

## Public education in Iran 1921-1925 AD

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### *Abstract*

Education is a basic nucleus in building society, as people's progress is measured by the progress of their education system. Developed peoples are those who follow a developed system in terms of curricula and methods of education, and provide modern buildings to make them educational centers. This study came to show the developments and changes that occurred in public education in Iran during the four years that followed the white coup led by Reza Khan in 1921 AD, his assumption of the prime minister (1923-1925 AD), and the most important laws that were enacted during that period and the schools that opened, whether they were (primary, intermediate, secondary, vocational).

Keywords: schools, Ministry of Education, female education, offices, student numbers.

### **Introduction**

#### Kindergartens and offices

The kindergarten stage is important in educating children and preparing them to enter primary school. However, the Qajar state did not pay attention to this aspect of education. Rather, the first kindergarten opened in Iran in 1836 AD was the kindergarten (Zardan Dantan), which was established by Monsieur Richard Khan, Madib al-Malik, to take care of the children of foreign communities and missionaries. In 1904 A.D., the Tamdun Kindergarten was established with the efforts of the mentor of the kingdoms, Ismail bin Al-Hajj Muhammad Hussein, the mentor of Al-Burujerdi, which provided educational services for children for a few years, and the Ministry of Education continued to neglect this aspect of education even after the fall of the Qajar state.

As for education in offices, which was considered one of the oldest and simplest means of education in Iran and the world, as it relies on inherited primitive methods linked to mosques and hospices, which is the place where children receive their education in reading and writing,

and one of the clerics will be their teacher, known as the Mulla . The offices are run by different personalities. The woman who teaches girls is called (Mulla Baji) and the man who teaches boys is called (Mulla Maktab Dar). Among its advantages is the clergy's control over it, and most of the personalities do not have sufficient skills except for simple information in reading, writing, and memorizing the Qur'an . Offices are divided into three types, which are Akhund Baji offices, public offices, and private offices.

Akhund Baji offices are offices for girls' education. The word "Baji" is applied to the female teacher who gives brief instructions. The women were concerned with education in those offices, while the general offices are co-educational offices and are characterized by primitive education. The student enters the school at the age of 3 to the age of 14 or 16, however, there is no specific age for accepting students because the curriculum is the same for all ages .

Children begin to flock to the offices from early morning until sunset, as the fourteen-year-old boy studies with the seven-year-old boy . It is held in shops and markets, and it lacks health conditions, and most of its students are males, while females do not come except with mahrams , and the borders of the place do not exceed thirty cubits in length and ten cubits in width, and the students sit in it on the dirt, and some of them sit on (a kind of old mattress) and the other on mats during the lesson . As for the mullah, he sits on a Kerman blanket at the beginning of the majlis.

As for private offices, they do not differ from public ones in terms of curriculum and education, but they are different in terms of location and number of students, as they include the sons of the upper class of society (princes, rulers, senior clerics) . Most of the private offices are located in Tehran, the clerics teach the children and boys, and the females teach the girls. Education takes place in two methods. The first method is that children and boys come to the teachers' houses and teach them. As for the second method, which is more widespread, the teacher comes to the palace and gathers the students in one of the corners of the palace, and starts teaching them. It is distinguished by the small number of students and the different styles of teachers with the students.

The education curriculum in the offices is to teach children the alphabet and short verses of the Holy Qur'an , the method of the lesson was for the students to sit in three rows, as the first row was limited to learning the alphabet, while the second row taught the Holy Qur'an and the third taught children to read and write . The children of merchants are also taught the Holy Qur'an, reading, writing, arithmetic, and some of the poetry of the poet Saadi from the book (Gulistan Saadi).

Diwan Hafez al-Shirazi , the official teachers are from the middle class, and their lives are very simple. Despite all this, they do not take wages from students and face difficulties in providing the requirements of life, but if they get wages, they do not exceed five to ten Qirans . Some students bring gifts to the teachers, which are Ceylon tea boxes, rose water, candy boxes, or cloth.

