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AN ASSESSMENT OF BOOKS ON IRAN
FOR CHILDREN

by
Marilyn Tyler Samii

A Dissertation
Presented to the Graduate Committee
of Lehigh University
in Candidacy for the Degree of
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AN ASSESSMENT OF BOOKS ON IRAN
FOR CHILDREN

by
Marilyn Tyler Samii

An Abstract

AN ABSTRACT

Educators have pointed out the need for American children to relate more effectively to other peoples of the world and to become aware at an early age of other peoples and their life style. Many believe that children's books can help in achieving this goal. The purpose of this study was to investigate children's books on Iran in order that information on the nature and extent of such books could be made available to teachers.

A review of literature revealed that some studies have been made of the treatment of foreign people in American social studies textbooks and trade books but there have been no such studies on Iran. The place of Iran in Western Civilization as the world's first great empire under the leadership of the Achaemenid Dynasty, its place as the scene of the rise of a new, more ethical religion (Zoroastriasm), its language which has an Indo-European language base and Iran's close ties since World War II with the United States, all would seem to warrant the study of Iran.

Books containing information on Iran were found to be of two types: social studies textbooks and trade books. Criteria for evaluation of the content of the books was based on extensive reading about the history, geography, resources, people, religion, government and education of Iran and on personal experiences of the author while living in Iran and

teaching children's literature in Iranian schools.

From the beginning of publication in the 1930's up to the present at least 32 companies have published social studies textbooks. While not all of the books contained material on Iran, 51 textbooks for the elementary school were located which did. In the five early textbooks the content was generally centered on descriptions of the Indo-European background of the Persian people, the Persian Empire, the Greek and Persian Wars, tribal life and the backwardness of the Persian people. The decade of the 1950's witnessed the publication of 11 more social studies textbooks. Emphasis was still on ancient Persia and the Persian Empire but some attention was given to modern Iran as it was in the 1950's, especially as to geography, cities, products and resources.

Since 1960 at least 35 social studies textbooks with material on Iran have been published. The Persian Empire, culture, civilization and religion, as well as the Greek and Persian Wars, are still included; attention is also given to recent conditions in Iran in respect to irrigation, cities, peoples, transportation, religion, oil resources, government and industrialization. However, no individual textbook has much breadth or depth of content on Iran.

A total of 66 trade books written to give information on Iran were located; these consisted of (1) books on history,

peoples and places, autobiographies, and biographies and (2) fiction. The nonfictional trade books presented information on Iran in various ways, on different topics with varying degrees of accuracy. A number were written exclusively on the early origins of Iran, the Persian Empire and the Greek and Persian Wars. The majority of the books, however, have attempted to present the entire panoramic view of Iranian history, culture and civilization from past to present. Generally, the material is accurate, well written and informative.

Fiction on Iran has presented interesting information on the people, their way of life, habits and customs. A number of the books exhibited absorbing themes of adventure, mystery, surprise and suspense as well as simple, uncomplicated family settings. The characters are well drawn, conceivable, with a noticeable lack of stereotyping, and possess qualities with which children should be able to relate.

There are also 38 books containing folk literature of Iran, consisting of folk and fairy tales, fables, and epic poetry. The earliest book identified was a folk tale published in 1850.

This study has shown that there is a wide variety of trade books available on Iran. These books, which cover a wide variety of topics, could be used as supplements to the textbook. While the majority of the social studies textbooks were written for use in the sixth grade, the trade books have

the advantage of being written at various grade levels, thereby allowing the teacher the opportunity to more easily individualize instruction in the classroom in order to meet the particular needs and interests of children.

CHAPTER ONE

INTRODUCTION

This study was concerned with books which would contribute to children's understanding of Iran. The improvement of international understanding as a national goal for the people of the United States has become an objective of educators, spokesmen for government agencies and scholars in the social sciences.¹ Such people have pointed out the critical nature of the need for Americans to relate more effectively to other peoples of the world. One of the ways of helping to eradicate ignorance among adults about foreign cultures and civilizations is to make children aware at an early age of other peoples and their life styles. Many believe that children's books can help in attaining this goal.

As children grow they have an increasing interest in real people within the domestic circle and also an interest in the real people of other times and places. According to Smith, it is agreed that children's scope of interest broadens over the years. The small child may begin to find the real

¹Goals for Americans. The Report of the President's Commission on National Goals (Englewood Cliffs, New Jersey: Prentice-Hall, 1960), p. 23.

children of far places just about as fascinating as his brothers, sisters, and friends. At first he looks in books for children like himself, with basically similar activities and problems.² By age seven to nine he may become more absorbed in more detailed accounts of foreign lands - accounts that tell him about children (again really himself) bearing the names of other cultures, wearing the clothes of other cultures, celebrating their holidays, playing their games.

