usually adjoined the "Madrassahs", were in the hands of poorly prepared teachers who were

⁵Abul, H.K. Sassani, Education In Iran (Washington: U.S. Government Printing Office, 1963), p. 4.

graduates of the "Madrassahs" and offered nothing more than instruction in a simple form of reading and writing and a few principles of religion.

1. Western Influence on Education.

The educational system of Iran has been profoundly influenced by religious tradition and the impact of different cultures, particularly French. Early in the nineteenth century, various cultural missions sent to Iran assisted in the establishment of schools. The first mission school was established by the American Presbyterians in 1836. This was soon followed by French, British, German and Russian mission or lay schools in Tehran and several provincial cities.⁶

The first Iranian institution, called "Darul Funun" (polytechnic), to be patterned after French schools in curriculum and organization, was opened at Tehran 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.⁷

⁶Presenting Iran, op. cit., p. 62.

⁷Sassani, op. cit., p. 5.

Various factors helped to establish the cultural influence of France in Iran; these included: the French missions, the French teachers employed in "Darul-Funun" at Tehran, and other relations with the French. It is therefore easy to understand why the administrative organization of Iranian education, schools, methodology, examinations, curriculums, textbooks, and even the laws and regulations concerning schools, to a considerable degree, were molded after the French model.

B. Education Today.

The Ministry of Education was set up in 1910, and the following year Parliament passed a law to organize a system of public education; but progress was slow, mainly because of lack of funds. By 1922, Iran possessed only 440 primary schools with 43,000 students, 46 government secondary schools with 9,300 students, and one college with 91 students.⁸

Since World War II, the trend of Iranian education has been changing rapidly. English is now the leading

⁸Presenting Iran, op. cit., p. 62.

foreign language in the whole country. By 1942, the number of schools had increased to six times the 1922 figure.⁹

Article 19 of the supplementary Constitutional Law provides for the establishment of schools at the expense of the state. This modern system is a centralized state system. The Ministry of Education owns and controls all public schools, supervises, and inspects the private schools, arranges curricula, organizes and carries out the state examinations and pays the teachers throughout the whole country.¹⁰ Therefore, the final authority of all the syllabi and regulations pertaining to teaching, subject matter and curricula, textbooks, school organization and administration lies with the High Council of Education, which serves the Ministry of Education in both an advisory and legislative capacity.

1. The School System.

General education in Iran is provided in the three cycles of primary, secondary and higher

⁹Ibid., p. 63.

¹⁰Manuchehr Afzal & Issa Sadiq, "Iran", in The Year Book of Education (London: Evans Bros, 1953), p. 450.

educational institutions. Secondary and higher education consist of general academic branches, vocational and technical fields.

a. Primary schools.

The primary schools are of two types: four-grade schools are usually established in villages and rural communities; a complete six-grade school is established in cities and towns. In the latter, primary education is for six years and starts at the age of seven. Pupils of the sixth grade have to take a national examination which is supervised by Ministerial authorities. Graduates from the primary schools can either continue their education in the general secondary schools or enter a vocational school for job training.

In 1943, an important law was passed introducing free and compulsory education at the primary level. But in view of the lack of schools and shortage of teachers, this represented a goal at which to aim rather than a practical possibility and is not enforceable.

With the introduction of the national program of the Education Corps in 1963, the enrollment of the primary schools increased very rapidly. In the year of 1965-66 a total of 15,135 schools with 61,340 classes were in operation, of which, 3,627 schools were in the cities and the remaining 11,508 schools were in the rural areas.¹¹ The Education Corps, in its short life of four years, has proven to be an effective instrument for expanding educational opportunities in very remote areas of the country. In 1965-66 the total enrollment at the elementary level throughout the country was 2,181,633 which shows an increase of 7.41% compared to the previous year.

B. General Secondary Schools.

General secondary education is of six years and starts at the age of thirteen. It consists of two three-year cycles. The curriculum of the first cycle is the same for all of the students, but for the second cycle, the students have to choose one of the three specialized branches: Literary, mathematics, or natural science.

¹¹Educational Statistics (Tehran: General Department of Planning and Studies, Bureau of Statistics, 1967), p. 3.

Secondary education is neither compulsory nor free, and promotion is determined by school examination. A diploma is awarded upon successful completion of the required courses and attainment of passing marks in the national examination conducted by the central departments in each educational district.

The curriculum of the first cycle of the general secondary school serves a twofold purpose. It prepares the pupils to continue their academic studies, and it also equips them with adequate general information necessary for living satisfactorily in the society. The graduates of the first cycle of general secondary school can either continue their academic education in one of the four branches of the second cycle, or enter the technical schools. The curriculum of the specialized second cycle of general secondary schools prepares the students for university studies or technical education at various higher institutions.

In 1965-66, there were 1554 secondary schools with 11,886 class-rooms in operation throughout the country; the total enrollment at secondary level throughout the

country was 493,735 (156,189 girls and 337,546 boys).¹² A survey of the statistics of recent years shows a continued rapid increase in the number of secondary school pupils.

c. Vocational and Technical Schools.

Vocational and technical schools form the two distinct kinds of schools for training of skilled workers and technicians. Boys' vocational schools offer a three-year course for training of skilled workers. The applicants for vocational training are the graduates of primary schools. The vocational schools offer courses in masonry, building, metal work, tin-work, smelting, auto-mechanics, carpentry and cabinet-making.

The boys' technical schools offer a three-year course to train skilled workers and technicians; courses offered are in welding, auto-mechanics, wood-working, building construction, electricity and metal working. The girls' technical schools provide a three-year course of training for technical work and employment in various trades. Courses in home economics, secretarial work, decoration,

¹²Ibid., p. 7-8.

dying, spinning, assistant nursing program, and dress-making are offered.¹³

Various vocational agriculture and industrial schools also have been established. In 1965-66 there were 48 technical, 15 commercial and secretarial, 18 agricultural and 4 nurse-aid schools in operation throughout the country with a total of 15, 224 students (2581 girls and 12,643 boys).¹⁴

2. Literacy and Adult Education.

A special department, established in 1935 in the ministry of education, is undertaking the responsibility of teaching the "3R's" and of imparting fundamental education to illiterate adults. The two activities of literacy and continuing education are conducted in school buildings in the evenings. Besides literacy classes held by official teachers and education corpsmen of the Ministry of Education in the cities and villages, there are non-governmental organizations which conduct literacy programs. The implementation of the literacy corps program in the last four years has had a very considerable

¹³ Toussi, op. cit., p. 14 - 22.

¹⁴ Educational Statistics, op. cit., p. 10.

effect in the expansion of literacy. Owing to this program the literacy rate has been increased more than three times in rural areas. At present 56.3% of the people in the urban areas and 20.3% of the rural people are considered literate.¹⁵

3. Higher Education

The institutions of higher education are headed by Tehran University, established in 1935, which offers courses in numerous fields such as medicine, engineering, agriculture, veterinary surgery, economics, politics, theology, literature and art. Higher education has been considerably expanded in the last few years to accommodate more students. At present there are 7 universities and 75 higher colleges and institutions in Tehran and in the capital city of the provinces: Shiraz, Tabriz, Isfahan, Meshed and Ahwaz. In 1965-66 there were 28,982 students enrolled in the universities throughout the country. The number of university students has been increased by 6,832 in the last four years.¹⁶ Also the establishment of a polytechnic institute, a higher technical college, a private university, and Aria Mehi Industrial University are

¹⁵ Education in Iran, op. cit., p. 5.

¹⁶ Educational Statistics, op. cit., p. 12.

some other major steps taken toward the expansion of university facilities.

In addition to this, there are numbers of students who are studying abroad, both the students who were officially sent abroad for higher education and those who have travelled at their own expense. In 1965-66 the number of students of higher education abroad was 19,811.

To give a clear picture of the quantitative aspects of the existing educational system in Iran a summary of the educational statistics in the year of 1965-66 is given below. Today, the whole educational system of the country is undergoing extensive changes in order to increase its efficiency and to enable it to meet the needs resulting from the recent economic, social and political changes. As a result of this reform, a new educational policy has been prepared which was to come into effect at the beginning of 1967 starting in the lower grades. Accordingly, public education will be based on the following three progressive stages:¹⁷ a) five years of compulsory primary education; b) three years of general education in which

¹⁷ Report on Educational Development in 1965-1966
(Tehran: General Department of Planning and Studies, 1966),
p. 5.

TABLE I

A summary of the Educational Statistics in the school-year
of 1965-66

Types of school	Number of schools		Number of classes		Number of students		Number of teachers employed by the Government (Teachers and administrative staff)
	public	private	public	private	public	private	
Kindergartens	63	194	96	381	2969	10745	129
Elementary schools	14307	828	5883	5457	2023009	158624	68907
Elementary schools run by literacy corpsmen	11133	-	11133	-	365813	-	11795
General secondary schools	1220	334	9496	2390	403419	84316	
Technical and Vocational schools	65	7	566	71	9249	1588	
Agricultural schools	18	-	72	-	2563	-	
Commercial & clerical schools	13	2	37	7	1042	190	
Teacher training institutions	51	1	135	1	4717	21	

educational guidance is stressed; c) the third stage, which follows the first 8 years of schooling, will be divided into two branches: The academic of 4 years; and vocational or technical of 2 years and 4 years respectively. The academic branch will consist of 3 years of general studies and one final year of specialization.

IV. CONCLUDING STATEMENT

In this chapter, information serving as a background for this study has been discussed in three parts: the first is a general background of the study, introducing the problem and its importance for Iranian society. It was pointed out that in spite of the progress achieved in the educational system in the last few years in Iran, the present system of education, particularly on the elementary level, is insufficient and a good education for children is lacking. Therefore, an effort is made in this study to move guidance into the classroom, to develop the integral relationship between guidance and teaching and to awaken the present elementary teacher to his vital role as the primary guidance worker. The second part represents a factual picture of the country as a whole. Finally, the third part consists of a general descrip-

tion of the present system of education. The quantitative aspects have been stressed as the basis for appraising and describing the present educational system.

CHAPTER II

PRINCIPLES AND PRACTICES OF A GUIDANCE PROGRAM

I. THE BACKGROUND OF THE GUIDANCE MOVEMENT

This chapter attempts to describe the latest developments in the field of guidance in the advanced countries. Particular attention has been given to the necessity of guidance in the elementary schools and the functions of guidance services as they relate to teachers. The principles and practices of guidance discussed in this chapter will be treated as criteria or standards, and on the basis of these, some recommendations will be offered later in this study for the improvement of the existing conditions in the elementary schools of Tehran.

A. Definition of Guidance.

Guidance has been defined by Mortensen¹ as that part of the total educational program that specialized

¹Donald G. Mortensen and Allen M. Schmulla, Guidance in Today's School (New York: John Willey and Sons Inc., 1959), p. 3.

staff services provide opportunities for each individual by which he can develop to the fullest of his abilities and capacities. Guidance is a comparatively new field within the larger and more comprehensive field of education. It is a basic orientation toward working with students, whether in the capacity of teacher, administrator, counselor or guidance specialist.

B. Concept of Guidance.

The concept of guidance is essentially democratic, and the assumptions underlying its theory and practice are: first, the belief in the integrity and supreme worth of the individual; second, that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve his own interest and those of the society to which he belongs. Therefore, the function of those who guide children is to reorient the individual toward those opportunities given by his environment which can facilitate the fulfillment of his personal needs and aspirations.

It is, and should be, the responsibility of the school to develop assistance or guidance services necessary for

each student to achieve optimum development. As a result, society may be improved by this optimum development as well as the social adjustment of its members.

II. THE DEVELOPMENT OF GUIDANCE IN THE SCHOOL

School guidance programs traditionally have been described as serving the educational, vocational, psychological, and social needs of the child. Programs often have been set up to serve one or another of these needs primarily, dealing with the others only secondarily or incidentally. More recently, there has been a trend toward integrated guidance programs to serve the over-all educational, vocational and other social or psychological needs of school children. In other words, the current trend of the guidance movement is toward broadening the scope of the service and also making it available to every child.

At the beginning, guidance was looked upon as a helpful but not an essential part of the school program; today guidance is considered to be a necessary, crucial and pervasive feature of the school's function. Formerly, guidance

was a formal, but poorly organized school service, and it was limited to occupational choice; today, a well-developed series of guidance and personnel services are coordinated. Guidance services, consequently, extend to every facet of the student's complex pattern of personal development. Previously, the guidance worker was an advisor; today, he plays the roles of a counselor, evaluator of human development, home-school liaison officer, coordinator of faculty-staff guidance efforts and curriculum consultant. In the beginning, the individual interview was the only guidance vehicle; today guidance workers employ a wide variety of measurement devices to secure a total picture of the student's aptitudes, problems, needs, interests and personality functioning. Then, guidance functions were performed by teachers or administrators who were professionally unprepared in guidance; now, in many schools a professionally prepared counselor or specialized guidance personnel exist.

In the past, the traditional school aimed only at instruction and the major emphasis was on the evaluation of children's intellectual abilities or disabilities. A child was advised to take or to avoid a particular educational course according to his possession or lack of the necessary intellectual

attitudes. Today, the modern school aims at the whole development of students, not only in terms of acquisition of knowledge skills, but in personality development and movement into full adult status, including occupational, social; and personal adjustment. Education in the modern sense has become "An adjustment to life situations, and guidance services are designed to support and broaden the function of the school toward that end."²

As these programs met with more and more acceptance, a further trend developed toward developmental and preventive functions of guidance in preference to the more traditional diagnostic and remedial approach. Also the new trend was toward extending such services both downward into the lower and elementary schools, and upward into higher educational and vocational situations.

III. GUIDANCE IN THE ELEMENTARY SCHOOL

Organized guidance services at the elementary level even in the advanced countries are of very recent origin.

²Guidance, Encyclopedia Britannica, Vol. 10, 1965 p. 1009.

There are several reasons why guidance was so long in coming to the elementary school, despite its great need in that area. Guidance began as "vocational guidance", and it seemed more applicable at the secondary school level because of this emphasis. In the elementary school children were assigned to only one classroom teacher and it was felt that the teacher would be able to provide what personal care was necessary.

Today, the basic concepts of guidance have played an enormous role in the formation of the modern elementary school. There are many reasons for this: one of them is the acceptance of the belief that young children must be treated as individuals different from one another, and as real persons. This is not a new idea; it has been expressed by such educational reformers as Rousseau, Pestalozzi, Montessori and Dewey, among others, long before guidance became an independent field of study. Some of the other essential assumptions of guidance can also be found at the base of the modern school. For example, guidance assumes that behavior can be modified by the individual; education also involves changing behavior as a result of exposure to specific learning experiences. This view of education has special importance in the

elementary school, where children are going through a period of tremendous growth and development, and are laying the foundations for all their later learning. Guidance is also developmental, in the sense that it seeks to prevent impediments to growth and maturation. Its principles are derived from human behavior as well as the relationship between the individual and his environment in order to predict possible future behavior. This knowledge makes a guidance-oriented teacher realize the importance of an environment which stimulates his pupils and contributes to their growth.

A. Need For Guidance in Elementary Schools.

There are many conditions, both in and out of school, which increase the need for early guidance. Patterns of behavior tend to become more firmly established with the maturity of the individual. By the time children have reached high school age, rechanneling of responses is difficult. Problems that have been developing throughout the elementary school years will become acute during adolescence.³ Because of the difficulty of changing

³John A. Bair, The Elementary Teacher and Guidance (New York: Henry Hold and Company, 1958), p. V.

behavior patterns at the high school level, a small group of problem children may absorb most of the counselor's time, and he finds himself spending most of his time working with them.

Therefore, elementary teachers are to be warned that it is at this level that preventive guidance must be practiced if the intensity of the problem is to be reduced at the secondary level. The newer point of view in guidance emphasizes services for all pupils, not only those who have behavior problems, learning difficulties and deep-seated level. Hence, it is logical that guidance should function as early as possible at the elementary level.