Below is a table showing the number of offices and the number of students in Iran during the period (1923-1925 AD)

| Year | Male Offices numbers | Female Offices numbers | Total offices | Number of male students | Number of female students | Total Students | Number of teachers in offices |
|------|----------------------|------------------------|---------------|-------------------------|---------------------------|----------------|-------------------------------|
| ۱۹۲۳ | 64                   | 19                     | 83            | 1817                    | 264                       | 2081           | 228                           |
| ۱۹۲۴ | 723                  | 303                    | 1026          | 18539                   | 4385                      | 22924          | 1895                          |
| ۱۹۲۵ | 1000                 | 310                    | 1310          | 23705                   | 5244                      | 28949          | 2243                          |

Accordingly, the total number of male and female offices from 1923-1925 AD amounted to (2419) offices, and the number of male and female students in it reached (53954) male and female students.

In the above table, we notice an increase in the number of offices and the number of students in them during the aforementioned period, as the number of offices in 1923 was (83) offices. The number of students in it is about (2081) male and female students so that the number of offices will increase and become in 1925 AD (1310) offices. The number of students is about (28,949) male and female students, due to the spread of offices all over Iran, compared to the number of schools that have been opened. Despite the Qajar government's interest in education and the allocation of funds for the opening of schools, these funds were not sufficient to establish sufficient schools to accommodate a larger number of students for their education. Therefore, students used to go to the offices in Tehran and the rest of the Iranian provinces to learn, in addition to the fact that female education was mainly suffering from neglect and the lack of girls' schools, their number in the offices increased.

Iran has sought to pay attention to the education of children, as the Knowledge Shura Council voted in the twentieth session held on the sixteenth of February 1925 AD on the law of offices consisting of twelve articles, which included not allowing any person, male or female, to open an office without the supervision of the Ministry of Education, and not accepting students under the age of three in the offices. The curriculum should be simple and brief, the study and curricula should be in accordance with the instructions of the Ministry of Education, and the number of children in the offices should not exceed thirty children. The Ministry of Education has also allocated an inspector for each office to monitor the conditions for maintaining health and preventing corporal punishment of the child for any reason, and the task of the teacher is to teach the child and monitor his behavior and development. It was

decided, according to Article Twelve, that these regulations shall be in effect on the offices of Tehran, and after the Council votes on them, they shall become effective.

#### Primary education:

After the ratification of the education law in Iran in 1907 AD in the first session of the National Shura Council. A new structure of the educational system has been put in place, and this structure has included education programming, compulsory education in the primary stage, and the establishment of primary schools in cities and rural areas, middle schools and high schools and because of the conditions of the First World War, most schools were closed. After the First World War, Iran suffered from a stifling financial crisis, so banking institutions declared bankruptcy, landowners, wealthy people, and merchants became bankrupt, and the industry suffered from the recession, mismanagement, and unpaid taxes. During these deteriorating conditions, Reza Khan worked to win over the army, work to develop it, and ensure gains for its officers. Under his influence, (49%) of the state budget for the year 1922 AD was allocated for spending on the armed forces. Despite what this figure alone means, the fact is more embodied if we know first that the budget deficit in that year amounted to (three and a half million) tomans, the income was (19.3 million) tomans and the expenditure was (22.8 million) tomans. Secondly, the Iranian government was unable to pay the salaries of employees of most state departments for a period ranging between one year and eight months, and finally, the education allocations in the aforementioned budget did not exceed (1%), i.e. less than (49) spending from the army allocations, so the students and teachers of schools in the capital, Tehran, became right when they staged a protest during which they raised a slogan with the title saying: "Education has been buried" Schools can be divided into two types: government primary schools that have been established and maintained by the government, and (private schools) that were established by political or cultural figures and at the expense of the aforementioned personalities, and most of them were for girls because Iranian girls were deprived of education because of customs and traditions and the clergy's control over the educational system at the time, besides, these schools are completely under the control of government officials in accordance with the law of compulsory education of knowledge in 1911 AD because anyone who wants to open a school or educational institution must first obtain a license from the Ministry of Culture and has certain conditions in terms of his education, age, and good conduct. Also, the school building must be compatible with the foundations and controls set for schools, and its authority must be certified by the Supreme Council of Culture.