Georgiou states that it is through the pages of books about other lands that a child views the vast panorama of events and men that contributed to his human heritage. The child is also given some understanding of current problems and a perspective on revered laws and traditions. When he reads about present life in other lands and the cultures of other peoples, his concept of himself and his place in the world enlarges; he can see himself as a member of the large, global community of man.³ The child is introduced to different customs, laws, values and religions as well as the governments and economies of other societies in addition to his own.

²James Steel Smith, A Critical Approach to Children's Literature (New York: McGraw-Hill, 1967), p. 282.

³Constantine Georgiou, Children and Their Literature (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 416.

Perhaps no one has better expressed the importance of children's books in developing world understanding than has Paul Hazard:

Children's books keep alive a sense of nationality; but they also keep alive a sense of humanity. They describe their native land lovingly but they also describe faraway lands where unknown brothers live. They understand the essential quality of their own race but each of them is a messenger that goes beyond mountains and rivers, beyond the seas, to the very ends of the earth in search of new friendships. Every country gives and every country receives - innumerable are the exchanges - so that it comes about that in our impressionable years the universal republic of childhood is born.⁴

In the present study interest was focused on books about Iran. There are several reasons why it is appropriate that children learn about Iran. One of these involves the place of Iran in Western Civilization. Many of the history books on the Persian Empire have told their tale in terms of spectacular battles and protracted wars; they were usually written from a Greek point of view. In consequence the student in the West has been taught to look upon the Greeks as the glorious defenders of his cultural heritage in their wars with the Achaemenid Empire. Had there been no gallant Spartan stand at Thermopylae, no Athenian-led victory at Marathon and Salamis, no allied Greek triumph at Plataea, civilization should have been still-born, according to many books of

⁴Paul Hazard, Books, Children and Men (Boston: The Horn Book, 1960), p. 146.

ancient history. The independent, vigorous, cultured, democratic Greeks would have fallen under the heel of oriental despotism; youthful Europe would have lapsed into barbarism. This has been the traditional version of the story told in the West since the fifth century B.C. Yet Persia actually represented the world's first great empire under the combined leadership of the Medes and the Persians which was known as the Achaemenid Dynasty. This dynasty allowed a radical new religion, Zoroastrianism, to rise. This religion, which fostered a more ethical kind of human conduct, has reached down through the ages into some of the religions of today.

Another reason for children to understand and know about Iran is because of the many ties between Iran and the United States. The language of Iran belongs to the same family (Indo-European) as does English. The people of Iran also have a racial background (Aryan) similar to that of many of the people who originally settled the United States. Iran and the United States have had particularly close ties since World War II. American soldiers were stationed in Iran during the war years and Iran served as the bridge by which materials were sent to Russia from the United States. In the years following the war the United States gave economic and military aid to Iran; in connection with this aid many Americans lived in Iran and came to know Iran very well.

Several times in Iran's history American advisors and companies were called in to assist Iran in its economic and political growth. Due to the fact that Iran is not an Arab nation and has adopted a different branch of Islam from the Arab nations, she has tended to be in isolation from her neighbors. This has also promoted closer ties with the West, particularly with the United States.

STATEMENT OF THE PROBLEM

In the elementary school there is the problem of resources in teaching for international understanding. While social studies textbooks have been important in the teaching of social studies in the elementary school, Kennedy⁵ concluded that reference materials other than textbooks were necessary if the teacher wanted the child to secure information about many topics of importance and a more complete understanding of people in other countries. Berg⁶ also sees the need of resources in addition to textbooks.

Trade books written and published for children are one

⁵Infra, p. 15.

⁶Robert M. Berg, "Resources for Teaching International Education in the Elementary School Social Studies Curriculum" (Unpublished doctoral dissertation, Northwestern University, 1972), Dissertation Abstracts, 33: 5464.

such source. Huus states that trade books provide information that reinforces and supplements textbooks. They present a more detailed view than textbooks, for the latter so often must be compressed and inexpensively produced. Individual books on a single topic can present a larger close-up view, a more detailed account than can a textbook. While textbooks tend to be impersonal, supplementary books can make other times seem contemporary and other places, familiar.⁷ Carlson⁸ and Meeker⁹ also believe that trade books are useful in the social studies and offer suggestions for using them.