1. Who is responsible for guidance?

The basic necessity of effective guidance for children at all ages is recognized by both parents and professional workers. And many attempts have been made in educational organizations to assign the functions of guidance, largely if not inclusively to specialists in guidance. But, fortunately, during recent years a widespread conviction developed among

some educators that the only person who can be continuously effective as a guidance worker is the elementary classroom teacher.⁴ Another conviction is that not only those individuals who are having troubles in school need guidance of all kinds, but also those who are good students and never cause trouble in schools need the benefit of wise advice. For example, gifted children who come to school able and eager to read are too often bored by readiness exercises that they do not need and by books that offer them no incentive to read. Tests at the end of the year often show that while these children score above average, they have learned very little during the year.⁵ As a result, too often their initiative and originality are squelched.

The classroom teacher is the person who should assume the primary guidance responsibility. He spends the largest amount of time with the children, has an opportunity to become acquainted with abilities and

⁴Ira J. Gordon, The Teacher as a Guidance Worker (New York: Harper & Brothers Publishers, 1956), p. IX.

⁵Ruth Strang and Glyn Morris, Guidance in the Classroom (New York: Mcmillan Co., 1964), p. 94.

liabilities, and is the one who must carry out the greatest responsibility, regardless of other guidance personnel available. While guidance is a major part of an effective teacher's work, certainly expert and technical staff should be available.

2. Fundamental needs of children.

Teaching is not effective with a child whose main basic needs are not being met. This is especially true among children who are not mature enough to handle their problems or to find satisfactory outlets for their frustrations. The basic needs of young children are biological needs, such as the need for food, water, rest and activity. They also have social and personality needs. According to Barr, these are learned or sociogenic needs, which have a lasting influence on the developmental process. Among the important personality needs, Blair⁶ has listed the following:

1. Need for Status: Every child wants recognition and attention. He craves the esteem of his teachers, parents and peers.

⁶G.M. Blair and Others, Educational Psychology (New York: Macmillan Co., 1954), p. 44.

2. Need for Security: Children desire regularity and stability in their lives. Too much uncertainty as to how they stand in their group or excessive anxiety as to whether they will pass or fail a course creates a very unwholesome condition for them.
3. Need for Affection: Everyone craves love. The good teacher is one who genuinely likes his pupils. A child becomes uneasy and restless when he discovers that he is not liked by his teachers.
4. Need for Independence: Children want to take responsibility and to make choices which are adequate and in line with their abilities. The wise teacher will give children an opportunity to satisfy this need in the many classroom activities which are arranged.

These basic needs of children can be satisfied by certain knowledge, skills, attitudes and functional relationships, that represent a satisfactory organization of experiences. The presence of these needs results from the structure of the individual, the processes of the society and the nature of the child's experiences.

3. Common Problems Among Elementary School Children.

Many studies have been made of the most common problems facing elementary school children. One of these which has been made by Arbuckle. Arbuckle reports⁷ that four basic areas are identified in which problems are most likely to occur. The first is the struggle for self-acceptance in which parents and teachers play an important role in helping the child accept himself and to have a healthy relationship with adults in his environment. The second area is in the adjustment to school and this is divided into three phases --the problem of becoming socialized, the problem of rewarding all children enough to help them all feel worthwhile and stimulated to achieve and also the problem of having minimal standards. The third area of difficulty is in relating future vocational plans to actual abilities and the fourth is adjusting to heterosexuality.

⁷Dugald Swclain Arbucke, Guidance and Counseling in the Classroom (Boston: Allyn & Bacon, 1957), pp. 28-29.

According to Dr. Wrenn⁸ children also need two types of significant influences. These are the limiting and the expressive, by which he means that they must know both responsibility and freedom. They need to know the limits within which they are expected to behave within their society and at their age level; at the same time they are to be given assistance in moving in ever-widening circles within these limits, to prepare them for the next stage of development.

Children need standards to which they are held and assistance in accepting these standards.

IV. FUNCTIONS OF GUIDANCE IN THE ELEMENTARY SCHOOL

Originally, guidance workers emphasized the remedial aspect of their field. Very often, the "problem child" became the focus of interest to the exclusion of children with

⁸C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C. : American Personnel & Guidance Association, 1962), pp. 5-6.

normal behavior. However, the emphasis currently is upon the optimum development of all pupils.

Mortensen and Schmuller⁹ have selected certain functions as common bases for understanding the goals and services of guidance by teacher; administrators, specialists as well as the people in the community. These functions, applicable on all levels of education, are divided into three parts:

A. Understanding the Individual.

Since education is a means for stimulating human personality to its fullest expression, it follows that the individual pupil, his personality, interests and abilities must first be understood, before appropriate learning experiences can be organized. This is the most important role guidance has to play in elementary schools.

In order to understand the individual, it is evident that an individual inventory, an analysis or appraisal, is necessary. This step must be taken by the trained teacher or the specialist before he can

⁹Mortensen and Schmuller, op. cit., p. 10.

provide assistance to those he seeks to help.

B. Preventive - Developmental Function.

The second function is preventive-developmental. It is preventive, because it seeks to avoid a breakdown of the individual by providing healthy influences. At the elementary level, guidance is preventive by recognizing problem areas before they fully develop. The prevention of problems and the solution of these that have arisen are definite aims of guidance. Of even greater importance is its developmental functions: the development of personalities and capacities which promote a meaningful life. Guidance, in its developmental function, tries to establish ways of thinking and acting which will help the individual develop well. For example, the child must early be taught that he cannot make a habit of running away from the problems and to give him practice in problem-solving. The classroom must be a place where problem-solving is a fundamental feature of learning. Improvement in ability to solve problems comes about through instruction which challenges the child. A guidance-oriented curriculum will take this into

consideration and ensure experiences which will strengthen all children's abilities and confidences.

Prevention and solutions of problems may be thought of as a negative side of the guidance effort, while the development of human personalities and capacities demonstrates the positive side.¹⁰ The elementary school is in the most strategic position to influence the growth of desirable traits.

C. Improvement of Individual Adjustments.

Helping the individual improve his adjustment is the third function of guidance in the elementary school. All individuals at one time or another need some help. This can be done through corrective measures either as a help in a particular situation with a normal child, or as a much longer process with a more seriously disturbed child referred to a specialist. Sometimes an individual may be given guidance through access to needed information or a chance to talk out a problem with a sympathetic

¹⁰Leslie E. Moser & Ruth Small Moser, Counseling and Guidance: An Exploration (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1963), p. 12.

teacher or a counselor. The teacher needs the service, of a specialist; he also needs to remember that real and lasting improvement only comes from the individual's own understanding of his problem and from his efforts to improve.

Another view of guidance functions in school on a more technical level is given by Richard F. De Forest.¹¹ Guidance is concerned with organizing a good cumulative record of the child's achievements throughout school, his general personality, his interests and abilities. A second function is orientation or the introduction of new pupils to school and helping them feel at ease. De Forest mentions the third as the giving of assistance to pupils with personal problems. A fourth function is the satisfactory placement of the child, if determination must be made of abilities and achievements for class or group placement.

V. UNDERSTANDING CHILDREN

A guidance program is intended to serve pupils as individuals by helping them to learn more about themselves.

¹¹Richard F. De Forest, "Guidance Services for Elementary Schools", article in Guidance Readings for Counselors (Chicago: Rand McNally and Co., 1960), p. 484.

If a teacher wants to put principles of guidance into his relations with pupils, he has to accept all his pupils as individuals of worth despite their differences in background, appearance, interests and abilities. He also needs to get to know them as people with ideas of their own and understand what has made them the way they are. He should have a strong conviction that each of his pupils is valuable and deserves to be loved; that physical and social maturity are factors with which to reckon;¹² that activities must be provided in which the child can succeed; that the activities of child groups and parental groups are to be understood and that out-of-school experiences often have even more educative value than experiences in school.

As a consequence, teachers need to know everything about the child's present life, his past life, and as much as possible about the present and past life of his family.

The total growth of each child is recognized as an integration of four areas: physical, emotional, social and intellectual. The child grows through constant interaction between himself and his environment. Therefore, to

¹²Roy De Verl Willey, Guidance in Elementary Education (New York: Harper and Brothers, 1952), p. 347.

understand a child thoroughly, we need data concerning his personal needs and the needs of the society in which he lives.

Kuntz¹³ lists two basic principles for understanding children. The first is that a child has reasons for what he does and, if we can find these reasons, we have found dependable clues for helping him solve his problems. The second principle is that the quality of a child's response is affected by the approach made to him. Therefore, if we approach a child in a favorable way, we enlist a favorable response and utilize his own inner drives to grow.

A. The Tools and Techniques of Guidance.

In the process of assisting children, the guidance program makes use of a variety of procedures. By this organized and systematic attack and with the aid of tried technique, we are now able fortunately to learn much more about the child than was the case a few years ago. Some of these are appropriate for group use, others can be applied only to one pupil at a time. In either case,

¹³De Forest, op. cit., p. 98.

the objective is to help each pupil to gain a knowledge of himself. This objective requires that the guidance program must set up procedures to study the individual pupil.

Elementary teachers continually evaluate their pupils during the school year. The evaluation may be made through observation of behavior and work habits, through written work and tests, or through the many other formal and informal contacts which are made with children. Each type of contact will result in a sampling of the child's behavior. The most valid method of studying a child's behavior is through direct and continuous observation by a trained clinician.¹⁴ For example, if home conditions are involved, it would be necessary to observe the child in his daily relationships with the family. When interpersonal relationships in the elementary classroom or on the playground are of concern, the clinician would need to observe the child in his daily contacts there. But continuous observation of this type, for many children, would be both impractical and impossible from the point

¹⁴Barr, op. cit., p. 86.

of view of time and personnel available. Because of the impracticality of continuous observation, it is preferable to take samples of behavior. From an objective, impersonal, reliable and valid point of view, tests are preferable to observation in gathering information about the child. Yet tests with their very objectivity and impersonal characteristics are their greatest weakness in studying the child as a dynamic human being.¹⁵ Therefore, data from both sources, observation as well as tests, are essential for complete understanding of the child. The method of studying the child can be listed as incidental observation, biography, systematic observation, questionnaire, psychoanalysis, case study, simple tests, tests of complex functions, ratings, random and controlled experiments, control by statistical devices and factor analysis. These methods can be classified into two approaches: the approach of testing and the approach of informal procedures.

1. Use of Standardized Tests in Studying the Child.

Standardized tests are indispensable to intelligent guidance and provide a systematic method for sampling

¹⁵Willey, op. cit., p. 395.

behavior. They should be made a part of the elementary school guidance program if they can provide information and understanding more economically than other instruments, and as a result, make a unique contribution to the guidance processes.¹⁶ They can be of service in helping the teacher to evaluate progress toward objectives, to help justify a modern curriculum and to help attend to individual differences.

The value of standardized achievement tests has summarized by Willey as follows: 1) they facilitate discoveries of deficiencies in the fundamental skills of reading, arithmetic and the language arts; 2) they aid the teacher to plan the school program to meet the needs of each pupil; 3) they aid the teacher to find pupils who need the same kind of instruction in specific areas; 4) they aid the pupils in finding their areas of subject matter differently; 5) they help the teacher to keep a proper balance in school activities between time spent on social development, and time spent on developing subject matter skills; 6) they help the

¹⁶Barr, op. cit., p. 101.

teacher locate causes of personality maladjustment. The "I.Q." (Intelligence Quotient) is probably the most frequently reported score. Achievement tests may be either of the battery type, which includes several subject matter areas, or they may be of the single-subject type such as arithmetic or reading. Inventories for appraising personal and social qualities are also available for use in the elementary school, but they are less commonly used there than in the secondary school.

Aptitude, "I.Q.", interest and achievement tests are usually a part of a child's cumulative record, to give an objective view of the pupils' potential abilities, achievement and interests. On the whole, there are two types of tests --one is the test designed to measure objective aspects of behavior such as the intelligence quotient, mechanical aptitude, etc., and the other is designed to define such things as creativeness, motivation, etc.

In using the tests, elementary teachers should be aware of the limitations of the instrument as well as

its values. Standardized tests can contribute valuable information to the elementary school program, but they do have limitations which should be recognized.

2. Studying the Child Through Informal Procedures.

There are many ways in which children may provide guidance information about themselves. Autobiographies either in writing or through pictures are one source. Uncompleted stories, films, puppets, cartoons and pictures used for discussion purposes are a second category; questionnaires and problem check lists are the third group of instruments through which such information can be gained. Sociodrama or role playing gives children an opportunity to gain insight, at the same time it shows the teacher something about the feelings and thoughts of the children playing the roles. When teachers are using any of these devices, they should always understand their own competencies in handling the information, and act accordingly. Interests of children and activities in which children engage outside the school are among the things that should be identified by teachers.

Deep-seated problems may be indicated through some of these instruments, but whenever the teacher suspects their existence, the pupil should be referred to the specialist.

Sociometric devices are instruments for studying social-relationships in the school. Because social growth and social relationships are accepted as a major concern of the elementary school learning process, teachers have a responsibility for teaching in that area. A sociometric inventory is a method for identifying social relationships within a classroom. This could be achieved by asking the children to indicate friendship choices from among their classmates in various activities. The desired choices may not always be the choices that are made when an activity is actually in progress, because some children are prevented from making the associations they would desire because of shyness, physical appearance, socio-economic conditions or other factors. Some children may be chosen many times, some a few, others not at all by members of their group. It should not be assumed that unchosen children are necessarily unhappy children, because they

may be satisfied in pursuing their interests by themselves. Teachers should be aware of isolates and study them more closely to see if they are making proper adjustments.

Consequently, an organized, systematic collection of information is a necessity in order to provide a broad and accurate view of each child. This is the virtue of the cumulative record which gives information on a number of aspects of the child's personality, achievement and environment, which is collected over a period of time by more than one person who has been closely concerned with him.

B. The Cumulative Record.

A good cumulative record should concentrate on three areas of information: first, knowledge of the child's environment at home and his past school record. A second area is the child's personal and social development including his self-concept and what his peers think of him. Finally, it is important to have an idea of the child's mental capacity, as far as this can be derived

from tests and observations, his past and potential achievement and his interests. These three areas will be discussed in more detail:

1. Information about the home environment shows under what family conditions the child is developing. The family's socio-economic status gives an indication of the family, level of aspirations, and sometimes shows the types of influence upon the child's developing social outlook as well as his cultural heritage. For example, the father's occupation and the fact of a working mother may indicate the type of upbringing the child has had. However, these guides are very rough and are not valid all the time along socio-economic lines. Perhaps the most important thing the teacher can learn from the child's home environment is how much love and affection are given him. This has an important bearing on his ability to trust other people and to get along socially.

The school record should include attendance, grades, and a health report which includes physical disabilities, long illnesses and any special or referral services the child has used. This is essentially an

administrative record.

2. The second part of the cumulative record deals with the child's personal and social development. Personal development includes his level of maturity in comparison with his classmates, important personality attributes and defects, interest in school and in learning and general behavior. The child's self-concept and the attitude of his peers and teachers toward him reflect his personal and social development and should be included.
3. The final area of information deals with mental capacity, motivation, achievement and interests. The teacher might direct his attention to finding out the child's mental capacity and his achievement in relation to his "I.Q.", and to the rest of the class, the classroom activities, where the child has had the greatest success and the greatest difficulties, the results of various tests including his basic skills, special talents and interests, and how he is best motivated to learn.

The information needed can be obtained in many different ways. The easiest to find is that which is

in the school's administrative file. Information about the home environment can come from the teacher's visits to the homes where he perhaps can get to know such things as the role of the child in the family, his responsibilities, his relations with his parents, family values, pattern of authority, the value put on education, religious overtones, intellectual atmosphere in the home, and, finally, the space available for the child's activities, etc. Another source of such knowledge is from the child indirectly through his written and vocal expression.

All of these techniques which have been mentioned above are considered non-standardized appraisal techniques in contrast with tests which are standardized. The organization of all this information is vital; otherwise, the teacher is faced with an immense amount of effort in order to learn a few basic facts about his pupils.