After searching and investigating the books, sources, and statistics belonging to the Ministry of Education, we find that there is no

reference to the numbers of schools and students for governmental and private primary schools for males and females, as well as governmental and private intermediate and secondary schools for males and females for the years 1921-1922 AD due to the internal political conditions after the coup of Hout and the preoccupation with calming the political situation and forming the new government.

In 1923 AD, the government primary schools for boys reached (166) schools, and the number of students in them reached (19721) students, bringing the number of government primary schools for boys in 1924 AD to (194) schools, the number of students reached (27466) students. However, the number of schools decreased in 1925 AD to (181) public schools, due to the closure of some due to the lack of financial allocations for the repair and reconstruction of old schools and directing the largest proportion of financial allocations to eliminate the rebellious movements, which appeared in Iran as a result of the weakness of the ruling authority and the deterioration of the economic conditions. The number of primary school students reached (29540) students in 1925 AD , and it seems that the closure of some schools forced their students to enroll in existing schools, and this led to an increase in the number of students along with the newly registered students.

In the same context, the number of private primary schools for boys increased in 1923 AD to (182) schools, the number of students reached (16065), and increased in the following year to (250) schools, and the number of students was (17023), then increased in 1925 to (298) schools, the number of students reached (15448) students . This indicates that the shortage in the number of public schools on the one hand, and the increasing demand of students for education on the other hand, led to the establishment of some intellectuals, the rich, and those who love science and culture, several schools, to fill the shortage in governmental schools. The same applies to female schools. As for the number of students, we notice a decrease in numbers due to the poor financial condition of some students' families and their inability to pay tuition fees, which forces them to leave their children to study in private schools.

As for female education, it continued to suffer from neglect compared to male education, which negatively affected the number of educated girls in Iran. This is due to many factors, including the lack of sufficient financial allocations for schools, as some schools have been opened and they do not have a budget at all, according to Fakhr al-Ashraf, head of the Female Schools Inspection Department, in his report dated November 27, 1921, where he mentioned that there are schools for which funds were never allocated, or that the amounts allocated to the school are not sufficient to complete the school's requirements of furniture or stationery, in addition to the travel of some school principals outside Iran due to the difficult economic conditions that Iran

went through after the First World War, which leads to the closure of schools, and the lack of educational staff due to the absence of institutes or colleges in Iran, except for the Institute for the Preparation of Female Teachers in Tehran. Moreover, the lack of free public schools for females and the difficult living conditions experienced by Iranian families in the First World War and the consequent deterioration of Iran's economy and the famine that befell it in the years (1917-1919 AD), internal conflicts, the control of the tribes over the regions and their rebellion against the central government, all of this contributed to the reluctance of Iranian families to educate their daughters.

In 1921 AD, Hemmat Dekhtran School (Hemmat for Girls) was established in Hamedan under the management of Mahbooba Khanum. Through the school's administrative system, we can see how teachers' wages were calculated in Iranian schools. The principal of the school, Mahboobah Khanum, who completed her studies at the Israeli Alliance School, in Tehran, was receiving a salary of (250) Qiran per month, and she taught Arabic, English, and mathematics for the fifth and sixth grades of primary school. The school also included several female teachers, and they are Qamar Khanum, a teacher of the Persian language for all stages, and she was receiving a salary of (750) Qirans, and she completed her studies at the Israeli Alliance School, and Shahla Khanum, the School of Benefits of Literature and History for the fourth and third grades of primary school, and she was receiving a salary of (60) Qirans, she completed her studies at the Alliance School in Hamedan, and Mahi Khanum, a teacher of arithmetic and geography for the second and third grades of primary school, and receives a salary of (60) Qiran, and she completed her studies at the Alliance School in Hamedan as well, and Ansiya Khanum, a teacher of grammar and arithmetic for the first and second grade, and receives a salary of (30) Qirans, and Tuba Khanum, an English language teacher for the third and fourth grades Elementary school and receives a salary of (40) Qirans. Thus, the sums allocated by the school as monthly wages for teachers are granted according to the number of classes for each subject per week. There are basic subjects such as the Persian language that are taught throughout the week, and their classes are more than others.