Many lists of recommended trade books for children have been prepared for use by teachers and librarians. Some of these lists contain sections on books for international understanding but for the most part they include few books about Iran. Eakin¹⁰ lists 1391 titles of books for children;

⁷Helen Huus, "A Variety of Books." Ralph Staiger and Oliver Andresen (editors) Reading: A Human Right and a Human Problem. Second World Congress on Reading, Copenhagen, 1968 (Newark, Delaware: International Reading Association, 1969), pp. 119-24.

⁸Ruth Carlson, Enrichment Ideas (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1970).

⁹Alice Meeker, Enjoying Literature with Children (New York: The Odyssey Press, 1969).

¹⁰M.K. Eakin, Good Books for Children. Third Edition. (Chicago: University of Chicago Press, 1966).

many of these books are concerned with intercultural and international understanding, but none deal with Iran. Huus,¹¹ in a work prepared for the National Council of Social Studies, includes two books exclusively on Iran and three others with sections on Iran. In Best Books for Children¹² three other titles on Iran are specified. In The Wide World of Children's Books¹³ another three books, written and published in Iran for children, are reviewed; however, only two of these books have been translated into English.

Eleven titles, however, even if all were available, are not sufficient to meet the needs and interest of children. A large variety of books are needed for the elementary classroom if children are to have resources for studying about other cultures. Children vary in reading ability. They also have different interests. Thus the teacher needs to be aware of many books that would be appropriate for use by the pupils in her class.

The purpose of the present study was to investigate children's books on Iran in order that information on the

¹¹Helen Huus, Children's Books to Enrich the Social Studies: Bulletin 32. Revised Edition. (Washington, D.C.: National Council for the Social Studies, National Education Association, 1966).

¹²Best Books for Children: 1969 Edition. (New York: R.R. Bowker Company, 1969).

¹³Virginia Haviland, (compiler) The Wide World of Children's Books (Washington, D.C.: The Library of Congress, 1972).

nature and extent of such books could be made available to teachers.

REVIEW OF THE LITERATURE

Several studies were located which were concerned with the image of foreign countries in textbooks. The earliest of these examined textbooks for high school students.

Deodhlar¹⁴ studied the treatment of foreigners in American social studies textbooks with India as the country. A total of 72 geographies and histories were examined; both qualitative and quantitative analyses were used which involved the measurement of space allotted to each of seven topics as well as to India as a whole. The results of the study confirmed the hypothesis that the content on India in American school social studies books of the 1920's and 1930's was rather meager, unbalanced, pro-Western and pro-British and that it was not until the period of 1948-1952 that the treatment accorded India was markedly improved in terms of space allotment and of balanced and objective approach.

¹⁴Shyama Deodhlar, "The Treatment of India in American Social Studies Textbooks, 1921-1952" (Unpublished doctoral dissertation, University of Michigan, 1954), Dissertation Abstracts, 14: 625.

Takaki¹⁵ examined 87 senior high school books published from 1895 to 1950 to determine if the material about Japan and the people of Japanese descent had moved toward a world point of view. The analysis of content was made in terms of the standards of judgment given in the Model Plan for Textbook Analysis in Textbook Improvement and International Understanding by I. James Quillen. The results showed that all of the ten major topics were dealt with by a growing percentage of textbooks; the space allotment within the textbooks showed increasing adequacy with which the topics were treated. The changes in the balance content show that domestic Japan and her point of view were presented more and more. Takaki found that there was a rapidly increasing emphasis on the presentation of Japan's lack of international cooperation, aggressive intentions, and wars. However, Japan in peaceful and constructive events of history is accorded attention only in a slightly increasing degree. Throughout the years, the textbook content was largely termed as objective and fair, as well as accurate. Takaki concluded that there was marked progress from 1895 to 1950 toward a world point of view in that materials on Japan and the Japanese

¹⁵Tori Takaki, "The Treatment of Japan and Peoples of Japanese Descent in Senior High School American History Textbooks" (Unpublished doctoral dissertation, University of Michigan, 1954), Dissertation Abstracts, 14: 626.

people were presented more and more adequately.

Lewis¹⁶ sought to determine the extent of material dealing with foreign peoples and cultures in American high school literature books and the nature of such material. A total of 132 high school literature texts published since 1930 by 26 different publishing companies were examined. The study was made in five divisions according to the courses for which the texts were designed: English literature, American literature, English and American literature combined, general literature, and world literature. The most material about other nations was found in the world literature books. Over half was devoted to Western Europe with the Orient represented by 18 per cent, largely divided between China and India. Little delineating of modern conditions in foreign lands was found in the books and that little was representative of only a portion of the globe. Lewis concluded that foreign people and cultures are better represented since World War II in general literature and world literature books, but are not in American and English literature books. Very little of the material about foreign lands was written by foreign authors.