VI. GETTING GUIDANCE INTO THE CLASSROOM

Teaching shares a number of important characteristics with guidance, for they are both fundamental learning

experiences for the student. The basic method in both teaching and guidance is to stimulate the pupil to self-activity not the imparting of information.

A. Guidance and Teaching.

There are many basic similarities between guidance and teaching; both are essentially social learning experiences in which a guidance worker and a student are involved. The purpose of both guidance and teaching is first of all to effect a socially desirable change in the behavior of the student. Second, the method basic to each is to stimulate the student to mental and personal self-activity. Guidance, like teaching, is not the imparting of information alone. The faulty concept of teaching as imparting knowledge has been opposed by many thinkers and educators from St. Thomas Aquinas to John Dewey who believe that teaching should stress the process, the activity, whereby the teacher assists the students to learn things by himself to learn things by and through self-discovery.¹⁷ Third, the processes of teaching and guidance, as Gardner Murphy has pointed out, are

¹⁷James Michael Lee, and Nathaniel J. Pallone, Guidance and Counseling in Schools (New York: McGraw-Hill Book Co., 1966), p. 92.

designed to develop self-discovery in the student in order to release his potentialities. Fourth, both teacher and guidance worker are only secondary causes in learning, and the student himself is the primary cause.¹⁸ Fifth, teaching and guidance are both joint searchers for truth and for meaning between the guidance worker or teacher and the student, and the teacher or guidance worker in this learning situation merely facilitates learning for the student. This facilitation usually comes about by creating an environment for learning and self directed activity and, occasionally, by providing information. Sixth, both teaching and guidance are done in a social setting. In other words, client and counselor or student and teacher, are in a situation which involves the joint working together toward a common goal. Finally, when asking questions or stimulating the pupil to self-activity, both guidance worker and teacher must be aware of individual differences of students.

While there are marked similarities between guidance and teaching, classroom teaching as a process is quite different from guidance. Guidance is concerned with helping

¹⁸ Ibid., p. 129.

the pupil to grow as a person, while classroom teaching is concerned primarily with assisting him to grow in truth. The teacher is concerned mainly with the whole student in order to help him become self-actualized in truth, while the guidance worker is concerned with the whole student, in order to help him become self-actualized as a person. If the teacher is genuinely concerned with the whole student, he is necessarily concerned with guidance in the classroom situation and indeed in all his professional relationships with students. If the teacher adopts not only the guidance viewpoint, but also guidance practices in his classes, he comes closer to realizing some of the fundamental goals of the teaching process.

B. Teaching Methods and Classroom Environment.

One of the functions of guidance is the developmental function; it is concerned with helping children grow to optimum maturity by avoiding impediments to growth. This concern is reflected in the teacher's methods of providing appropriate learning experiences and in the types of curriculum available to suit each

child's needs and interests. Classroom work has to be geared to the needs and capacities of the children to be educated; the teacher has to take into consideration their mental differences and interests in order to create a stimulating environment for the whole class. It is probably in the area of the teacher's attitudes and techniques that guidance, good teaching and psychology come closest to fusion.

Therefore, the teacher should provide each child with opportunities to be successful in school and needs to have a wide range of activities which correspond with the levels of achievement and mental capacity of the class. He also has to work with each child to set up reasonable goals and achievement levels, to provide more challenging work for bright students and to give special attention to slow learners. Beyond this the teacher has to have as a general purpose the development of great interest for learning among children, and the realization that learning is a life-long process not confined to the classroom.¹⁹ The teacher can accomplish this goal

¹⁹Mortensen and Schmuller, op. cit., p. 231.

by developing in children good work habits and intelligent processes of investigation and organization of information.

C. Guidance in Evaluation.

The process of evaluation is one area where guidance and good teaching methods overlap, and where a guidance-oriented teacher can show his concern for each child. Modern education is concerned not only with the acquisition of information and academic skills, but with the development of each pupil as a whole personality.²⁰ Thus each activity is to be designed to contribute to this goal. As the teacher works with the individual and with groups, he focuses his attention on what each of his pupils can become. He judges his success by the progress each one makes toward realizing his most acceptable self. In other words, development must be evaluated in behavioral terms, and thus both individual and group data are important. Only in such terms, can education be wholly evaluated.

²⁰Henry B. McDaniel, Guidance in the Modern School (New York: Holt, Rinehart and Winston, Inc., 1966), p. 370.

D. Guidance Through the Curriculum.

The second part of the developmental aspect of guidance in the elementary school is its relation to the curriculum. In general, curriculum should be designed to provide the maximum opportunity for personal growth and development and put the child into a stimulating environment where he can realize his potential. It can neglect neither academic content which is the essential concern of teaching, nor personality development, which is the essence of the guidance program.

In order for their personalities to develop without hindrance, the children must find in the classroom a secure and stimulating environment, with a teacher who is interested in them as individuals and with a curriculum tailored to suit their own needs, interests and abilities. The curriculum has to be organized in such a way that the children have ample opportunity to grow in ability in the basic skills of reading, writing, speaking and listening intelligently, and understanding how to solve problems of everyday life.

The guidance-oriented curriculum should be based on meaningful material relevant to the children's interests. Provision should be made for a very wide choice of activities and also levels of activities should be planned to meet different ability and achievement levels. Curriculum should give many opportunities for the children to express ideas well and to work in groups. The organization of curriculum should ensure that the children are guided to see the curriculum as a whole with interaction among the fields and courses, and to realize that this division is an arbitrary one which is done only for convenience. Project methods and unit teaching are attempts to unify learning experiences by centering aspects of several subjects around a central one. However, the core curriculum can be considered the best example of a curriculum based on guidance principles. Mortensen who considers a core curriculum to be based on guidance principles describes it as.....

"The organization and administration of teaching materials in terms of a broad, integrated development of the individual."²¹

²¹Mortensen and Schmuller, op. cit., p. 233.

He gives certain characteristics of the core-curriculum-subject matter: lines are crossed over by courses concerned with broad principles, rather than specific skills or information; cooperative planning and teaching are necessary due to the fusion of courses; there is exploration of a wide range of relationships among the subjects and the human values attached to the subject. Finally, it is based on the existence of individual differences and, therefore, of individual needs and concerns itself with problems of interest to teacher and pupils.

E. Guidance Related to Discipline.

Discipline is sometimes regarded as synonymous with punishment of a student's misbehavior. This is not an accurate concept; discipline is a positive, not a negative force. Classroom discipline is that combination of influences upon the pupil by his teacher, his peers, and the specific environment in the effort to guide him toward appropriate and acceptable behavior. Discipline is basically goal-oriented and it does not exist for itself. Discipline has three separate roles.²² The first role consists

²²Lee and Pallone, op. cit., p. 138.

of the establishment of classroom conditions in which the pupil is positively helped to be self-actualized by classroom activities. The second is the remedial role which involves that assistance to the student which helps him overcome his weakness and develop his strengths. The third is the punitive role which includes those functions to induce the student to modify his behavior. Unfortunately, teachers usually believe that discipline primarily or exclusively consists of this punitive role.

An example of the best use of guidance and counseling to prevent misbehaving is through the development of warm, satisfying feelings which result from a child's having good relations with peers and adults. Williamson quotes Dorothy Baruch who said: "The more we accept a child's feelings, the more he will accept our rules."²³

²³E.G. Williamson, "The Fusion of Discipline and Counseling in the Educative Process", article in Guidance Readings for Counselor (Chicago: Rand McNally Co., 1960), p. 382.

VII. TYPES OF PROGRAMS

To meet the needs of students, various type of guidance programs have been devised. They are all based on a common principle that every student should have a counselor who knows him as a whole and will help him to get the experiences, information, and guidance that he needs. This person may be a subject-matter teacher, or teacher freed for counseling for one or two periods a day, a highly trained counselor, or may be a specialist employed full time. For this work, whatever form the program takes, the teacher holds a strategic place in it.

Three general approaches have been suggested by Barr²⁴ for the offering of guidance services in elementary schools. 1. The first one places the emphasis on guidance through the classroom and makes the teacher the primary agent in the guidance process. This approach advocates the training of teachers in the use of guidance techniques in the classroom, and utilizes the specialist only on a

²⁴Barr, op. cit., p. 399.

referral basis, when problems are beyond the teacher's competencies. The teacher-centered program, tends to clarify guidance and education as being synonymous. Any guidance that takes place will be closely interwoven with the curriculum and the everyday processes of the classroom.

2. A second approach places the primary responsibility for guidance services on the counselor and other guidance specialists. Such guidance focuses its attention on unresolved problems and assumes that problems of personality and of educational planning are fields for the specialist and the professional guidance worker and teachers should only help them in the process. This is more typical of secondary and college programs than it is of the elementary level. It is less realistic and practical for elementary schools. It tends to take responsibility for guidance services away from the classroom teacher who is with the child for the total school day and who is the logical person to carry out the most effective guidance. Even if it were the most desirable approach, specialized services in all communities are so limited that it is unlikely that there will be enough specialized personnel to work with all children.

3. The third approach involves a variety of school and community personnel in the guidance procedures. The parent, the classroom teacher, the guidance specialist, community agencies and the pupil himself work together. In this approach, the teacher works as part of a guidance team. The main difficulty in the team approach is that it should not serve only as a guidance service to the child, but as an in-service function for the guidance personnel.

Most elementary schools that are developing a guidance program will use the teacher-centered approach with the elementary teacher as primary guidance worker with specialists serving as resources.

VIII. THE TEACHER AS A GUIDANCE WORKER

While there is general agreement about the present lack of preparation of teachers for guidance, many counselors feel that having teachers work as guidance workers is a highly desirable goal. For example, Arbuckle²⁵ believes:

²⁵Gordon, op. cit., p. 265.

"Counseling should be performed by all teachers. This is the hoped-for ideal, but when it does become an actuality, . . . all teachers will be persons with training in the field of human development and adjustment."

Wrenn²⁶ considers the home economics teacher as a counselor, while Olson²⁷ goes farther and sees the teacher as a therapist.

According to Lee and Pallon, every teacher at the elementary level is a guidance worker; there are two main reasons for this: first, the nature of teaching requires him to be a guidance worker. Teaching is not imparting knowledge, nor it is mere verbal instruction. Teaching is causing the whole student to learn and it utilizes guidance in effecting this causality. Therefore, many responsibilities are inherent in the teaching function, among which is guidance. The second reason why every teacher is a guidance worker is more concretely rooted. Every teacher, whether he wishes it or not, does guidance of some sort in his classroom and his classroom activities. The teacher deals with students, with human beings, his

²⁶ Ibid., p. 266.

²⁷ Loc. cit.

existential situation thrusts the guidance function on him. This is even more applicable in the elementary school than in the secondary school and in college, since lower grades are characterized by only one teacher and one classroom. Self-contained classroom organization tends to lend itself best to enabling this aim to take place. This type of organization enables the teacher to get to know the pupil on a more intimate basis. In all schools at every level, the counselor is the nerve center of the guidance program, while the teacher remains the heart.²⁸

However fine the theory, and however experimental the spirit of a guidance program might be, it is the teacher who puts them to the final test in practice. The teacher's part in a guidance program is inevitable for in the teacher lies all the hope of education.

A. Limitations of the Teacher.

The teacher is not and cannot be a psychotherapist working with seriously disturbed children, not only because he lacks clinical preparation, but also because this is not his role. He neither has the time nor preparation

²⁸Lee and Pallon, op. cit., p. 132.

that permit him to function in such a way. The teacher should be aware of this limitation and acts as a referral agent rather than attempting to work with disturbed children.

B. Special Services and Helping Agencies.

All elementary schools have a number of children that are in need of specialized help above and beyond that which the classroom teacher can give. Whatever type of organization is developed, a well-trained specialist should be available. Ideally, in guidance programs in which teachers hold the key position, experts stand ready "off stage" to be consulted.²⁹ The actual facts shows that the classroom teacher still has and probably always will carry the largest share of guidance services. A guidance program, then should place emphasis on making the classroom teacher an effective guidance person through a better understanding of the guidance processes.

Before the teacher can make a referral, he needs to know the resources available in the community and the

²⁹Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Columbia Univ., 1959), p. 46.

type of services they provide. The first resource after the teacher is composed of the other personnel associated with the school -- the principal, the guidance counselor (if there is one), the visiting teacher or school social-worker.

Out-of-school resources, such as mental hygiene clinics, family agencies, religious organizations, are the second resources after the school's have been explored. If the teacher is to be an effective member of the guidance program, it is important that he has an understanding of the functions of these resources, so that he does not refer a child to an agency which is not equipped to work with the child at the appropriate level.

C. The Role of the Principal.

A key person in the elementary guidance program is the elementary school principal who acts as the coordinator of guidance in most elementary schools. He is the person in the best position to interpret the overall philosophy of the school, to see the guidance needs, and to get guidance into operation. In the elementary

school the principal usually knows most of the children as well as many of the parents. Because he is away from the classroom, he is in a position to judge the problems even more objectively than is the teacher. Also because of his key position of influence, he will be the strongest force in determining how cumulative records will be used, how parents' conferences will be conducted and what the general social, emotional and educational atmosphere of the school will be. Therefore, some training in guidance is essential for the elementary school principal.

IX. CONCLUSION

Guidance, good teaching methods and a curriculum adaptable to individual needs are closely interrelated, especially in the elementary school, because they all have the same ultimate goal: the development of the child's potential as an individual and as a member of society.

Education is concerned with the whole child which includes not only academic learning, but personality development and optimum growth toward maturity. The personality

development of the individual is also the concern of guidance which is mainly involved with preventing handicaps to growth.

Modern education has borrowed heavily from guidance concepts to the point where guidance-oriented teaching and good teaching are synonymous. Together, they help to provide an excellent environment for the growth of children. Therefore, guidance principles are basic to the classroom and the teacher will evidently have many occasions to play the role of a counselor as well in helping children deal with personal problems. Thus, the focus of this chapter was to provide some insight about the knowledge and skills necessary for aiding the teacher to serve as a guidance worker.

CHAPTER III

THE DEFICIENCIES OF THE ELEMENTARY SCHOOLS OF TEHRAN

I. INTRODUCTION

In this chapter the defects and weaknesses of the elementary education are to be pointed out, because any serious examination of proposals intended to change and improve the education of any society must be critical in its essence. A study of the Iranian educational system as a whole and the elementary level in particular, necessarily begins with its formation, the basic educational philosophy of the country. Otherwise it is impossible to evaluate the system in terms of its material need or to plan wisely for specific projects designed for its betterment. The basic weakness in the educational system of Iran is its underlying philosophy.

The educational philosophy and the technical details of the school system are a copy of the traditional French system characterized by centralization of administration, authoritarian methodology, theoretical rather than

practical studies, stereotyped curricula and a policy of eliminating rather than salvaging students who do not meet the standards of academic excellency.¹ The French system is based on the theory that there are only a few endowed with the capacity to be highly educated and provide leadership for the masses. The Iranian system of education, as a result is highly centralized, but inefficient and education for children is inadequate. Because a French type of syllabus had been adopted, but the French skill at teaching was not so easily transplanted to our society. Education in Iran has traditionally been for those few whom the authorities thought could benefit from it. The basic philosophy has been to train an intellectual elite who would exert a directive influence in society. Education in Iran is a process of imparting information rather than forming the habit of putting information to use and developing critical thinking habits. The student's "sacred duty" is to learn.

An analysis of the school system indicates that it developed piecemeal in response to different needs

¹Amin Banani, The Modernization of Iran (Stanford University Press, 1961), p. 110.

within society. There is today a general agreement that our educational system has failed to meet the needs of the individual as well as the needs of modern Iran.²

A. Characteristics of Elementary Education.

The elementary schools of Tehran are of two general types: public and private.

L. Private: In order 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. Today in Tehran, there are 443 private schools with 3,297 classes; the average class size is 28. In Tehran, 22.6% of all the elementary pupils are enrolled in private schools.³ Most private schools charge tuition of about 720 Tomans (\$ 100) 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

p. 4. ²Report on Educational Development, op. cit.,

p. 5. ³Educational Statistics in Iran, op. cit.,

result, many well-to-do people send their children to private schools. These children have the privilege of taking advantage of better educational methods and opportunities. Those who economically cannot afford the tuition fees have to go to the public schools.