The first primary school for girls was established in Mashhad in 1921 AD, and it is Debestan Panwan School (Primary School for Girls) Forough Izarkhy, and the number of its students was one hundred and thirty students. The school consisted of six stages and was funded by the principal, Forough Izarkhy. In the following year, the Ezzeteh School was established, becoming the second private primary school for girls in Mashhad. It was run by Shahzadeh Mujahid. The number of students was thirty students and contains four stages and is funded by subsidies provided by the parents.

It is worth noting that there are women's associations that had an important role in developing female education by urging girls to learn. In January 1922, the Association of Women of Homeland Lovers (Association of Women of Homeland Lovers) was founded, headed by Eskandari . The association has been active in encouraging women to study and enroll in schools, and the association has begun issuing a magazine to be the mouthpiece of its status known as the association. The first issue of it was published in February 1923 AD . In it, she urged the girls to go to school, because most of the girls at that time were receiving education at the hands of (Mulla Baji) in offices or homes.

As for the daughters of princes and kings, they received education mostly in their palaces or in missionary schools, and this association was based on Islamic law in its call to preserve the customs and traditions of Iranian society, and one of the most prominent members of the association is Mastoura Afshar , The Association of Women of Homeland Lovers initiated the establishment of a school affiliated to it, known as (Al-Akaber School) managed by Fakhr Azmi Arghun (Fakhr Adel Khalatbari), whose curriculum was identical to the curricula of government primary schools. Other curricula have been added to it (the arts of teaching sewing, drawing, making sweets, and teaching English and French), and all its teachers were experienced in education. In the same year, many associations and cultural institutions were established, the aim of which was to develop and educate women. Among these associations is the "Feminist Happiness" Association, which sought to demand the establishment of schools for girls and encourage girls to enroll in them. Libraries for women have been set up to increase their cultural awareness. The association has also strengthened its work by issuing a tongue-in-cheek newspaper with literary and social content, which bears the name of the association, which is "Al-Saada Newspaper"

The Iranian government has given a great deal of attention to the education of girls and has begun to establish new schools. In 1923 AD, the government primary schools for girls reached (20) schools, the number of their students was (2920) students so the number of schools increased in 1924 AD to (27) schools, the number of students reached (6012) students, and despite the slight increase in the number of government schools. Despite the slight increase in the number of government schools, we find that some provinces and cities did not establish schools for girls, and these provinces and cities (Khuzestan, Sistan, Kashan, Qom, Shahrud, and Bastam).

The following is a table of the numbers of government primary schools for girls throughout Iran in 1924 AD.

| Region             | Number of schools |
|--------------------|-------------------|
| Azerbaijan         | 7 schools         |
| Esfahan            | one school        |
| Sistan             | nothing           |
| Yazd               | one school        |
| Tehran             | 10 schools        |
| Khuzestan          | nothing           |
| Shahrud and Bastam | nothing           |
| Tehran suburb      | 2 schools         |
| Iraq               | one school        |
| Fars               | one school        |
| Kermanshah         | one school        |
| Keelan             | 2 schools         |
| Hamedan            | one school        |
| Kashan             | nothing           |
| Qom                | nothing           |

In 1924, an inspector of the Ministry of Education submitted a report to the Inspection Department in Mashhad in which it was stated that when he arrived in the city and stayed there for a week, he did not find any government school for girls there, while he found there five primary schools for girls opened by missionary missions and the number of their students does not exceed (421) students. There are also three private primary schools, one containing six stages and the other two having four stages, and the number of female students accepted in the exams is one-third of the number of female students in the stage. As for the rest of the female students, they left the school. The report indicated that the exams for the final grades in the three schools are not organized and there is no budget or organization for all schools in Mashhad.