Two more recent studies have been concerned with social

¹⁶Charles Stephen Lewis, "The Treatment of Foreign Peoples and Cultures in American High-School Literature Books" (Unpublished doctoral dissertation, University of Michigan, 1956), Dissertation Abstracts, 17: 1255.

studies textbooks for the elementary school. Kennedy¹⁷ analyzed the treatment of the Moslem Nations, India, and Israel in social studies textbooks for elementary and junior high schools in the United States. The books were from geography and integrated series published since 1956. The topics checked were geography, history, government, religion, occupations, transportation, communication, education, health, clothing, food, homes, art, literature, music and recreation. A list of selected events which had occurred in these nations was used to check the currency of the information. He found that all textbook series included both geographical and historical material; occupations, transportation, communication, clothing, food and home are the topics about which information is fairly extensive in all the series with education, health, art, literature, music, drama and recreation receiving little attention. The treatment of government and religion varied in the different series. The percentages of total material devoted to the nations of this study in the different series varied from 8.25 per cent to 13.85 per cent. The "type" region approach was still widely used in fourth grade texts; sixth grade and junior high school

¹⁷ Leonard Milton Kennedy, "The Treatment of Moslem Nations, India, and Israel in Social Studies Textbooks Used in Elementary and Junior High Schools of the United States" (Unpublished doctoral dissertation, Washington State University, 1960), Dissertation Abstracts, 21: 2706.

texts were being kept up-to-date by the inclusion of new material. Historical material was still largely about Ancient Egypt, Mesopotamia and Phoenicia. Little was included about the early Islamic, Arabic and Indian cultures. Kennedy concluded that "reference materials other than textbooks are necessary if the teacher expects the child to secure information about many topics of importance to a more complete understanding of people in other countries."

Kranyik¹⁸ compared the images of Mexico portrayed in elementary social studies textbooks and those possessed by Connecticut and Mexican teachers. An open-ended questionnaire, developed from the recommendations of anthropologists and educators for the purpose of obtaining the images of Mexico held by Connecticut and Mexican teachers, was mailed to randomly selected samples of 155 fifth- and sixth-grade teachers in Connecticut and their Mexican counterparts. Analysis of the responses showed that the Connecticut teacher image of Mexico differed significantly from the textbook image in 14 of 16 cultural aspects (there was agreement only in the areas of food and language) when the Mexican image was compared with the textbook image. Connecticut and Mexican

¹⁸R.D. Kranyik, "A Comparison of the Images of Mexico Portrayed in Elementary Social Studies Textbooks and Possessed by Connecticut and Mexican Teachers" (Unpublished doctoral dissertation, The University of Connecticut, 1965).

teacher images differed from each other in nine of the 16 aspects (food, transportation, art, occupations, products, education, religion, original contributions of Mexico to the world and the most important event in Mexican history). The three images differed significantly from each other in five of the 16 aspects (occupations, government, cultural change, art and the most important event in Mexican history), while close agreement was noted in only one aspect (language). The images were not uniformly distant from one another in all aspects, but tended to vary, depending upon the particular aspect under consideration. Kranyik also found that in the vast majority of social studies textbooks stories about picturesque groups predominated.

A slightly different study was that of Fortney¹⁹ who compared scientific conceptions of race with the content found in social studies textbooks in adoption in the state of Texas during 1972-73. She found that relatively few social studies textbooks deal with theoretical aspects of the concept of race. Only one fourth of the 29 books that were analyzed defined and explained race scientifically. Themes related to the biological theory of race were not evenly distributed among

¹⁹Nancy D. Fortney, "Race as an Anthropological Concept in Social Studies Curriculum Materials" (Unpublished doctoral dissertation, University of Houston, 1972), Dissertation Abstracts, 33: 5469.

the books; the majority of themes were contained in two secondary textbooks, and one elementary series. The concept category Populations contained the most inconsistencies and inaccuracies and was the area in which there was the greatest need for clarification and correction in the material. In the development of the concept of human variation, the emphasis in all books was on cultural variability. The majority of textbooks that refer to racial groups limited categories of classification to the three major races: Mongoloid, Caucasoid and Negroid. In one series most of the information about race was concentrated in the teacher editions, particularly at the lower grade levels.