Private schools follow the same curricula and use the same textbooks as the public primary schools. They are supervised by the technical, administrative, and health inspectors. The Ministry also approves the appointment of the principals and teachers in these schools and generally regulates them.

Some of these schools have appropriate teaching equipment and follow well-tried methods. They vary widely as to quality. In some of these private schools, discipline is severe. In some of the best ones, they have ample playground facilities and well-lighted and well-equipped classrooms. The spirit of these schools is considered to be nearly ideal in that a remarkable degree of self discipline and order exist.

2. Public Schools: The 6-year elementary course is free and compulsory for children beginning at the age of

seven. Elementary schools are usually organized in such a way that all subjects are taught by one teacher; additional help may be available for grades five to six. In Tehran there are 509 public schools with 8,590 classes; the average class size, for public schools is 38. With the introduction of the national system and the program of the Education Corps, primary enrollment has greatly increased. The total enrollment at the elementary level in Tehran is 406,987, (191,865 girls and 215,122 boys), which is equal to 31% of the total elementary enrollment in cities and 18.7% of that of the entire country.⁴

The primary schools follow a standard curricula which is approved by the higher council of Education.⁵ The subjects taught in the elementary school at present are shown in the following table:

⁴Educational Statistics in Iran (Tehran Bureau of Statistics. Ministry of Education, 1965), pp. 4-5.

⁵Toussi, op. cit., p. 9.

TABLE II
WEEKLY SCHEDULE FOR PRIMARY SCHOOLS

Subjects	Number of hours per week					
	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
	Religion and Moral Instruction	3	3	2	2	3
Persian Language	12	12	9	9	7	7
Arithmetic and Geometry	2	2	4	4	4	4
Social Studies	2	2	3	3	3	3
Experimental Sciences	2	2	3	3	1	1
Arts and Handicrafts	5	5	5	5	6	6
Physical Exercise, song and Music	2	2	2	2	3	3
Calligraphy	-	-	-	-	1	1
TOTAL	28	28	28	28	28	28

Pupils of the sixth grade have to take a national examination which is supervised by the Ministry's Examiners. Successful candidates will be awarded a diploma with which they can enter a secondary school.

II. EXISTING DEFICIENCIES IN THE ELEMENTARY SCHOOL

The main objectives of primary education are:

1) to teach the basis of literacy; 2) impart the knowledge necessary for proper living in Iranian society, and 3) provide for the harmonious mental, physical, moral and emotional development of children.⁶ These objectives may be spelled out as follows: 1) to promote intellectual growth, 2) to promote physical well being, 3) to instil aesthetic appreciation; 4) to build good character; 5) to awaken religious consciousness; 6) to inculcate the principles of ethical and moral responsibility ; 7) to promote good habits; 8) to provide a basis for making sound judgements; 9) to develop and promote means of written and oral communication; 10) to impart knowledge and skills; 11) to evoke loyalty to the country and finally; 12) to impart information about the world in which we live.

In practice some of these objectives have been given little or no consideration; on the other hand, a few objectives which do not appear in the context of the law,

⁶Ibid., p. 11.

have received consideration. Observation of teacher-pupil relationships and the everyday activities of the elementary school give the best clues for a strong emphasis on certain objectives. The formation of children into lines, so that they can move into the classroom as the bell rings; the assumption of responsibility to be a monitor chosen among the students to impose discipline, when the teacher is not in sight; the silent, fixed rows of pupils awaiting the call to recite or listening to the constant advice given by the teacher; the automatic response to the demands of teachers; the unquestioning acceptance of authority, and the continual emphasis on moral responsibilities all underline the achievement of the objectives of building good character, awakening religious consciousness and indicating the principles of ethical and moral responsibility. One point is of great importance: that is the fact that the educational systems of Tehran as well as the whole country expect to achieve these goals only by means of reading stories, learning poems and discussing moral precepts.

Unfortunately in the past, our schools have left the whole areas of the pupil's personality almost untouched

and disregarded talents, social impulses and artistic tastes. It would appear that the defects and dissatisfactions that Iran is witnessing today may well be the results of the neglect of the general education of its people.

A. Defects in the Objectives of Elementary Education.

The objectives of elementary education are narrow in scope and many of the outcomes which are now essential for the period of common learning, in the opinion of the writer, are not given extensive consideration. The major objectives which seem to be neglected in the educational system are: 1) to achieve emotional and mental health for children, 2) to provide for a wide range of interests, 3) to produce a reasonable degree of confidence, 4) to foster creativity, 5) to show proper use of leisure time, 6) to promote a realistic approach to face and solve the problems of life, 7) to instill a desire for a full and rich life, 8) to foster team spirit, 8) to develop a scientific attitude and 9) to learn to accept responsibility.

The emphasis on certain goals such as the development of moral and ethical principles, discipline, desirable

character and acceptance of authority is mostly due to the forces of tradition which direct and control the school system. This point will be considered in more detail in the next chapter. The neglect of many of the important educational aims may be a result of wrong procedures.

The objectives of elementary education also suffer from other weaknesses, namely, the fact that they are general, vague, and of little use to the classroom teacher. They are not developed in terms of desirable human behavior. They are presented in terms of knowledge and skills; therefore, they do not lend themselves to easy examinations and appraisal. Generally speaking, regardless of who owns the elementary school (The Ministry of Education, private organizations, individuals or religious foundations), the curriculum is rigidly prescribed by the Ministry of Education as are all operating conditions.⁷ The spirit of the school is rigid, authoritarian and severe; usually the only exceptions are private schools.

⁷Seven Year Development for the Plan Organization (New York: Overseas Consultants, Inc., 1949), p. 15.

B. Administration.

The educational administration is highly centralized under the direction of the National Ministry of Education. The Ministry of Education itself controls almost every aspect of education. Private schools must obtain permits and both private and public schools must follow the official course of studies and officially approved textbooks. No certificate of qualification upon completion of a course of study can be issued except by the Ministry of Education. The administration of the schools is also highly centralized. The concentration of power in the Ministry of Education had tended to produce a stereotyped system with little regard for local or individual initiative. Each school has a principal and an assistant principal. The former is responsible for the efficiency of his schools and must comply with the instructions of the Ministry of Education. The latter handles discipline. Finally, teachers are responsible to the principal for all matters effecting their classes.

C. Curriculum.

All elementary schools must follow the official program which is the standard for the nation (The Basic Education Law, Oct. 31, 1911, Act II and IV). This applies to girls and boys' schools whether located in villages, towns, or cities, public or private. The content of the course of study in "the three R's" is more or less similar to that of the course of study in an advanced country, but the method of learning is that of memorization. Alone, the prevailing practice is that the pupil must learn by heart the following: Persian poems, rules of arithmetic and grammar, morals, civics, history and geography. An elementary school child learns to read the Quran without understanding it since it is in Arabic. Therefore he is hardly educated on moral grounds, if he can only read an Arabic religious text of which neither he nor his teacher understands the meaning of a single word. It is almost universally believed that the function of the teacher is to transmit knowledge and skills and the function of the child, to cram them in.

The curriculum is one of the system's chief defects; it leads to a great deal of cramming and learning "parrot-fashion" with far too little scope for the development of personality or the capacity to think and discover problems and their solution.⁸ It is not related to the needs and interests of individuals nor does it take into account the needs of the community. Each child attempts to memorize the exact text of the book and the best pupil is he who can repeat perfectly the materials presented by the teacher. The present curriculum offers very little opportunity for guidance which is the aim of modern education. It tends to cast all pupils regardless of their interests, capacities and personalities into a common mold and leaves little room for originality.

Another main deficiency of the present curriculum is that very little attention is given to the physical educational program, which like the entire curriculum, has as its purpose the development of the whole personality-physical, social and mental. However, the law

⁸Peter Avery, Modern Iran (London: Ernest Benn Limited, 1965), p. 276.

stipulates that the curriculum must provide for the physical growth of the child and his intellectual aesthetic and physical growth.⁹ Even though physical education is a part of the school curriculum, the elementary schools have never acquired satisfactory equipment nor do they have qualified teachers.

The curriculum at all levels of the school, particularly the elementary, has been severely criticized by Iranian educators on the grounds of not offering enough practical work, of being overstandardized, of not having a direct relation to the child's needs, interests and capacities, nor to the current needs of society. All of these criticism appear to the writer to be justified. Because Iranian education, instead of taking the child as the center of school life, considering his capacity and interest, is a process of transmitting information and skills that are assumed to be useful. Such methods and curriculum are condemned from the point of view of modern psychology, which has shown that activity, physical as well as intellectual, is the essence of a child's

⁹Abul H. K. Sassani, Education In Iran (Washington: U.S. Government Printing Office, 1963), p. 10.

¹⁰
life. Interest is the best stimulus for calling forth effort, and true learning must be accompanied by action. In the present curriculum, there is almost nothing that appeals to the child; there is no real motivation or opportunity for activity, but there is plenty of effort spent in reading and memorizing what is of no real interest to him.

D. Methodology.

Closely related to the curriculum is methodology; the most obvious method used in the elementary school is a formal study-and-recitation techniques. In the lower classes, the quantity of study material is very limited, this encouraged by the traditional practice of "copying" the lesson in the class, to provide writing practice. The lesson is presented by the teacher and the pupils are expected to memorize it for the next session. It is usually presented in the form of a lecture, and each bit of the lesson is classified and explained by the teacher. The best pupil is the one who can re-

¹⁰Young Children Sarah Low Hammond and Others, Good Schools For (New York: The Macmillan Co., 1967), p. 83.

produce exactly what he has been taught. Such methods are authoritarian and verbal rather than practical. They leave no stone unturned, and obviously leave little room for pupil initiative. This method is inadequate to stimulate pupil research and outside reading.

Such practices are quite the opposite to what has been found most effective in modern education, where even the youngest children are encouraged to reason, to argue a point of difference with the teacher on intellectual grounds, or to analyze and criticize their own findings.

1. Libraries: One of the main defects of the elementary schools is the lack of a library. When there is a library, the books are usually locked in a closet in either the teacher's room or in the principal's office.

The elementary years are a great time to develop reading habits in the children and to encourage them to investigate, but the existing methodology with its emphasis on memorization and the accumulation of information is scarcely able to stimulate the pupils to such activities.

2. Discipline: the concept of discipline has been misinterpreted by the Iranian system of education. A class is considered disciplined and good when the students sit in immobile silence and appear to submit to the authority of the teacher. There is practically no relationship between the teacher and his pupils. To children a teacher is an authority figure and the patterns of the teacher's relations to pupils is authoritarian. The attitude of the teacher is a demand for instant and unquestioning obedience, usually based on the promise of some rewards or the threat of some punishment. The essential matter is that the teachers cannot expect to base their classroom discipline except on authoritarian methods of control. Because they see the only alternative to authoritarianism is some kind of laissez-faire approach. While they have authority as well as responsibility, the question is how they should use these in working with children.

E. Examinations.

The usual criterion of evaluation is the examination. This is carried out according to the laws and

regulations of the Ministry of Education. According to the approval of the Higher Council of the Ministry, graduation from the sixth year of elementary education depends upon the successful completion of the national exams.¹¹ This procedure is not only costly to conduct but is not justified since the pupil's progress is judged on one single exam. Those who are deemed fit for intellectual learning and can memorize the exact test will pass, and those unfortunate ones who fail to attain the requirements of the prescribed body of knowledge will be dropped as unsatisfactory and unworthy. Thus, the system eliminates a high percentage of students who are considered to be unable to continue their education. Furthermore, the enormous social pressure which exists to pass the examination and get into the higher educational institution has forced the students to devote almost their entire time to the memorization of the material presented in class and in the textbooks. Teachers are also under pressure to cover all the materials prescribed by the Ministry of Education. Since they are

¹¹Elementary School Regulations and Program
(Tehran: Ministry of Education, 1964), p. 37.

rated on the basis of the percentage of their students who pass the examinations, they employ only those methods which help their students pass the examinations. The teachers are not given opportunities to device efficient methods for the appraisal of everyday activities. As a result, rote memorization and facts receive the most attention and mastery of the textbook becomes the main objective.

F. Equipment and Facilities.

Since the end of World War II, the enrollment of elementary schools has substantially risen, but without a corresponding increase in the number of teachers or classrooms.¹² Overworked teachers and crowded classrooms in some public schools have lowered the quality of instruction, too. Class size is one indicator of the efficiency of instruction. Classes of 40 are usual and ones of 50 are not uncommon in some of the public schools in Tehran.¹³

¹²A Reza Arasteh, Man and Society in Iran (Leiden: E.J. Brill, 1964), p. 173.

¹³Seven Year Plans, op. cit., p. 15.

Due to the increasing pressure on the school enrollment, the Ministry of Education is confronted with an acute shortage of school buildings. In the last few years the Ministry of Education has constructed chiefly buildings for secondary schools. The low esteem in which elementary education is held is shown even in this policy. The great majority of elementary schools are housed in privately rented dwellings, only slightly adapted to educational purposes. The hygienic and educational conditions are, in general, deplorable. In Tehran, out of 509 public schools buildings, 165 belong to the government, 328 are rented, and the remainder are in endowed or donated buildings.¹⁴ These houses often do not have rooms large enough for classes of thirty to fifty pupils, nor enough windows to let in light and air. In short, they are lacking in elementary hygienic requirements for the health of the pupils. A great many of them have rooms built around a court, in which it is impossible to carry out those physical exercises prescribed by the course of the study, because the movements of one group of pupils will distract the attention of other groups studying in the

¹⁴Educational Statistics, op. cit., p. 4.

classrooms. The classrooms are often small, dark and poorly ventilated. There are no individual desks and the usual equipment is a backless bench with a desk in front. These are wooden, heavy and difficult to move. The use of audiovisual aids is extremely limited in the public elementary schools.

G. Teachers.

All over the world the efficiency of education depends largely upon the quantity and quality of teachers, and one of the most serious obstacles for the proper development and expansion of school systems is the shortage of adequately trained teachers. The present system, with all its deficiencies is not to be blamed alone; the fault also lies with many of the teachers who show little interest in their profession and tend to do their duties perfunctorily. Iranian educators¹⁵ and even the lay people, when evaluating the efficiency of the teachers, usually tend to place the major blame

¹⁵Ahmad Ghasemi, "Teachers" article in Amusesh Va Parvaresh Journal (Tehran; Ministry of Education, 1966), No. 3, pp. 4-8.

for all the failures of Iranian education, particularly at the elementary level, on the teaching profession. Such a judgement might be to some extent true, but we should bear in mind that teachers are not the only factor underlying the inefficiency of the present system. They are the products of their social environment. Their own imperfect training, lack of provision for in-service training and a low social status are other contributing factors. In other words, high centralization of authority in our school system, strong emphasis on final exams and giving merit to a teacher on the basis of his ability to get children through exams -- are all not only the results of a "philosophy" of education, but also of the following condition: the lack of trained teachers capable of planning and being given freedom to act professionally and with responsibility. On the whole, the attitude towards the teaching profession at the elementary level prevents superior individuals from entering the profession. The teachers, by the very nature of mass education in the elementary public schools, have almost lost sight of the individual. Being dependent on the Ministry of Education and expecting it to define the scope of his activities, he is usually lacking a sense

of personal responsibility and does not show much interest in the improvement of his profession. With the rapid increase in the number of school children and the growing social pressure for the national examination, all the teacher has to do is to teach the items of the prescribed curriculum and to see to it that they have become fully imbedded in the minds of his students. The idea that a teacher might go beyond the official text and try to make the material something living and real, suitable to the child's interest, need and capacity, does not seem to occur to the majority of elementary teachers.