The Kohariya School, which was founded in 1924 AD and was administered by Zarrin Taj Khan Hoshyar, is one of the two schools that contained four stages, the number of its students was thirty-two students, and the number of classes in it was four, it was funded from the revenues of the students enrolled in it. It is important to point out that the schools that were opened in Mashhad are few in number and

lack furniture and other school supplies. These schools relied on donations from the people to meet their needs, and the foreign schools that were present in the city were not free, which led to the reluctance of low-income families to send their daughters to study there. This thing was a collapse of the educational reality in Mashhad. Therefore, the government needed to open free schools for girls to enroll in, especially after some of them had to study in offices. Because of the decrease in financial allocations for the Ministry of Education in 1925, it is not surprising that the number of governmental primary girls' schools decreased to (22) schools, and the number of their students was (5814) students.

In the same context, the number of private primary schools for girls reached (59) schools in 1923 AD, and the number of their students reached (4319) students, the number of schools increased to (68) schools in 1924 AD, and the number of their students were (5196) students. In 1925, the number of private schools for girls increased to (86) schools, with (5158) students.

The table below shows the number of schools and the number of students in governmental and private primary schools for boys and girls throughout Iran (1923-1925 AD).

| Year    | Number of governmental and private primary schools for boys and girls | The number of students in public and private primary schools for boys and girls |
|---------|---|---|
| 1923 AD | 427 schools   | 43025 male and female students  |
| 1924 AD | 539 schools   | 55,697 male and female students   |
| 1925 AD | 587 schools   | 55960 male and female students  |
| Total   | (1553) Elementary school  | (154,682) male and female students  |

### Education at the intermediate and secondary schools

Although the interest of the Ministry of Education was focused primarily on primary education to educate the largest possible number of students. However, it did not pay much attention to secondary education and its expansion to accommodate students graduating from primary schools. To infer that, in the year 1923 AD, the number of government intermediate schools (with three years) for boys in all parts of Iran reached (17) schools and the number of students in them was (1599) students. In the following year, the Ministry opened five new schools for boys only, bringing the number of schools to (22) schools, and the number of students was (2771). In the year 1925 AD, three schools were opened, bringing the number to (25) schools only, with a total of (3818) students . This means that secondary education was proceeding very slowly, and it seems that the matter is related to the families of students with limited income who did not want their children

to complete secondary education and contented themselves with obtaining the primary certificate to work in government jobs. Also, most secondary schools used to take wages from students.

The number of private middle schools for boys reached (10) schools in 1923 AD, and the number of students was (4755). In the following year, the number of private middle schools for boys decreased to (9) schools, with a total number of (5073) students, due to the closure of a school in Azerbaijan because the students did not continue to work because of the instability of the situation in the region so that the number of private middle schools increased in the year 1925 AD to (22) A school with (7622) students . We note the increase in the number of private middle schools as a result of the increase in the number of graduate students from governmental and private primary schools, in addition to the availability of educational supplies such as furniture and teachers in those schools, so the number of students in them increased.

As for the government intermediate schools for girls, there was only one school in Iran in the years 1923 AD and 1924 AD, and the number of its students, respectively, was (125) and then (447) students. In 1925, the Ministry opened a second school, and the number of students in the two schools reached (856) students.

The number of private intermediate schools for girls in 1923 AD was only five schools, and the number of female students was (1035). The number of schools increased to (10) schools in 1924 AD, with (1450) female students, to decrease in the following year to nine schools with (2192) female students due to the closure of a school in Azerbaijan due to the instability of the situation there, which led to the reluctance of families to send their daughters to school, so the school was closed.