There have also been some studies of the treatment of foreign countries in trade books for children. Burris²⁰ examined all children's fiction with settings in Japan which had been published since 1953. The 58 works included books for young children up to and including the junior high level. No folk-tales or books of informational nature were included. She found that since 1953 the number of fiction books concerning Japan has shown a marked and steady increase. Most of the books examined give a good realistic feeling of life in Japan; however, some of the books do foster the misconception of mixing Japanese and Chinese life and customs

²⁰Mirriam Burris, "Japan in Children's Fiction," Elementary English, 43: 29-38, January, 1966.

and the tendency to show that the Japanese lack humor in everyday life. She also found that there was an increase in the use of native story material with more material being written by those of Japanese birth or ancestry. Recent publications have shown an increasing tendency toward artistic excellence in design and illustration.

Boger²¹ undertook a content analysis of selected children's books on the Negro and on Japan: (1) to sharpen the general definitions of the categories of symbolic, empirical, ethical and synoptic thought-units for operations use in analyzing a selected body of children's literature; (2) to establish profiles of the content of selected individual children's books in terms of the presence/absence of four corresponding specific indicator-categories 1,2,3, and 4; and (3) to examine the evidence for the assumption that the books on Japan will rank higher than the books on the Negro in terms of the two general categories of ethical and synoptic thought-units. He concluded that the books on Japan were slightly more adequate than the books on the Negro in terms of the definition of a realistic story as "a tale that is convincingly true to life." There was a relative absence of ethical and synoptic thought-units in the stories on the Negro. This was interpreted as a lack of opportunity

²¹Gerd Boger, "A Content Analysis of Selected Children's Books on the Negro and on Japan" (Unpublished doctoral dissertation, Michigan State University, 1966).

for the Negro child to grow in respect to ethical and synoptic thought.

O'Connell²² described and analyzed recurring images of Canadians in children's fiction. Thirty-seven books of realistic fiction written in English in the twentieth century and deemed suitable for eight to fourteen-year-old children were selected on the basis of frequency of recommendation. Some were by American authors; others were by Canadian authors. Generous excerpts from the books were analyzed in terms of an inductively derived scheme. The analysis yielded images that focused around universal themes: freedom, beauty, virtuosity, hospitality, equality and continuity. According to these books Canadians judge their fellowmen largely in terms of racial or national origin, socio-economic status and education. Indians, Eskimos, and "half-breeds" are the fellowmen named most frequently, but they are not depicted as equals. Canadians of French origin are presented as people living a simple village life in which heritage and religion are of great importance. Authors of these books tend to stereotype the French-Canadian way of life. Diversity as such is seldom prized; Canadians expect immigrants to speak English, learn Canadian games, and in a

²²Mary Shiela O'Connell, "Images of Canadians in Children's Realistic Fiction" (Unpublished doctoral dissertation, Columbia University, 1966).

word, to be English Canadians. O'Connell stated that the findings drawn from the study were, in part, the result of reading "between the lines," of interpreting that which is implied in what each author wrote. They are in part, too, the result of reading what each author made explicit; that is, the descriptive and factual information that convinces the reader in another way of the realistic nature of the fiction.

The purpose of Bard's²³ study was slightly different. He sought to determine whether children's literature contains topics and characterization that serve to illustrate selected social studies themes or concepts. Twelve themes were selected for consideration: natural conservation, human conservation, inter-dependence, domestic cultural heritage, foreign cultural heritage, communication, physical environment, social environment, change, commerce, organization and democratic government and self-realization. Twelve books which were winners and the books which were runners-up for the John Newbery Award, 1960-1970 were analyzed to see if they possessed the necessary themes. The analysis indicated that the sample of books did illustrate the selected social

²³George Ingersoll Bard, "Library Books for Children: An Analysis Using Specific Social Studies Themes in the Curriculum" (Unpublished doctoral dissertation, Indiana University, 1970). Dissertation Abstracts, 31: 4375.

study themes. Some of the themes were illustrated in all of the books analyzed; all of the themes were illustrated in some of the books. These books showed that different types of literature can illustrate social study themes; that such variety of literature can thereby appeal to the varying tastes of children; and that those children who prefer one type of literature can be reached with that type which also illustrates social studies themes.

While there have been some studies of the treatment of foreign countries in children's books, as is shown in this review, no study was found that dealt with Iran.

METHODOLOGY OF THE STUDY

Books containing information on Iran are of two types: social studies textbooks and trade books. A search was made for social studies textbooks which contained material on Iran and were prepared for use in elementary schools. Through the use of historical and present-day collections in a number of libraries a total of 51 social studies textbooks were located.²⁴ These books were examined for the nature and extent of the material.