1. The Status of the Elementary Teacher: Elementary school teachers have rarely enjoyed any social status. This situation was clearly evident in the early years when the Ministry of Education had to hire elementary teachers with only a sixth-grade education. Their social position improved somewhat with the passage of the Educational Act of 1934.¹⁶ In the past whoever could read and write was

¹⁶Reza Arasteh, Education and Social Awakening in Iran (Leiden: E.J. Brill, 1962), p. 92.

considered able to teach. Such factors as low salaries and minimum qualifications required for teaching at the elementary level have been responsible for filling elementary school positions with individuals who were unable to find other employment. Because the general public believes that the function of the teacher is only to transmit the "3 R's", it can be fulfilled by any individual with a little knowledge.

In the modern period, the teacher undergoes a longer period of training for his job, but this does not necessarily give him enough knowledge and preparation for dealing with the individual child. Therefore, the attitude towards elementary education as a whole must change. The government must realize that the functions of teaching is not to transmit skills. This function is of small importance when compared with the real task, which is to educate the child by taking into consideration his interests, abilities and capacities, and creating an environment around him that ensures his growth, and by cultivating habits and attitudes that will be important and necessary for later life.

Today, in some communities the teacher at the elementary level is the only source of guidance for lower class parents, who come to him when their children have any difficulty, whether it concerns home discipline, medical care or school needs. Therefore, with the modernization of education, the teachers must understand that their role cannot be confined to knowing just enough to keep one step ahead of the class. Their insight into human behavior and child psychology should help to enlighten our young generation and ultimately result in the development and progress of the nation.

2. Preparation of Elementary Teachers: at the elementary level, in spite of the provision of numerous teachers' training institutes, there still exists a shortage of qualified teachers. With the expansion of the Education Corps program and by employing the qualified corpsmen in the regular instructional staff, the shortage of teachers has been partially met.¹⁷ But even today, a large number of unqualified teachers occupy teaching position in elementary schools.

¹⁷Report on Educational Development in 1965-1966
(Tehran: General Development of Planning and Studies, 1966),
p. 7.

There are various programs for the preparation of teachers for primary schools. One of the most successful ones has been the "one year course" which was offered to the graduates of high schools. Under this program practically all the women teachers needed for urban primary schools are trained. The training program consists of educational and "general knowledge" courses. The subjects taught in this type of teachers training centers are shown in the table below. In 1965 there were 25 teacher training centers with 3571 students enrollment.¹⁸

¹⁸The Present Educational System, op. cit.,
p. 28.

TABLE II

WEEKLY SCHEDULE FOR THE ONE-YEAR TEACHER-TRAINING CENTERS

<u>First Semester</u>	Number of hours	<u>Second Semester</u>	Number of hours
Persian Language	5	Persian Language	5
Child Psychology	2	Child Psychology	2
Principles of Education	2	Principles of Education	2
Health	2	Health	2
Music	1	Educational Organization	1
Religion	2	Music	1
Method of Teaching Persian Language	4	Religion	1
		Method of Teaching Persian Language	
Method of Teaching Math.	4	Method of Teaching Math.	4
Method of Teaching Science	2	Method of Teaching Scn.	2
Method of Teaching Social Studies	2	Method of Teaching Social Studies	2
Preparation of Teaching Aids	2	Painting and Handi-work	2
Practice Teaching	5	Children's Literature	1
Library, Physical Education, Scouting, Clubs	6	Practice Teaching	5
		Library, Physical Education, Clubs	5
TOTAL	39	TOTAL	39

In the year 1965-1966, the educational statistics show that the total number of the instructional staff (permanent and contract) was 55,434 of whom 34% were women. Only 2.6% of the instructional staff held university degrees; 70.7% had high school diplomas and the remainder had education below the high school level. Thirty-eight percent of the teachers were graduates of either teacher training centers, which provided a one-year course for secondary school graduates, or normal schools (a teacher training school with two-year course which recruits students who have completed the ninth grade.)

In addition to the above mentioned instructional staff, there were 3,960 teachers employed by private school most of whom had educational qualification above high school.

In the Tehran elementary schools, of a total of 10,142 instructional staff (permanent and contract), 70% were women. Out of the total number, there were 8,030 classroom teachers and the remainder worked as a school principals, assistant principals, and other school administrative positions. In addition to this there were 3,557

In the year 1965-1966, the educational statistics show that the total number of the instructional staff (permanent and contract) was 55,434 of whom 34% were women. Only 2.6% of the instructional staff held university degrees; 70.7% had high school diplomas and the remainder had education below the high school level. Thirty-eight percent of the teachers were graduates of either teacher training centers, which provided a one-year course for secondary school graduates, or normal schools (a teacher training school with two-year course which recruits students who have completed the ninth grade.)

In addition to the above mentioned instructional staff, there were 3,960 teachers employed by private school most of whom had educational qualification above high school.

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temporary teachers. In Tehran only 19% of the classroom teachers had education below the high school level.

Although with the introduction of teachers with degree and the new American pedagogical concepts, which are gradually replacing many of the European ideas, the group recitation for memorization was reduced; reliance upon memorization and traditional methods, however continued. This may indicate and reflect the deficiencies of the educational system in which they were trained, its authoritarian atmosphere and its emphasis on the repetitive. On the other hand, the present system is suffering from the number of the teachers who are not graduated from these teacher training schools, and have the minimum educational qualifications below high school. Therefore, this group of teachers particularly must be encouraged to make up the deficiencies they have in both knowledge and professional ability.

H. Students.

The existing methodology tends to neglect the development of the individuality of the learners and to turn them into passive objects who uncritically accept

the dictates of those above them and who without questioning absorb what is presented to them. Elementary school children, with few exceptions, are not happy or lively while they are in school, and their behavior is almost unnatural. Very often they are so frightened of the authority of the teacher and school principals that they literally tremble when they are called upon to recite. Their recitation is often in a voice which is obviously not their natural one. Only when released for recess time or when they are leaving school do they appear happy. Students at the elementary level are considered as obedient objects for accepting the authority and imposed discipline of the teacher. As a result they cannot be expected to live as intelligent and independent citizens with healthy characters or to be effective and productive people in the future.

The outcomes of such a method is that children will dislike school, be truants and show little interest in group work and in mixing with their classmates.

III. EDUCATIONAL DEVELOPMENT

So far one of the most serious lacks of the existing educational system is that of a systematic, modern guidance program. A few of the private schools, however, have a tradition of counseling students with their personal problems. But in general the process of educational guidance has been almost completely unknown.

At present the elementary schools, with the exceptions of some private schools, use only crude methods of classroom records and essay-type exams to secure information needed about a child. The purpose of these records is to determine whether the pupil has fulfilled the academic requirements and shall be permitted to continue his education. There is no evidence that these records are used to help the students who might be maladjusted because of some personal-emotional problems. Therefore, this record is almost useless for guidance purposes.

Fortunately; as the result of an ever-increasing shift toward the American and modern methods of teaching, the Ministry of Education is undergoing several phases of

reorganization. A recently published report on educational development in 1966,¹⁹ presented to the international conference on public education in Geneva, outlines the major developments which have occurred in Iran. According to this report in 1965 the total budget for both elementary education and the literacy corps program was 7,338 million Rials. Out of this money, 7,105 million Rials, which is 61% of the total budget of the Ministry of Education, have been spent for the operation and development of elementary schools throughout the country. This shows a tremendous consideration for elementary education. Also to help create administrative facilities for a rapid and desirable expansion, the administration of urban was separated from that of the rural elementary education. Measures have been taken to evaluate the present system in the light of modern principles of education. Various committees were organized and made responsible to make a thorough study of the existing system as well as the needs of society. This was done to introduce necessary changes into the system of education so as to meet the requirements of Iran's social and economic development.

¹⁹ Report on Educational Development, op. cit.,
p. 2.

Modern techniques of teaching are now utilized in the teachers training schools. Demonstration classes have been organized and greater emphasis laid on the use of audio-visual aids. The plan for the establishment of teacher training centers includes provision for courses related to guidance and counseling. In the new educational policy measures have also been taken to make the elementary teaching profession more attractive to students of secondary schools. Teachers' salaries have been raised within recent years.

A. Office of Counseling and Guidance.

Since the problem of mass education has been partly solved through the Education Corps, particularly in Tehran, the Ministry of Education is becoming more and more concerned with the quality of education and teachers' training.

In Tehran an office of Guidance and Counseling has been established in the General Department of Educational Planning and Studies, whose responsibility is to provide guidance and counseling services to school children. Practically speaking, however, this office is still in

the formative period. The office has recruited its staff mostly with training in the field of psychology and counseling and is preparing instruments for testing children's aptitudes and capacities, e.g., individual and group intelligence tests, etc. Also programs for training educational counsellors have been prepared and will be launched shortly.

Although this office is just beginning to function, it can be interpreted as good evidence of special attention being paid to the proper guidance of children and the enrichment of their social, mental, and physical health.

B. Concluding Statement.

This chapter has been concerned with an analysis and evaluation of the present elementary schools in Tehran. Areas of deficiencies were presented and discussed in order to give a picture of existing conditions. The result of this appraisal revealed that the existing system suffers from various defects. In the present system little or no concern was shown to the

individuality of the child and practically no provision made in the curriculum and the teaching method for his social, emotional, and academic adjustment. Also it revealed the lack of awareness, on the part of the teacher of his great responsibility in guiding the children in connection with all aspects of development.

Despite all these defects as well as other formidable obstacles such as a shortage of qualified teachers and the lack of suitable school buildings, promising progress in the expansion of elementary schooling, quantitatively as well as qualitatively, has been made by the Ministry of Education. Today Iran is turning of her own will toward Western and modern education for the solution of her many educational problems. All aspects of the educational system are passing through a period of transition from the traditional type to a more effective one.

CHAPTER IV

CULTURAL VALUES WHICH IMPEDE IRANIAN PROGRESS

I. INTRODUCTION

In studying the Iranian educational system and proposing some suggestions for its improvement, the attempt should be made not only by identifying the internal technical operation, but also those external factors such as the psychological characteristics and the cultural patterns that have grown out of the life of the Iranian people. The Persians have a great number of valuable qualities that are the outcomes of a rich culture. They have at least five outstanding characteristics --a high tradition of culture, a developed craftsmanship, a great appreciation of beauty, a high intelligence and an intellectual inquisitiveness.¹ But it is not the aim of this chapter to describe them. The purpose of this chapter is to touch upon those cultural values that act as preventive elements which inhibit Iran

¹Seven Year Plan, op. cit., p. 21.

from more fully meeting the expectancies of modern society. Particular attention has been focused upon those traits which appear to have a direct bearing upon educational development.

Iran's most outstanding feature today is that it is in a state of transition. Transition itself is the product of conflict between its own culture and the impact of Western civilization. A detailed study of the culture indicates that there are certain features rooted in the cultural pattern which make it difficult for the Persian to feel in harmony with the modern world.

II. SOME CULTURAL VALUES WHICH IMPEDE IRANIAN PROGRESS

In Iran the impediments to development not only arise out of the process of change, but also are consequences of the values and traditions of the people. These values may be incompatible with the goals of a developed society.

A. Fate.

The first characteristic is the belief in fate, a superhuman power that regulates the work of man and

decides upon the destiny of each individual. Fate is a frequent theme in Persian literature and daily conversation. Dr. Sadiqu has quoted some verses of Saadi,² the poet and moralist of the thirteenth century, who has an important place in the hearts of his countrymen. Even the illiterate know some of his verses by heart. He wrote:

If two hundred talents are hanging over
each one of thy. Those talents are of
no use when fortune is bad.

This kind of literature and belief tends to kill initiative, shake faith in human power and to destroy confidence in the future. To most Iranians, fate implies that life is unpredictable and one must expect both good and bad. According to Vreeland this is not fatalism as usually conceived by Westerners, but it is rather an acceptance of conditions which are felt to be immutable.³ This attitude does not necessarily mean that he does not make any effort, but only when everything else has failed, the Persian resigns himself to fate.

²Issa Khan Sadiqu, Modern Persia and her Educational System (Columbia University, 1931), p. 85.

³Herbert H. Vreeland, IRAN (New Haven: Human Relations, Area Files, 1957), p. 311.

This strong belief in fate is a strong obstacle to effort and progress in Iran, and it is the definite business of the school to uproot this unwholesome belief through constructive activities which show that man can overcome this invisible power of Fate or Destiny through his intellectual ability.

B. Individualism.

Iranian individualistic behavior is legendary. It is most obvious in the diversity of opinion and behavior; everyone works for himself and everyone follows his own interests. Therefore, because Iranians do not conform as Westerners do, they have more difficulty in working cooperatively together. Quite clearly, Iranian individualism contrasts with the individualism of the developed societies in which autonomy coexists with a sense of responsibility for others. In the case of Iran, however, autonomy coexists with irresponsibility, and this provides license for striving for one's interests in any way possible. In a word, the people are not accustomed to working together, and social action, which depends on cooperative interpersonal relations, is extremely difficult in Iran. To quote a local proverb; "One Iranian is

worth eight foreigners, but two Iranians are worth only four foreigners."

There are many factors that produce this condition. One is that little attention is given in school to group work. At the elementary level, particularly, there is hardly any organization or method of instructions that might accustom children to cooperate. Today's school must develop in Persians the desire and habit of working with others right from their childhood, and must show them the benefit of association and the danger of isolation and excessive individualism. This feeling of belonging and of group association can be fostered at all educational levels through extra-curricular or cooperative activities.

C. Respect for Authority.

In Iran strength, rank and age are accepted as bases for authority, and authority is obeyed sometimes under threat of strict discipline. This extreme docility has been mentioned by Herodotus: ". . . an absolute unquestioning submission was by habit and education, so ingrained in the nature of the people that a contrary

spirit scarcely ever manifested itself."⁴ Vreeland describes Persian as "up-proemted" in their society; they look upward for direction, control and sometimes protection.

The Persian learns his basic attitudes toward authority in the family. The structure of the family is authoritarian and the father is the head of the family; he expects his children to obey and among some families it is not uncommon to beat children if they do not obey. The authoritarian structure of the family extends out into other areas of Persian life, particularly in the relations between teacher and student, between government and governed. Therefore the figures of authority to Iranians are in the form of parents, teachers, professors, officials and, finally, royalty at the top.⁵ This authoritarian pattern results in submission to superiors and reluctance to take action or responsibility unless expressly ordered. Therefore, individual initiative is hardly part of the Persian behaviour pattern.

The respect for authority extends also to religious leaders, and to quotations from the Quran or from classical

⁴ Saadiqu, *op. cit.*, p. 87.

⁵ L.M. Brammer, "Problems of Iranian University Students", in *The Middle East Journal*, Vol. 18, Autumn 1964, p. 445.

poetry. To Persians who said something is more important than what was said.

D. Discipline.

Persians respectfully obey, because they are trained from childhood to do so. Obedience to authority in Persia is not praised as a virtue, but it is taken for granted. Early in childhood, Persians learn to expect punishment for displeasing those in authority. At home, a disobedient boy is normally beaten by his father. Children often enter school with fear and trembling because of the punishment the teacher might inflict on those who do not do their lessons well. This basic pattern of enforcing discipline continues through out a Persian's life.

Using respectful language toward a person of high rank is another Persian value. In daily speech a person of a lower position usually addresses his superior or the one above him as "your Excellency." The pronoun "you" exists informally as "tow" and, formally, as "Shoma", the more polite form.

The direct result of this extreme docility toward authority is that the average Iranian very soon learns

to recognize that decisions will be made and enforced exclusively by those in position of superiority, in spite of the possible existence of interpersonal discussions or meetings.

Persia must change her attitude towards children and youth; at home the parents must regard their children as individuals worthy of consideration, not as creatures made to obey their wills. At school also the harsh discipline and the authoritarian attitude of the teacher that kills individuality must be replaced by a genuine respect for the individual, if not by a form of self-government.

E. Contempt for Physical Labor.

Manual work is entirely looked upon with contempt. The holder of a diploma would starve or perhaps accept the lowest clerical position rather than engage in work with his hands. Even the poorest family has before it the ideal of preparing its sons for public employment.

Since the end of World War II, the enrollment of high schools in Iran has substantially risen, but the majority of students, fascinated by the prestige of office

or white-collar jobs, follow the classically-oriented high-school curriculum in order to prepare for college. The large number who fail to gain admittance to colleges either in Iran or abroad can no longer find government jobs and they avoid manual labor, although they may come from a background of traditional craftsmen and bazaar merchants. Office work, no matter how routine it is, now carries more prestige than the work of independent craftsmen and merchants.