Concerning government secondary schools for boys, in which the study period was six years. Its numbers were also small, as it is in middle schools, as the number of boys' schools in the year 1923 AD was only two schools, and the number of students reached (742) students. In 1924 AD, the Ministry opened a third school, and the number of students reached (1143) students. In 1925 AD, two schools were opened, bringing the number of government secondary schools for boys throughout the country to (5) schools, with a total number reaching (1341) students. It is noted from the number of secondary schools that education did not differ from the precedent in middle schools in terms of the small number and for the same reasons that prompted the families of students to satisfy with the primary certificate and because these schools take wages from students in return for obtaining education.

As for the private secondary schools for boys, they numbered in 1923 AD only two schools, with (699) students. In the following year, a private secondary school for boys was opened, so the number of schools

became (3) schools, and the number of students was (1292). In 1925 AD, the number of private secondary schools for boys reached (4) schools throughout the country, with a total number of (2886) students.

Concerning secondary schools for girls, the number of government schools was naturally lower, as there was in 1923 AD only one secondary school with only (21) students, which is a very small number, especially when compared to the number of students in the corresponding schools for boys, as previously mentioned, due to the small amount allocated to the school and its insufficiency to complete the school's requirements of furniture or stationery. The year 1924 AD did not witness an increase in the number of these schools. Rather, the number of female students decreased to (7) students due to the lack of improvement in the conditions of the school. In 1925 AD, a government secondary school for girls was opened, bringing the number to only two schools throughout the country, and the number of its students reached (41) students. The low number of female students indicates the extent of government neglect of government secondary schools and the lack of financial allocations for girls' education.

As for the private secondary schools for girls, their numbers are also very small, as there was only one school in the year 1923 AD, and the number of female students in it reached (332) students, and in the years 1924 AD and 1925 AD the number of private secondary schools for girls reached two schools, and the number of female students in them, respectively, reached (357) students, then (378) students. The reason for the increase in the number of female students in private secondary schools is the enrollment of primary school graduates to complete the school requirements of teaching staff, furniture, and stationery.

The table below shows the number of public and private intermediate and secondary schools for boys and girls throughout Iran (1923-1925 AD)

| Year    | Number of governmental and private primary schools for boys and girls | The number of students in public and private primary schools for boys and girls |
|---------|---|---|
| 1923 AD | 39 schools  | 9308 male and female students   |
| 1924 AD | 51 schools  | 12539 male and female students  |
| 1925 AD | 71 schools  | 17793 male and female students  |
| Total   | (161) Elementary school   | (39640) male and female students  |

The table below shows the number of schools, teachers, and students throughout Iran (1923-1925 AD)

| Year    | Primary schools for boys and girls, government and private |              | Intermediate schools for boys and girls, government and private |              | Secondary schools for boys and girls, government and private |              | number of teachers for all schools |
|---------|--|--------------|---|--------------|--|--------------|------------------------------------|
|         | Schools No.  | Students No. | Schools No.   | Students No. | Schools No.  | Students No. | Total of male and female teachers  |
| 1923 AD | 427  | 34025        | 33  | 7514         | 6  | 1794         | 2805                               |
| 1924 AD | 539  | 55697        | 42  | 9740         | 9  | 2799         | 3574                               |
| 1925 AD | 587  | 55960        | 58  | 14488        | 13   | 3305         | 3843                               |

From the foregoing, it appears that secondary education was not given the same attention by the government as primary education. Despite the lack of interest, we find that the number of middle schools for boys was more than middle schools for females, and this in turn shows us that the government continues to neglect female education. It devoted 1% of its attention to it compared to boys' education. The same applies to secondary schools for boys and girls. They were at the same level of neglect, so we do not find a significant change from the previous years in the number of open schools. The mentioned numbers of schools in the statistics of the Ministry of Education indicated the government's neglect of secondary education for boys and girls and the severe shortage in the number of secondary schools throughout Iran, despite the efforts made by it to reform the reality of education. Although the number of intermediate schools for males is more than for females, we notice that the number of students in public schools is less than the number in private schools, and this is because most of the schools that were established lack financial allocations to meet their needs and rehabilitate them.