Trade books for children about Iran were also studied.

²⁴A list of the collections of textbooks examined appears in Appendix A.

The first step in the study was the identification of such books. A number of book selection aids, a list of which appears in Appendix B, were consulted in the search for titles of children's books that had been published on Iran. Periodicals which carry reviews of children's books were also examined for titles of children's books on Iran. A list of these periodicals also appears in Appendix B. A few more titles of books were secured through consultations with librarians and other professional people.²⁵

The next step of the study consisted of obtaining the books for review. Approximately half of the books were obtained through personal visits to libraries.²⁶ The remaining books were obtained through inter-library loan service at Moravian College, Bethlehem, Penna.

In order to evaluate these books, criteria were needed. The establishment of such criteria required knowledge of Iran's history, geography, resources, people, religion, government and education. Background information obtained from readings on Iran is presented in Chapter II. The personal experiences of the author while living in Iran and teaching children's literature in Iranian schools also provided additional background. In addition to criteria for

²⁵A list of these people likewise appears in Appendix B.

²⁶A list of these libraries appears in Appendix B.

the content of the books, criteria were needed to assess the literary quality of the books. Works dealing with children's literature^{27,28,29,30} were consulted in establishing the criteria for this study.

As each book was read, information about the book was noted on forms prepared for this purpose. A copy of these forms appears in Appendix C. Books were then assessed as to their value for use in the social studies program. They were classified as recommended if the content was accurate in all respects; as acceptable if accurate in certain specified areas, though not necessarily so in all areas; and as marginal if weak in content and poor in style and/or format. None of the books was so poor as to be classified as not recommended. The classification for each book is given with the annotation which appears in Appendix D.

The majority of the 104 trade books, both fiction and

²⁷May Hill Arbuthnot and Zena Sutherland, Children and Books. Fourth Edition.(Glenview, Illinois: Scott, Foresman and Company, 1972).

²⁸Georgiou, op. cit.

²⁹Charlotte S. Huck and Doris Y. Kuhn, Children's Literature in the Elementary School. Second Edition.(New York: Holt and Winston, Inc., 1968).

³⁰Bernard J. Lonsdale and Helen K. Mackintosh, Children Experience Literature (New York: Random House, 1973).

nonfiction, were written to give information on Iran. The findings on these informational books are reported in Chapter IV. About one-third of the trade books, however, were of a different type. These 38 books, which consist of folk literature of Iran, are described in Chapter V.

CHAPTER TWO

IRAN: THE LAND AND ITS PEOPLE

In reading, speaking and writing about Iran two names, Iran and Persia, are often interchanged. Generally one speaks of the Persian language, Persian poetry, Persian architecture, Persian carpets, Persian customs and traditions. But when one speaks of the great oil industry, the modern state or the people, one speaks of Iran.

Iran is by origin the same word as Aryan. Toward the end of the second millenium B.C. horse-riding tribes, who spoke Indo-European languages, began moving southward out of the Eurasian steppes which in the present day is southern Soviet Union territory. One branch of these Aryan peoples, the Hindus, moved southeast into the Indus Valley, while others distributed themselves on the plateau to the south and southwest of the Elburz Mountains, naming their new homeland Iran. Intermittently throughout history the name "Iran" has been applied by these Indo-European peoples to their land.¹

The word "Persia" (Paras or Persis) came into use in

¹George Cameron, History of Early Iran (Chicago: University of Chicago Press, 1936), p. 12.

559 B.C. when, under the leadership of Cyrus II, of the Achaemenid dynasty, the Persians (one of the Iranian tribes) asserted their independence and extended their rule from Persia and thereby established the first world empire. When Europeans began to become acquainted with the country in modern times they called it Persia, just as the Greeks had done when the Persians and the Greeks had engaged in warfare.²

In March, 1935 the monarch, Reza Shah Pahlavi, declared that from then on Iran would replace Persia as the official designation of the country; this brought the ancient name into general usage. However, since 1957 the Imperial Government of Iran has restored permission for foreigners to use both the name Persia and Iran.³

HISTORY

Knowledge of the early inhabitants of prehistoric Iran, who have been tentatively named Caspians or Caucasians, is very limited. As early as the fifth millenium B.C. Neolithic men lived in settled agricultural communities built

²Harvey H. Smith, et al. Area Handbook for Iran Foreign Areas Studies of the American University (Washington, D.C.: Government Printing Office, 1971), p. 41.