This situation appears to come from many sources. The main factors appear to be the curriculum and the methods of instructions used in schools. In schools where the primary concern is upon literary study, little or no encouragement is given to manual work; therefore, how can it be expected that such graduates will appreciate physical labor? High school students are a potentially strong social force and possess unused talents and energy which if properly guided could contribute to the betterment of society.

F. Pride in the Past.

Iranians are very proud of their past, the great achievements of their leaders, and the contribution of

their country to the civilization of the world. The cultural heritage evidenced in the ruins of Persepolis and the beautiful mosques of Isfahan are highly valued in Iran. In a country with such a history, much of the average citizen's life is spent in reading and discussing the glories of the Persian Empire, its poets and its leaders. While he is rooted heavily in his proud past, the Persian also enjoys the present. He may spend many hours contemplating a flower or looking at a mosque.

Because Iranians are very proud of their past, they are afraid to show their ignorance and try to cover up their deficiencies in different ways. As a result there is a tendency among Iranians to seek an excuse or scapegoat for all of their shortcomings and inadequacies.

G. Present-Oriented.

The Persian looks to his past for glory and to the future for the return of the "Hidden Imam" (the twelfth direct descendant of Ali) who is believed to be the vice-regent of God and is to appear at the end of the world to destroy evil and establish the final triumph of God! Vreeland describes this state as follows: "The reverence

for the past, the anticipation of a mystical future are Persian anaesthetics of the present." In other words, because the future is uncertain, Iranians prefer to enjoy their life from day to day rather than worry about tomorrow. They concentrate their attention on their present emotional states. To them, both past and future are important, but only as they effect their present feelings. They are not like the Westerners who are concerned about the future, looking ahead. Iranians are proud of the monuments and memories of twenty-five hundred years of past history which surround them because they dignify the present. Under such circumstances, the Iranians argue that there is little hope that tomorrow will be better than today. This attitude toward a highly uncertain and uncontrollable future makes it difficult for them to plan. The Poet Saadi summed up the Iranians attitude on time when he wrote, "Forget the past, ignore the future, and enjoy the present." To the Iranians the future is feared because it is uncontrollable, except by God, rather than as a new opportunity to overcome defects and adversity. When they speak of the future, Iranians say "En Shah Allah" (that is "if God be willing"). As one

observer has put it, "En Shah Allah" is the future tense in the Iranian language.⁷

H. Power of Assimilation.

A capacity for uncritical acceptance and absorption of foreign influences is another legacy of Iran. For example, an unquestioning borrowing of Western methods and an aimless imitation of the traditional French system are characteristics of the educational system developed in Iran.⁸ The problem, as stated previously, was that the French kind of syllabus had been adopted, but the French skill at teaching was not so easily transplanted to Iranian soil.

Iranians in the process of development run into problems of copying and imitating the achievements of others. The idea of progress in Iran is accepted very favorably, but the efforts in this direction are poor, because the only objective is imitation. There must be a realization that the achievements of other nations

⁷Norman Jacob, The Sociology of Development (New York: Praeger Publishers, 1966), p. 228.

⁸Bannani, op. cit., p. 111.

are the products of a particular cultural interaction and may not be usefully transferred to Iran.

III. THE RELATIONSHIP OF CULTURAL VALUES TO FAMILY LIFE

Because families in Iran have a crucial position in the social system and have direct bearing upon the rest of the social system, it is worthwhile to discuss the interpersonal relations of the family separately.

The value patterns which exist in Iranian society at large, also appear in the family in varying degrees. In Iran more than in Western nations, the family has traditionally served as a steppingstone to the society.⁹ By means of the family, an individual relates himself to the rest of the social system, in terms of politics, employment, education, religion or even leisure time activities. Early in life, children learn that their father is the figure of authority within the home. Discipline is administered in the traditional family by the father's punishing his children,

⁹A Reza Arasteh, Man and Society in Iran (Leiden: E.J. Brill, 1964), p. 143.

if they do not obey him. Punishment varies from a sharp word of rebuke to a slap or a beating. In comparison to the father, the mother plays a warm and permissive role and frequently intervenes when the father is angry. Young children are allowed almost unlimited freedom of expression, but by the time they enter school they have learned to behave respectfully and politely to both outsiders and their own family. If they do not, they will be punished by their parents. Children also learn that it is their duty to submit to parental demands whatever the occasion may be. While the Iranian child finds himself in a position of being dependent on the father and having to submit to his domination, he is also the center of attention when he is with other members of the family. His close ties to his mother and also to his brothers and sisters give him the feeling that his home will always be a haven of security.

A. The Effect of Westernization.

Iran is a society in transition with the ancient and the modern very often existing in the same personality. Some have jumped the gap of time almost completely. Those who are still in transition suffer from the emotional effects of their value conflicts more than those who are

traditionally oriented or those who have completed the transition to a Western-oriented value system.

On the whole, Westernization has affected many values of the people in Iran, especially among the upper and middle class families who live in Tehran and the major cities. Most others continue to follow closely the traditional practices. Therefore, strong differences tend to arise between these two groups. The changes are most evident in those who have studied or worked abroad who find many traditional customs to be in opposition to their new Western tastes. This situation becomes worse when an educated Iranian with such a background is sent to a rural community to carry out reforms for which he has received special training abroad. An ensuing inability to communicate on both sides handicaps many community developments in Iran. Concerning Western influences on family life, changes in the social position of urban women have seriously changed the family organization and value system of those upper and middle class families who have broken with tradition. Thus the modern urban family is facing many situations which threaten its stability. Religious standards and practices which were a significant part of the daily life of traditional

families, are now being discarded in favor of a greater freedom of social behavior patterned on Western ideas. Also competition for white-collar job is strong because such position increase social status. Family relationship is also affected, and family tensions have increased under such conditions of greater freedom from traditional restraints.

Character training of the child which was in the hands of the family in former times, has been mainly left to the schools although the home still constitutes the strongest social institution in Iran. Therefore, since the families have lost much of their protective function, the children are increasingly influenced by their teachers and mass media.

Turning to an analysis of this situation, we will discover that a new way of life is largely responsible in encouraging these people breaking with the traditional bonds and taking on new ties which are almost superficial and are unable to provide them with the security they experienced in the traditional setting.

IV. RELIGION

Along with the family, the Islamic religion is the other most prominent cultural influence in Iranian society. To Persians, Islam means much more than theology, it is traditionally their society, their law and culture, as well as their way of behavior. Its influence penetrates into every aspect of the Iranian's life. Philip Hitti comments that what Mohammed founded was not a religion only, but a society in which the religious, the politic and the social are inseparable.¹⁰ The slogan, "Islam is the State" is not far from reality in Iran, for the Shiah, which is one of the two important sects of Islam, was incorporated into the Constitution of 1906 as the state religion, and no law can be passed by Parliament, unless it is in agreement with Islamic law. Iranian customs, arts, languages, architecture, social or civic codes, laws and regulations have all been permeated with the principles of this religion.

¹⁰ Philip K. Hitti, "Islam" in The Encyclopedia Americana, Vol. 15, Ed. 1963, p. 412.

A. Religion and Education.

The strongest element in Persian education is religion. From the very beginning, education in Persia has been associated with religion and has been of a religious character. Zoroaster was so concerned about education that a special chapter of Avesta, the religious book, was devoted to the "Teaching by a guardian or father, and the mode of his Teaching."¹¹ Also Zoroastrian doctrine taught the Iranians that physical perfection was as important as mental. "A good mind should have a good body to live in."

When in the middle of the seventh century, the religion of the people changed to Islam, it was still religion that was the core of the educational program. According to the tenets of Islam, religion and education are very intimately associated. In Islam, knowledge is one of the prime means to achieve religious perfection, religion has stressed learning and the acquisition of knowledge. Even though the Quran states, (سورة الجحذ), and many Iranians are also quick to quote, "a man who

¹¹"Sadiq", op. cit., p. 31.

amasses knowledge without knowing how to apply it resembles a donkey burdened with a heavy load of books." Yet in the present system of education in Iran, because of the stress put on the intellectual aspect, it can be seen that this commandment is not put into practice. Too much emphasis is put on the academic type of education, rather than making practical application of the knowledge to the needs of actual life. It is somewhat like stuffing the minds of the children with knowledge without really teaching them how to make correct use of it.

The Islamic religion often seems to become an obstacle against the promotion and advancement of the country in the eyes of some educated members of modern Iran. They believe that harm has been done to the lives of the people and the advancement of the country. Religion does appear to be an insignificant element now in the lives of some of these intellectuals, in favor of behavior patterned on secular ideas from the West. Although 97% of the whole populations are Moslem, a small, but unfortunately growing number, have an indifferent attitude toward religion. These are only nominal

Moslems. To the writer, all blame for this failure is placed on the educational system. A country like Persia with thousands of years of religious tradition cannot dispense with religious guidance, but such guidance should be enlightened and should be made to meet the need and requirements of the times. Its aim should be to purify Islam from false traditions, because most misunderstandings of Islamic principles are due to the fact that people confuse tradition and Islam.

B. Some of the Values Underlying Islam.

Another feature of Islam, according to Hitti, is that Islam has no classical hierarchy.¹² In Islam rank is not hereditary and in the eyes of God every true Moslem is the equal of every other. It is a lay religion and a practical one which could have a special appeal to every society. In Iran, mostly because of Islamic influence, there is no caste system. Any individual can rise to the highest level if he himself has the ability. However, in actual practice, a poor economic

¹²Encyclopedia Americana, op. cit., p. 412.

situation might prevent a person from having the opportunity to rise to his highest possible level.

Islamic law gives considerable attention to the status of women, when compared to the customs which prevailed among Arab tribes before Mohammed's time. The Quran has raised the position of women by condemning such practices as female infanticide, marriage by capture, the purchase of women or taking them without their consent, and the exclusion of women from inheritance.

Islam also teaches permissiveness and a lenient treatment of children. Ali says, "Do not treat your children in the same way you were brought up, because God created them for a different time." Therefore the attitude of killing initiative is really an outcome of the tradition rather than being a characteristic of Islam. Decadence is due to the people and the abuse or misinterpretation of the Islamic laws and regulations. The Oxford History of Technology¹³ sums up the Moslems'

¹³Stanwood Cabb, Islamic Contributions to Civilization (Washington, D.C.: Avalon Press, 1965), p. 60.

contribution to the world's civilization as follows:

"There are few major technological innovations between 500 and 1500 A.D. that do not show some traces of the Islamic culture." However the impact which Islam has had on the civilization of the world shows that this could not have taken place, had Islam been against critical thinking and individual initiative.

As a result the Persian religion suffers because of a lack of systematic religious teaching. Iranians have a religious life filled with what unsympathetic observers would call superstition.

V. THE ROLE OF CULTURE IN THE DEVELOPMENT OF IRAN

As it was pointed out, the impediments to development in Iran not only are due to the social maladjustment produced by the process of change and transition, but also are consequences of the values of the Iranian people, which may be incompatible with the goals of a developed society. The main reason for this, is that in the period of development, Iranians seem to encounter their problems by copying

the tasks or the patterns applied in a modern society, regardless of the great discrepancy existing between the two societies.

It is now apparent that our society needs changing and improvement. But the question is how to bring about these desired changes. Definitely, this change should never undermine the social and cultural values.

A. Changes through the Culture.

Those in authority responsible for change and development in Iran should take into consideration that solutions to the problems in one society cannot be depended upon necessarily to serve as solutions to problem in another society. The appropriateness of a solution to a problem can be judged only on how well it works within society's structure. Therefore, it is more desirable and more effective to preserve some of the cultural values that have grown out of the life of the nation, rather than to go against the culture which might often cause chaos. Hence, the first task would be to convince people that certain changes or improvements in the existing pattern of Iranian life are necessary, if Iran wants to achieve

development. The authorities should find the means to get the people to accept the change, by relating the old and traditional patterns and values to the new patterns and values. In other words, change and development should serve modern goals within our culture. Development in all phases of life in Iran, particularly in the educational system not only must but can only come about by conforming to the essence and fundamental goals of Iranian society. Therefore, if the purpose is that Iranians should conform their habits and traditions to the new way of life in order to modernize their society, they can never adopt or imitate blindly the advanced societies. Rather, they should select what is good from the developed societies and fit it into their own society in the best way, in order to initiate an Iranian developmental process. This means that Iranians must search for an Iranian solution to their problems.

Since culture, or the society in which the individual grows up has such strong influences, it would appear that those in charge of any reform should not only be familiar, but sensitive to the cultural values and social

background of our society. Stated differently, from the practical standpoint modernization cannot proceed without a comprehensive study of Iran's present social conditions. Arasteh¹⁴ suggests any plan, for the development of Iran, would require a central scientific agency which is composed of scientists from all branches and headed by individuals who are well acquainted with Persian culture and the basic motives of Western civilization.

B. Conclusions.

Iranians believe that changes are feasible through educational development, particularly if the development process conforms to their cultural values. Therefore, the best means for introducing certain changes are through the initiation of a sound educational system. But reforms in the educational system without evaluating which system of education is best, or what principles or concepts of certain educational system can fit into our society, would bring us into chaos. One final point is that a sincere educator does not revise the educational

¹⁴Reza Arasteh, Education and Social Awakening in Iran (Leiden: E.J. Brill, 1962), p. 131.

system merely on the basis of present needs of the society and the individual, but keeps in mind that this nation has an old culture and quite a number of established social habits and customs. If one neglects these customs it might harm the culture, and also if they are not kept up by the home and society they will die out.

CHAPTER V
RECOMMENDATIONS FOR ADAPTING GUIDANCE PRINCIPLES
TO ELEMENTARY EDUCATION IN TEHRAN

I. INTRODUCTION

The great economic, social and political changes and development of the country make it necessary to introduce a new system of education, or modification of the old one, to suit the emerging needs of both the students and of Iranian society. To attain this end some theories and practices of guidance in the advanced countries were discussed as an ideal situation. In addition, an analysis of the defects and deficiencies of the present conditions of elementary education in Tehran was made. Since the cultural heritage is strongly mingled with the whole life of modern Iranians, some cultural values which appear to impede Persian progress were also examined. The assumption is that these principles of guidance with certain modifications might be profitably introduced to meet the needs of the present elementary educational system. Therefore, on the basis of the last three chapters and the needs

of modern Iranian society, suggestions for the adaptation of guidance principles into the elementary educational system are proposed in this chapter. The writer has attempted to make these recommendations in line with Iran's ideals and as practical as possible.

Today the whole educational system of the country is undergoing extensive changes and shifting toward modern educational practice. The educational system is passing through a period of transition from a traditional type to a more effective and humane system of education. One of the outstanding features of the new program is the introduction of guidance services. It is recognized, however, that a superficial imitation of a system suitable to another culture is not advisable for us who are still faced with the problem of mass education despite all the expansion in this area.

Today, it must be realized that the function of elementary teaching is not simply to transmit knowledge and skills. This function is of small importance when compared with the real task, which is to educate by taking the whole child into consideration, his emotional, social, and intellectual development. By creating an environment around him

there is greater hope of growth toward the formation of a desirable personality.

II. GUIDANCE AS AN INTRINSIC PART OF EDUCATION

To the writer, the most effective guidance benefit that the majority of children can derive from school, where mass education is of paramount importance, is through the intrinsic quality of the educational experience itself rather than by some sort of a guidance program that is grafted onto school life, which seems too unrealistic and costly. In this connection the aim of this study and the assumption underlying the recommendations in this chapter is toward assisting teachers with their task of weaving relevant principles of guidance into the substance of education itself. In this way the goals of the preventive aspect of guidance can best be served by the educators themselves. A study by H.E. Williams¹ in 1958 indicates that when guidance concepts and principles were presented to elementary school teachers, these teachers recognized them as part of their work as

¹Moser and Moser, op. cit., p. 132.

teachers. Favorable attitudes toward guidance are crucial; if the teacher has no interest in guidance, he is ineffectual in whatever guidance activities he is undertaking.