#### Technical (vocational) education

The financial crisis that Iran went through after the First World War, which lasted until 1925 AD, and the consequent lack of financial allocations for the Ministry of Education played a major role in the failure of schools, especially technical schools, in Iran, so the responsibility for establishing vocational schools fell on the service ministries such as the Ministry of Industry and Transportation, Health, Agriculture and other ministries, to train qualified employees in their ministries immediately and quickly, foreign influence also had an important impact on education. In 1922, a group of German technicians arrived in Tehran to cooperate in establishing the first school of applied sciences (School of Industry), which became the most famous institution of its kind in the whole country . In 1925, several German specialists arrived in the capital, Tehran, for training in the Industrial School.

The School of Agriculture was also opened in Tehran and was named Falahat and Sanayeh Rostai (Agricultural and Rural Industries). The school continued for three years, including two years in Tehran and one year in Karaj, to be closed in 1925 AD. The applicant for the study must have a middle school certificate, his age is not less than sixteen years, and he must be of good conduct, the student who graduates from it obtains a diploma in agricultural engineering, and the most important subjects that are taught in the school are (herbology, animal science, physics Climatology), and the exams are under the supervision of the Ministry of Education.

In 1923 A.D., the Fares Industry School was established in Shiraz with the efforts of Ibrahim Zia Al-Waazin, who was one of the intellectuals of Shiraz. The school was built in part of the cemetery of Muhammad Khan Ibn Karim Khan Al-Zand and it contained the following sections (blacksmithing, carpentry, plumbing, and agricultural machinery supplies). In 1924, the government decided to bring in German teachers to teach there, and among them was Mr. Henry Ashtrik, who became a director and a teacher at the same time, and received a salary of (4000) Tomans annually for a period of three years starting from (July 22, 1924) and ending on (July 27, 1927). The student applying for the study must have a primary school certificate, and the duration of the study is five years (3 years) intermediate and two years higher, the method of teaching is both practical and theoretical.

In 1924, the School of Commerce was established in cooperation with the Ministry of Public Interest and Agriculture. One of the most important provisions of the Ministry of Education for its internal system is what came in the first article thereof. In addition to the existence of the literary and scientific branch in secondary schools, the commercial branch is opened, and one of the conditions for admission to the school of commerce is that the applicant has a middle school certificate and the period of study in it is three years, besides, according to the second article of its internal system, the school curriculum was determined, and it consists of the first stage (Farsi (3 hours), commerce two hours, jurisprudence two hours, trade and origins formations two hours, commercial rights one hour, English six hours, Russian language six hours, arithmetic and algebra two hours, geography and economics two hours, and accounting one hour). As for the second stage, the student studies (Farsi for three hours, commerce for three hours, jurisprudence for two hours, English language for six hours, Russian language for six hours, arithmetic and algebra for two hours, geography and economics for two hours, accounting one hour), while he studies in the third stage (Farsi one hour, wealth science for two hours, English language for six hours, Russian language for six hours, accounting for two hours, the laws of carrying and transporting for an hour, customs tariff for an hour, the principles of buying and selling an hour).

## Conclusion

The researcher reached numerous findings about education in Iran for the period from 1921 to 1925, which was characterized by the absence of kindergartens in Iran, and the reason is attributed to the neglect of the children by the Qajar government. Also, the deteriorating economic situation of Iran did not allow the people to establish kindergartens, and the neglect continued until the fall of the Qajar state, and the education of girls was not at the level of primary education for boys, which suffered from great neglect from the Qajar government because of the clergy's control of public life facilities. In addition to the customs and traditions that limited the education of girls, interest in primary education for boys was not at the same level required for girls' education, and neglect was not limited to primary education, but included intermediate, secondary, and vocational education for both sexes.

It is clear from the foregoing that public education in Iran during the period (1921-1925 AD) was not at the level of ambition.

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