³Peter Avery, Modern Iran (London: Ernest Benn Ltd., 1965), p. 1.

around oases and rivers from the Nile to the Indus. In the fertile Mesopotamian lowlands, formed by the Tigris and Euphrates Rivers, there grew up during the latter part of the fourth and the third millenium B.C. one of the first urban cultures to leave a written record - the Sumerian civilization.

On the periphery of this civilization in the Kharkheh River valley, the modern area of Khuzistan Province, the kingdom of Elam came into existence during the third millenium B.C. Other ancient tribal peoples have been identified but they were less organized than the Elamites. Of these others the Kassite peoples, to the northeast of Elam, spoke a language associated with linguistic groups of the Caucasus Mountains. The Elamite language, however, was distinct and separate from any other known tongue. For over 2,000 years the Elamites struggled to maintain their independence against the Sumerians and against later Semitic conquerors, the Assyrians and Babylonians. Around 640 B.C. the Assyrians sacked Susa, the Elamite capital located about 130 miles north of the modern city of Abadan, and destroyed the kingdom of Elam.⁴

A new ethnic group to appear upon the regional scene was the Aryan, arriving in successive waves. First came the

⁴Cameron, op. cit., p. 26.

Indo-Aryans, who about 1500 B.C. moved from the region of the Oxus and the Iaxartes rivers south and west to the plateau and then still further west where they dominated the kingdom of the Mitanni. Then, about 900 B.C., came the Iranians. These people had lived in settled communities, and after a fairly prolonged period of wandering and of nomadic life they established villages in Iran, which they named for their homeland. They spoke an Indo-European dialect but comparatively little is known of their ethnic character. Apparently they completely supplanted the earlier residents of the plateau, although there is a slight possibility that one or more of the existing nomadic tribes of Iran stem from peoples indigenous to the area.

The Iranians included the tribes known as the Medes (Mada), Persians (Parsa), Parthians, Bactrians, Soghdians, Sacians and Scythians. The Medes settled in western Iran and at first, along with the Persians to the south, were dominated by the Assyrian Empire, so that knowledge of them derives almost entirely from Assyrian inscriptions. They soon grew strong enough to assert their independence and then to overthrow Assyria, but details of these events are lacking since they were not entered in the Assyrian records. Ecbatana (modern Hamadan) was the Median capital. Cyaxares, king of the Medes from 625 until 585 B.C., completely destroyed the power of Assyria and extended his realm far

into Asia Minor.⁵

Achaemenid Period 640 - 323 B.C.

Closely related to the Medes was another group, the Persians, which settled in the modern province of Fars and were vassals of the Medes. The heads of one of the clans, the Achaemenid became the overlords of this area which was known as Parsa. In 533 B.C. Cyrus, the sub-king of Parsa or Persis, revolted and overthrew the Median ruler Astyages. A close union of the Medes and Persians followed and an army drawn from these resurgent tribal groups was soon engaged in a series of successful campaigns which resulted in the establishment of the first world empire.⁶

Cyrus drove on into Asia Minor where he defeated the Lydian King Croesus. By 546 B.C. he controlled Armenia, Asia Minor and the Greek colonies along the Mediterranean shore. In his conquests Cyrus led an army east to conquer the regions of Parthia, Chorasmia and Bactria which made the empire stretch from the Aegean to the Oxus. Cyrus, who died in 529 B.C., was not only a world conqueror and effective organizer but also a tolerant ruler for it was he who allowed the Jews to return from captivity in Babylonia to Jerusalem.

⁵Cameron, op. cit., p. 150.

⁶Jacob Abbot, Cyrus the Great (New York: Altemus, 1900), p. 25.

He made Ecbatana (modern Hamadan) his capital but also kept the Persian capital at Susa and his own residence at Pasargadae.⁷

His son Cambyses conquered Egypt but later became insane and died by his own hand near Ecbatana. Cambyses had no heir and after a brief period of confusion Darius, probably a third cousin of Cyrus, emerged victorious as king in 522 B.C.

Darius is probably the most famous of all the Achaemenid kings. He possessed great organizing ability and was able to put down opposition throughout the empire while making invasions into Greece and Scythia (southern Russia). Aid given by the mainland states of Greece to revolting Greek colonies in Asia Minor aroused him to action. Two campaigns against the mainland, in 492 and 490 B.C., ended in the Battle of Marathon and the first Persian defeat.

Xerxes succeeded his father Darius in 485 B.C. Combining a huge army and fleet, he led a third campaign against Greece but after initial success at Thermopylae he had a series of crushing defeats at Salamis, Plataea and Mycale at the hands of the Greeks. These defeats marked the end of Persian dreams of European conquest.⁸

⁷Ibid., p. 60.