In order to get some basic pattern for the betterment of the elementary school, some principles and concepts of guidance are stated here briefly; and the recommendations for action are made accordingly.

A. The Relationship Between Teaching and Guidance.

Teaching shares a number of important characteristics with guidance because they both can be learning experiences for the student. The function of both teaching and guidance is to facilitate situations in which the child is stimulated to self-activity. Guidance is so integrated with teaching and the activities of teachers and other school personnel, that it is almost impossible to suggest ways and means for the improvement of each one in the elementary education separately. Teaching and guidance are both parts of the educative process, and it is difficult to separate them from each other. A good teacher guides as he teaches. In the present system, the primary concern is with teaching reading, writing and arithmetic; while in a guidance approach the total child becomes the

focus of attention, and educational activities and environment are evaluated in terms of their effect upon the child. The teacher through different techniques can obtain adequate and accurate information about all aspects of the student's life, so that his needs may be diagnosed, his potentialities and limitations may be recognized, and as a result his achievement level can be identified. The principle issue in a guidance approach calls for a deeper concern for the child rather than for the subject matter of curriculum. Improving the conditions of the school building and reducing the size of the classes, adopting a more liberal promotion policy and careful exams, emphasizing creative activities, and incorporating the principles of guidance into methodology all contribute to a more effective guidance program for the individual child.

III. GUIDELINES FOR ADAPTING GUIDANCE PRINCIPLES TO ELEMENTARY EDUCATION

The whole system of education in Iran is under revision today, but Iran needs to adapt an educational philosophy based on guidance principles and democracy, rather than

to adopt one. Therefore, a system should be thoughtfully studied and its best points adapted to the Iranian system. The second chapter of this study dealt and examined concepts and assumptions underlying guidance in elementary schools. From the treatment it is now possible to formulate some guidelines for adapting guidance principles to elementary education in Tehran.

A. Aims and Objectives.

In conforming to the principles of guidance, the aim of elementary education should not confine itself to intellectual aspects. Clarity in speech and writing is one of the essential factors for successful living in a country, but Iran has to establish as the essential aim of compulsory education the arousing and developing of the child's full physical, intellectual, social, emotional and religious capacities to ensure his satisfactory adjustment to the society in which he lives. Stated briefly, the development of the whole child in all its various aspects should be the goal. These objectives should aim at educating people who live as Persians in a modern world. In order to achieve these objectives the new system should be based on these principles:

Educational programs should be tailored according to the ability, interest, talent and needs of the child as well as the needs of the country. Individual differences among the pupil should be discovered. Therefore, in order to be able to guide the pupils in the proper streams of educational activities, there should be a high degree of flexibility in the system. Instead of pure bookish instruction, the entire personality of the child should be developed. Along with an introduction of the child to his natural and social environment, an effort should be made to strengthen the individual desires and the power of initiative of the child. In this sense, instruction and training are only the means of achieving the educational goal, which is the development of the whole child. In all educational activities and school practices, a high degree of respect and consideration should be devoted to the glorious ancient traditions, religion and other cultural values and customs of the country. The pride in the past achievements should be emphasized only to the extent that it will serve to bring the people together toward the betterment of Iran.

B. Administration.

In a guidance-oriented school program, each member

of the school staff in one way or another is involved in guidance. Therefore, staff co-operation is essential to effective guidance. They are all involved in the guidance function within particular educational goals. The school administration can encourage conditions in school which foster the guidance point of view. While, unfortunately the administrator's or the teacher's role in our present program are interpreted by many school people to mean the right to exercise power and disciplinary authority over the child. It is true that teachers and other school-staff cannot be expected to bring about abrupt changes with the little amount of freedom given them in a centralized system of education. To overcome this difficulty, the Ministry of Education, while having the responsibility for technical leadership and coordination; decisions and the execution of the programs and, also, the decisions on administrative details should be devoted to the local offices of education and particularly to the principles of schools. In other words to achieve the guidance of technical reform within the schools, the principles have to have more authority and freedom. Although in elementary schools most, if not all, of the guidance must be provided

by the classroom teacher, every member of the school staff contributes to the development of the pupils by fulfilling his special guidance responsibilities. The quality and extent of the teachers' accomplishment of this task depends largely upon the nature of the relationship between teachers and school staffs, particularly the principal. The administrator creates conditions that make effective guidance possible. He selects qualified teachers and give them work suited to their abilities and through in-service education helps them to grow in their guidance responsibilities. He is also largely responsible for school policies of attendance, promotion, discipline, and for curricular offerings which meet every pupil's needs. Even that which the classroom teacher is able to do on his own varies with the principal's personality, point of view and knowledge of guidance, in addition to his great role to supply ideas, materials and special services. It is his responsibility to provide in-service education for those teachers who have had no guidance courses in their teacher education and others who want to improve the guidance work they are doing now.

C. Guidance in the Classroom.

Every aspect of the school's total educational program should be permeated with the guidance point of view. Guidance is an integral part of the teaching and learning process rather than a separate service. It is a learning process in which the child discovers himself, it is a process in which he utilizes himself to the maximum degree. Guidance and teaching are both primarily concerned with the facilitating of learning in the pupil, with stimulation toward self-directed activity. Because guidance is a learning situation for the individual student, it should constitute one of the indispensable parts of the elementary school's total educational program.

Education and guidance in the classroom could be interweven under the following conditions:

1. Guidance in Learning.

The teacher's primary concern is and should be learning; successful learning by every pupil should be his main goal. The teacher's chief responsibility, guiding pupils in learning, involves a variety of activities. Since learning to a very large extent

depends on the experience and background of the pupil, an understanding of these factors and the use of procedures are based on this understanding would make the teacher's task easier. In this way, he is acting as a guidance worker.

2. Individualizing Instruction.

Effective guidance makes provision for individual differences. No two students are exactly alike; the needs of students are not identical either. Therefore, there are no solutions which can take care of every student's concerns. To be able to treat the individual needs of each student most effectively, the teacher should begin the process of identification as soon as possible. To achieve this end different techniques such as different kinds of testing can be used; on which basis those leading education should provide instruction to meet these differences. Once a teacher knows that every class contains pupils who differ widely from each other, he would use a variety of means for individualizing instruction. He can combine group instruction with individual guidance, fitting the curriculum to the children rather than the

children to the curriculum. He can use a kind of individualization while teaching the class as a whole. If he knows his pupils and their levels of achievement and is sensitive to their responses in class, he can constantly meet their individual needs as he teaches. Another way of individualizing instruction is to use different teaching materials. For instance, he may show one pupil how to read a given article, while observing the reading habits of another pupil, and he then suggests appropriate practice materials to meet their difficulties. Of course this implies that educational leaders and textbooks' writers begin to prepare more variety in textbooks and in teaching materials. Another way of individualizing instruction within a classroom is by means of grouping. There are different kinds of subgroups; the teacher can form groups on the basis of interest, mental ability or ability of reading.

3. Coordinating Guidance and Curriculum.

Guidance can be introduced through the school's curriculum. Most Iranian elementary schools are characterized by a pure subject-centered curriculum

which makes it difficult to bring guidance into the classroom situation. Even though it is more difficult to bring guidance into a subject-centered curriculum, rather than into a child-centered curriculum, a guidance-oriented teacher can find opportunities to promote human relation skills and guidance even in the rigidly designed curriculum. The classroom period provides the teacher with excellent opportunities for group guidance. Unfortunately many of our teachers focus attention merely on the content rather than on the pupil. They should be aware that making the lesson pupil-centered does not necessitate a minimizing of the amount of content a student learns, but rather alerts him to the way he should learn. This is more true in the case of the elementary education than of secondary education. Curriculum positively promotes the effectiveness of a guidance program; in fact any adequate curriculum has a guidance thrust. Therefore our school system should make curriculum more meaningful and guidance-oriented. A first step toward the revision of the curriculum content in a guidance-oriented direction should be the adaptation of current traditional content to the needs and concerns of the pupil. The teacher certainly would be more

effective, if he attempts to apply his subject matter to pupils' needs.

As it was pointed out each subject offers special opportunities for guidance. The Persian language should make a definite contribution to the development of all of the pupils' communication skills and to his understanding of himself and others. The guidance-oriented teacher can utilize many novels which discuss values of contemporary concern and not resort only to the textbooks. Teaching the children to write small compositions and stories about their own interests, activities and thoughts would help them to use the language to try to express their own ideas and would develop creativity. Upper classes might have monthly class newspapers or magazines of their own contributions. Arithmetic and geometry should develop capacities for precise and logical thinking. It should be taught so that students can see and actually make use of math skills in daily life. For instance, in first classes the teacher can have the children make a small play store or post office, where playing, buying and selling will enable the child to make use of arithmetic skills

in the way he enjoys and understands the best. Social sciences should help pupils make a better adjustment to the change that are occurring in the world. They can also assist them to develop a sense of discovery and creativity. The children's imagination and interest can be developed by having children write small booklets or act out stories of the world's exploration past as well as present. Physical education gives good opportunities for guidance in the areas of recreation and health. It can be used to develop socialization. Pupils' participation in sports in schools can serve as a basis for socially constructive leisure-time activities in later life. Art and the various handicraft subjects have personal as well as vocational values if the teachers are guidance-minded. Helping pupils to acquire a knowledge of their religion in our schools, where 97 percent of the people are Muslim, is the necessary first step. But this knowledge should be harmonized to meet the needs and requirements of the time. To achieve this end a translation of the Quran into Persian should be used rather than the present use of Arabic without the children's being able to understand it. Knowledge of religion is only part of the

total classroom teaching goal, action should not be neglected. Because only through personal experiencing a child can be guided toward action. Verbalization and memorization are not sufficient, the pupil should have an opportunity of guided personal experiencing. Religious classes should help students integrate the principles of religion into daily living. In this manner religion can become a central force in the student's self-actualization process all through his life.

4. Methodology.

Every child needs and, in fact, is eager to assume an increasing degree of self-direction and personal responsibility as he grows up. Therefore, good teaching or guidance cannot be a process by which the pupil is gradually conditioned to accept the advice or commands of the school person. If the school does not give the student a wide measure of freedom, it can hardly expect him to grow in responsibility or self-direction. Unfortunately, most of our schools, public and private, seem unwilling to give students freedom or to help them

use this freedom wisely. Every aspect of the school program can give the student opportunity for the exercise of freedom, responsibility and self-direction. Self-discipline or self-control is an outcome of self-direction, and the entire school program can be guidance-oriented to promote this. An external control and a severe or rigid discipline which are exercised in our schools do not encourage self-control, a fact which all our public schools and many private schools have still to learn. If our schools wish the pupil to develop responsibility in his adulthood and must give him the opportunity at the elementary level to exercise some responsibility. This our schools at the present time generally discourage. If the goal of education is to mold personality toward a desirable one, the whole school program should promote a wide range of activities for the students, through which they may assume some responsibility.

As a result, teaching methods in our schools must shift from verbalism and memorization to learning through purposeful and realistic instruction. It is through one's own discovery that learning can take

place and be retained² best and such discoveries should be facilitated by the teacher. Teaching methods should provide opportunities for pupils to learn actively and be able to apply the knowledge they have learned in the classroom to their practical lives. In general it should provide the maximum opportunity for personal growth and development and put the child into a stimulating environment where he can realize his potential. To accomplish this, the teacher should so individualize classwork that each student can cooperate optimally at his own ability level. The lecture method fails to individualize instruction. The pupils must be given occasion for self-expression, discussion, asking questions, pupil reports, group work and role-playing, situations which all facilitate individual growth and development. In this case library instruction should be integrated with the ordinary classroom activities. The size of the classroom group greatly affects the quality and amount of this interpersonal relationships among members. The small classes are superior to large classes in quality of teaching and the degree to which students learn. But the class is also a collection of

²Sarah Lou Hammond and Others, Good Schools For Young Children (New York: Macmillan Company, 1967), p. 43.

individuals into one group, because the formation of a well-integrated group facilitates both instruction and guidance roles in classroom activities. He should utilize a variety of group instructional techniques such as group work, panels and all-class discussion.

5. Examinations.

The examination as a basis for promoting students to a higher grade should be modified and a more liberal promotion policy should be adopted. Promotion from one grade to the higher grade should be determined by the respective teachers' observation and the cumulative grades of the pupil's entire work during the academic year. 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 the pupil's progress is evaluated on the basis of only one examination. The teacher must make the usual formal reports to the school administration, but there should also be the children's evaluation of their performances as a group and their progress as individuals. Klausmeier

and Dresden³ give suggestion for individual evaluation of progress by each pupil. Instead of competing with other children, each child should compete against his past performance and see how much or how little he is improving. Consequently the process of evaluation is an area where a guidance-oriented teacher can show his concern for each child and evaluate educational activities in terms of their effect upon the child.

6. Discipline Problems.

Maintaining control is one of the teacher's task in order to enforce desirable behavior. Teachers should help pupils learn how to behave; therefore, discipline should be educational. The entire school^{should}/be permeated with an atmosphere that is preventive and facilitates dealing with disciplinary problems through guidance. The teacher should help the pupils develop self-discipline and be able to assume responsibility to prevent misbehaving. A guidance-oriented teacher constantly remembers that behavior is caused, and misbehaving children who

³Herbärt J. Klausmeier and Katherine Dresden, Teaching In The Elementary School (New York: Harper and Row, Publishers, 1962), p. 89.

disrupt his classroom management and prevents him from being most effective in his teaching can be helped to find substitute channels for their repressed feelings of aggression and disappointment. Because these children have resorted to behavior that gives them some immediate satisfaction or release of tension. If the teacher can recognize the need that gave rise to the child's behavior, he may make some progress in effecting his social and emotional adjustment. Very often the child who has resolved his conflicts, will do better in his schoolwork too.

7. Teacher-Pupil Relationship.

One of the central principles underlying guidance is that of respect for each child. This involves naturally an acceptance of the person as he is, his abilities, interests, needs and even faults. It leads to a recognition of individual differences. The acceptance of respect for the student must be unconditional. Respect for the student means that the teacher at all times treats him as a human being, as a person. A favorable classroom atmosphere gives the child the feeling that he belongs, and gives him

many opportunities to learn how to handle his problems under the guidance of the teacher. Both class size and teaching methods should be such as to permit frequent constructive contacts between teacher and pupil. Much guidance can be accomplished through informal contact with pupils. It is also desirable to develop more personal contact between the teacher and pupils in order to promote discipline. A teacher who wants to put the principles of guidance into his relations with students has to accept all of them as individuals of worth despite their differences in background, appearance, abilities and interests. He also needs to get to know them as people with ideas of their own and understand what has made them the way they are. Therefore a guidance-oriented teacher has to have a basic knowledge of psychology in order to understand human behavior. Children need to be given healthy experiences, because it is the learning resulting from experience which plays such an important part in determining their behavior.

IV. THE ROLE OF THE GUIDANCE-ORIENTED TEACHER

The heart of the guidance program in the elementary school is the teacher. This is due to the fact that, with the possible exception of the child's parent, no single person has greater influence on personality development than the classroom teacher. He has continuous contact with all the children in his class, usually for a year or longer. He has a chance to observe evidences of mental ability and special talent or problems in development. He, still better, has the opportunity to foster the child natural curiosity and stimulate his intellectual understanding. It will be successful only if the teacher senses the problems and is capable of developing that friendly relationship with both children and parents which is essential to effective guidance. Unless the teacher knows the child and his home and community environment intimately, he cannot guide intelligently, nor can he achieve that close teacher-parent cooperation which is necessary for the solutions of difficult problems.

To guide pupils on any educational level and in any area of learning, whether academic subjects, social

relations, emotional adjustment, or the solution of life's practical problems, Strang⁴ suggests that three things are necessary: 1) to analyze the steps in each learning task, 2) to understand each pupil, and 3) to provide the experiences he needs.

A guidance-oriented teacher can fulfill his function as a guidance worker in or out of the classroom in a variety of ways: Good teaching or effective guidance cannot operate out of an ignorance of student needs and his developmental pattern. The teacher can come to know each student better by reviewing his cumulative record, by conferring with his other teachers and particularly by analyzing his behavior in class. Because he deals with the student more directly than any other school person, he can come to know him best, and this daily relationship of teacher and pupil forms the basis for the teacher's guidance role. Even the specialist personnel can never replace the day by day intimate contact of teacher and student. Knowing the student is preliminary to understanding him. Understanding the student means knowing what the student is really like and why he is the way he is. A teacher who does not treat each student warmly fails both as a guidance-

⁴Strang and Morris, op. cit., p. 71.

worker and as a teacher. Research shows that academic learning is not an adequate prediction of teacher effectiveness; the teacher's personality, warmth, kindness toward students are more important predictors.⁵ Therefore, the teacher must accept each student completely, no matter how intellectually incapable he is and no matter how many misdeeds he has committed. The atmosphere of the classroom definitely produce either a positive or negative guidance influence. A permissive classroom atmosphere is conducive to the promotion of optimum student development, while an autocratic atmosphere stifles growth.⁶ A guidance-alert teacher should be aware that the classroom is so pervasive that it effects all the students' thoughts and activities, and strict and authoritarian classroom climate can easily cause problems and create such a climate that it leads neither to good mental hygiene nor effective learning. Therefore, he should give each student freedom "to be" and "to become". He is a child developer, and his role in the classroom is to facilitate growth and development.

⁵Hammond and Others, op. cit., p. 84.

⁶Willey, op. cit., p. 219.

A. Cumulative Records.

Effective guidance by the classroom teacher is possible only if there is a friendly and frank relationship between the child and the teacher who has guidance information. Guidance will be ineffective without well-kept records of the child's interests, abilities, activities, social background and other essential factors. This information should be organized in such a way that a teacher can go to the record at any time and get a fairly good picture of the child's physical, mental, and social development from the time he entered school. The cumulative record should begin with the child's registration for the first grade if not for kindergarten. This is an ideal time to obtain information about home-background, parent-child relations and pre-school preparation for school success. In the elementary grades it can also hold samples of the child's drawings and writings which at this stage are more significant than other information. These records should all be dated so that the teacher can study them every semester to note trends in the child's physical, social, emotional and intellectual development.

B. Parent-Teacher Cooperation.

The child is a product of the home, school and the community. The school is not the most important of these in determining the child's manner of reacting in various situations. All three, and particularly the home and school should be working for the same goals in the education of children, and they can achieve there objectives only if they work together. Thus, it is highly essential that teacher and parents cooperate closely. Teachers must take every opportunity to become acquainted with the parents of their pupils. This aspect of the child's education in the present system, is almost overlooked. Until now the teaching of "the three R's" was the chief function of the elementary school and it was believed that the teacher's responsibility for the child ended when the child left the classroom; a close and friendly relationship was not considered essential to the educational process. But now that the development of character and personality is accepted as a fundamental goal of education, it has become evident that the home and the school must work as a unit toward this end. The school is only one of the many agencies which affects the

experiences of the pupil and it must be remembered that is not important as the home in the guidance of the child. Family relations and home background often explain classroom behavior. Home conditions such as overcrowding, noise, quarreling, or many other factors may make it impossible for the child to do his homework or to read with comprehension. An alert teacher who knows about a child's unfortunate home conditions is often more sympathetic than other teachers.

There are many ways in which teachers may communicate with parents in the educational process.

1. Parent-Teacher Association (P-T.A)

One of the most effective ways of achieving a closer relationship between teacher and parent is the Parent-Teacher Association. If this organization functions well it not only becomes an instrument in developing or friendly spirit between home and school, but it plays a great role in interpreting the school program to the community. Teachers do play a significant role in influencing the value of the children. Consciously or unconsciously teachers play a vital role in shaping children's characters and they are next only to parents as transmitters of

the cultural heritage and traditional values to the younger generation.

a- Parent-Teacher Conference.

An alert teacher should hold frequent parent-teacher conferences in the school. These conferences should not be held only at those times when the student manifests learning difficulties or deficiencies, or has committed misbehavior but rather periodically to coordinate home-school cooperation.

b- Visit to the Pupil's Home.

Whenever possible a guidance-aware teacher should visit the pupil's home. This shows the parents that the teacher is concerned with the development of their child and so leads to improved home-school cooperation. Furthermore visiting the pupil's home gives the teacher considerable insight into the out of school situation and thereby places him in a better position to appreciate more fully the origin of the pupils behavior.

V. TEACHER TRAINING IN THE FIELD OF GUIDANCE

All over the world the efficiency of education depends largely upon both the quality and quantity of teachers

One of the most serious obstacles for the proper development of the educational system is the shortage of adequately trained teachers.⁷ Thus, information about the kind of training that will enable them to appreciate the problems of the learner, and will acquaint them with the importance of individualized instruction, and will make them more sympathetic toward the development of proper attitude is the basic factor in our elementary educational development. Teachers need to be trained to recognize the many phases of the child's personality in order that they can understand the physical, mental, social and emotional drives of the child. Principles of guidance can be put to more effective use when all our teachers develop an understanding and sympathy for the children with whom they work. Administrators have the responsibility of making this possible for well trained teachers.

Those teachers of the elementary schools who have gone through teacher training are more familiar with the principles of guidance. But the present elementary teachers are not all trained and must be encouraged to make up their deficiencies. Even if all prospective teachers had been adequately prepared for their guidance responsibility, there

⁷Report on Educational Development, op. cit., p. 7.

would still be a need for in-service education. Unforeseen problem arise and, thus, teachers always need help in analyzing the immediate situations and finding ways to cope with them.

A. In-Service Education of Elementary School Teachers.

It is obviously impossible for a teacher of a large class to study every pupil individually, but he can gain much understanding of pupils through tests, both standardized and teacher-made counsel conversation and group discussion.

In all our elementary schools the teacher spends most of the school day with a certain class. He teaches everything except perhaps music, art and physical education, for which there are special teachers. One possibility is that during the period while the children are with the special teachers, the teacher can hold the conferences with parents or participate in the in-service education program.

The in-service program should serve all children and should involve the entire school staff. An elementary school program should grow out of the needs recognized by administrators, teachers and other members of the community.

Although most program have certain features in common, some program have special features such as intensive work with parents, individual testing and so on. In every instance the success of the program depends upon teachers who are well qualified by personality, who are willing to learn and a principal or administrations whose philosophy is consistent with the program and a sound, practical in-service education.

It should be the responsibility of educational administration to provide facilities for in-service training as part of a continuous scheme of education of elementary teachers throughout their teaching career. In-service training should be an integral scheme of continuous education for teachers. It could be provided by the Ministry of Education with the cooperation of the Office of Counseling and Guidance to meet the need of both teachers and the schools. Every teacher should have opportunities for attendance in in-service courses in order to raise his standards.

1. For Teachers.

In-service training courses should be organized for the following categories of teachers:

a- For qualified teachers who are graduated from Teacher Training schools: courses should be designed to keep them abreast of the latest guidance-oriented methods and advances in the theory and practice of modern education.

b- For inadequately qualified teachers: the courses should be designed so as to fill any gaps or meet any deficiencies in their education and professional preparation as a guidance-oriented worker.

2. For Other School Staff.

At the in-service level it is often true that many of the teachers may exceed the administrators in their readiness and capacities to integrate and merge guidance principles and concepts into their own educational approach. Research has showed that teachers are often able to enhance the effectiveness of their teaching through access to in-service opportunities.⁸ Thus these programs should by all means be extended in our elementary schools. However, these teachers would experience less frustration and confusion if the total school climate was consistent with this

⁸Talor, Scarpett and Lane, "Teachers' Attitude Toward Children's Behavior," The Journal of Educational Psychology. Vol. 58, June 1967.

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⁸Talor, Scarpett and Lane, "Teachers' Attitude Toward Children's Behavior," The Journal of Educational Psychology. Vol. 58, June 1967.

philosophy of education and guidance concepts. The process for such preparation to produce a healthy character should definitely start from elementary school, where children's characters are still flexible and adaptable and thereby lead to the family and eventually to reach the whole of society.

Therefore, each member of the school staff is involved in the guidance of the children at school. Teachers administrators and staff in fact should be guidance oriented for the effective education of the children. Since all members of the school should have guidance interest by virtue of their specific school function, then, they all should need some guidance education.

Consequently, the importance of training the school staff particularly the principal with his role of carrying out and planning the proposed recommendations, should be stressed.

3. Objectives of the In-service Program.

The purpose of the program and courses should be threefold: to provide opportunities for the teachers to understand the basic principles of human growth and development, and in particular the factors that promote the physical,

mental, emotional and social growth of children of primary school age. It also enable teachers to acquire a functional knowledge of how to use simple, practical and scientific techniques, for assessing children's needs and behavior. And finally it should enable the teachers to relate the curriculum and method of teaching in the primary school to the development, the maturity and the needs of children at the various grade level.

4. Content of the Course.

Because teachers and administrators function as guidance workers, they need training adequate with their guidance function. Moser suggests that this training should include a minimum courses in the principles and foundations of guidance and in interview techniques with supervised laboratory experience. These guidance courses should be tailored to the needs of teachers and administrators rather than of counselors. Through courses in the dynamics of human development the teacher should be helped to a better understanding of the pupils. This could be achieved through providing for lectures on child psychology and by talking with the teacher about his students with problems, pointing out factors influencing behavior.

He can be helped to develop better techniques of working with pupils, through discussion and presentations of examples.

B. In-service Training for Parents.

It is evident that the main influence in the child's behavior is the home situation, and a great deal of school success in training a pupil can be undone by his parents when he goes home. Therefore it is extremely important for the counselors, administrators and teachers to help parents to do a better job with their children. Parents should be helped to understand their children better and handle them better. There are many ways of achieving this end. They can be provided by a series of lectures and discussions on child psychology in the teacher-parent conferences or P.T.A. Educational films also can be used in addition to the individual conferences with parents who have children with problems. Training classes should be set up for mothers to help them to appraise properly their children. It is only through such classes and in-service education for parents that they can become adequately prepared for their responsibilities.

VI. CONCLUSION

In the previous chapters, an over-all meaning of guidance and the necessity of guidance in the elementary schools were discussed. Particular attention was given to those guidance techniques and skills, applied in the advanced countries, which can be used by elementary school teachers. A critical analysis of the present elementary educational system in Tehran was made in order to give a picture of the existing conditions. In this chapter, on the basis of the previous chapters and the needs of modern Iranian society, recommendations for the practical applications of the guidance principles and practices were suggested.

Teaching in the elementary school is interrelated with principles of guidance, and good teaching at this level cannot exist independent of these principles. They both focus attention on all areas of the child's development. It is not only concerned with helping the pupil to improve academically, but also in dealing with his social and emotional development. It should be our school's primary means of actively facilitating growth and development. Guidance also is concerned with pupils who have problems, but it should be even more concerned

in preventing these problems to develop. It should assist the pupils with difficulties arising from their developmental needs, before these difficulties erupt into more serious problems.

At the present time, organized, comprehensive guidance in the elementary school of Tehran is a goal rather than an accomplished fact. What is needed in this regard is an adaptation of guidance principles in the present elementary educational system in order to meet its deficiencies. The modern guidance worker is concerned with the best development of every individual rather than with the treatment of problem cases. In accomplishing this task every member of the school staff plays a part. The teacher guides while he educates; knowing each child as a person, he can give him appropriate experiences and information. Although the classroom teacher may not be fully qualified, he cannot escape these responsibilities because of the very nature of his work and the nature of children's normal developmental problems. The guidance point of view leads to a fuller understanding of every pupil and consequently to individualization of instruction. Pupil needs when recognized will lead to modification of curriculum, and methods as well as the school

policies and training of school staff. Under conditions where education is broadly conceived and instruction is individualized, education and guidance would be interwoven, and the distinctions would disappear.

A. Steps to be Taken in Iran to Introduce Guidance Principles into Elementary Education.

Principles into elementary education. In the light of the above considerations, the following suggestions are given briefly:

1. By the Ministry of Education and the University.

a) All teacher training colleges should teach a required course in guidance which includes principles and methods of implementation in elementary schools;

b) the University should offer courses leading to a guidance major, and the ministry should provide scholarships for students to do so in foreign universities.

Graduates would: teach in teacher training colleges and eventually experts could develop standardized achievement and mental maturity tests as well as supervise the administration and evaluation of the tests. They also could advise teachers and act as guidance "supervisors", (just as there are subject matter supervisors) in elementary schools; c) it should be made a policy by the ministry to select first

grade teachers for their outstanding knowledge of how to use guidance principles in the classroom, as well as how to teach first grade subjects. Perhaps the first grade teacher as the most important of all and everything possible to raise the prestige of teachers of young children should be done. Guidance in elementary classroom practice is needed most of all in first grade in order for personalities to develop positively and to avoid the need for remedial re-learning or to change poor attitudes toward learning which may be acquired by a poor first experience in school; d) prohibit use of severe punishment, including the use of fear producing techniques; e) select textbook and teaching material writers who have both a knowledge of the subject matter, experience, and knowledge of children's interests, ability and expectations at each age level, for which a text is to be written. Texts should have accompanying, detailed teacher lesson guides and workbooks to provide children with problems to solve and activities to do. This will help the child to learn to make use of each skill and subject he learns and be provided with immediate reason for learning --other than marks and grades to avoid punishment and receive praise; f) select guidance experts to develop standardized tests appropriate for Iranian children;

g) teach in-service guidance courses to all teachers now teaching and all principals who have not had such courses; h) advise school principals that the use of guidance principles is ministry policy; i) improve the conditions of the school building and aim toward smaller classes at the lower stages, particularly the first two grades. Provide more classroom space, and moveable furniture.

2. By Teacher Training Colleges.

a) Instruct student teachers in democratic values, attitudes and practices such as: respect for the value and worth of individuals in spite of the differences in their background or abilities, that students' personal needs and aspirations are worthy of the teachers' attention and consideration in daily planning; b) to show student teachers how to group students and individualize instruction, according to individual differences in learning; c) teach a guidance and child development course --include democratic and psychological attitudes toward discipline, and how to guide and redirect behavior. Teach them also developmental characteristics and behavioral expectancies at each age level.

3. By Teachers in Classroom Practice and Principals
in Scheduling Practices.

a) allow flexible subject scheduling, whenever teachers demonstrate to the Ministry of Education that they know how to use it and can be responsible for a balanced subject program; b) give children opportunities for growth in responsibility and leadership, freedom of opportunity to make choices, express ideas and feelings constructively and to develop responsible independence. Do so through such daily and yearly practices as: show and tell time; to develop ability to express experiences and the child's own ideas before a group. Appoint a weekly monitor or duty responsibilities; keep charts of who is in charge of duties. Change each week to give all frequent turns, for instance: water plants, straighten desks, taking care of books, lead line outside and in, take attendance (upper grades: 3 up), finally use the "Unit" method of teaching; c) special attention and guidance given to the problem child, other than the traditional punishment for undesirable behavior. Attempts should be made to interpret reasons for behavior and corrective measures to be taken to change causal factors in the environment whenever possible. A guidance

advisor or supervisor from the Ministry should help the classroom teachers in this practice; d) preventive measures against the development of behavior problems in classrooms should be taken. This could be achieved by providing an atmosphere of acceptance, warmth, firm but friendly direction, secure certainties about what consistent behavior is expected (with individual differences and their needs taken into account). Also through recognition of children's interests and needs in teaching methods and subject matter content. This implies providing children with a greater degree of activity learning and creative opportunities in the daily program. It implies more use of problem solving situations; e) keep cumulative records in each school office. One folder for each child with all aspects of his life recorded in one file, his health, report cards, family background etc.; f) hold parent meetings and provide an in-service training for parents in child development, behavior and guidance principles.

Consequently, the process of school preparation and socialization to produce healthy character, through mutual understanding and cooperation of parents and teachers, would penetrate the family circle, and eventually modify Iranian character which is itself an outgrowth of the cultural tradition of the country.

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