⁸Jacob Abbott, History of Xerxes the Great (New York: Altemus, 1878), p. 47.

Most of the knowledge of this period, which Herodotus referred to as a "Golden Age" of Persia,⁹ and the details of the political organization, the army, and the life of the people is derived from the abundance of Greek records and the writings of Herodotus. But history is also indebted to the Achaemenid kings who saw to it that their names and deeds were inscribed in stone and in pictorial bas-reliefs. According to Wilber, "the documents of the Achaemenid rulers, cut into rock or baked in clay tablets, were in three languages current in the empire: Old Persian, Elamite, and Babylonian."¹⁰

The empire during this period was divided into about twenty provinces or satrapies, each under a satrap or governor. The governors came from noble Persian families; the post tended to become hereditary. Each governor had with him a general and a state secretary, but these officials were not subordinate to the satrap; they reported directly to the king. Periodically inspectors with strong military support were dispatched to the provinces to check on

⁹George Rawlinson (translator) "The History of Herodotus" in Herodotus-Thucydides. Volume VI of Great Books of the Western World. Edited by R.M. Hutchins (Chicago: Encyclopaedia Britannica, Ind., 1952), p. 230.

¹⁰Donald Wilber, Iran: Past and Present. Fifth Edition. (Princeton: Princeton University Press, 1963), p. 23.

conditions and stop any thought of revolt.¹¹

Good communications were important so roads were built; the best known was the Royal Road from Susa to Sardis which was over sixteen hundred miles of highway complete with posting stations. Agriculture flourished and justice was fairly administered. Racial groups within the boundaries of the empire were allowed to retain their own religions and often their ruling families were allowed to continue in power.

Herodotus noted the tendency of the Persians toward assimilation of external influences. Therefore, the prevailing belief of modern times that the Achaemenid Persians were barbarians in contrast to the civilized Greeks may be questioned. It is known that Cyrus despised the commercial habits of the Greeks and it is apparent that in the fields of public administration, political organization, continuity of government, and tolerance of race and creed the Achaemenians far surpassed the Greek city states.¹²

Artaxerxes I followed his father Xerxes in 465 B.C. and reigned until 424 B.C. During this period the first signs of the internal decay of the empire appeared in revolts in

¹¹Roger Stevens, The Land of the Great Sophy (London: Methuen and Company, 1962), p. 13.

¹²Rawlinson, op. cit., pp. 35-65.

Egypt and other satrapies. Largely ineffective rulers followed Artaxerxes I; they were corrupted by luxury and ease. Not until the accession of Artaxerxes III, who ruled from 359 until 338 B.C., were the earlier boundaries of the empire reestablished for a brief period. The empire, possibly, could have endured had not a blazing light suddenly appeared on the horizon in the form of Alexander of Macedon. So it was the fate of the Achaemenid empire to be destroyed by another world conqueror, Alexander the Great.¹³

Seleucid Period 323 - 223 B.C.

Alexander the Great began his conquests in 336 B.C. At Issus, just inland from the northeastern corner of the Syrian coast, Alexander's clever generalship put to rout an enormous Persian force commanded by Darius III, who fled when the tide of battle ran against him. At Arbela Alexander met and defeated a reformed Persian army which was ten times as large as his own. Again Darius III fled.¹⁴

Alexander turned south to capture Babylon and went on to Susa and Persepolis where he seized intact the vast royal

¹³Clement Huart, Ancient Persia and Iranian Civilization (New York: Knopf, 1927), p. 50.

¹⁴Richard Frye, The Heritage of Persia (Cleveland: World Publishing Co., 1963), p. 112.

treasuries. Persepolis was burned, probably in revenge for the much earlier burning of Athens by the Achaemenid army or perhaps by accident. In the spring of 330 B.C. Alexander set out in pursuit of Darius III, first to Ecbatana and then along the southern slopes of the Elborz Range where he came upon the body of the Achaemenid king, slain by his own followers.

After many conquests and journeys Alexander returned to Susa where he began to disclose his plan for a new world state which would unite Macedonian and Persian elements on a basis of equality. Alexander himself pointed the way toward this union when he married the eldest daughter of Darius III and encouraged 10,000 of his troops to take Persian brides. Suddenly, when he was still less than thirty-three years old, he was attacked with fever at Babylon and died in 323 B.C.¹⁵

The vast areas won by Alexander's skill fell into the hands of his army commanders and soon became broken up into several major monarchies. The Seleucid monarchy, which embraced Iran, was at first centered at Seleucia on the lower Tigris, but the capital was later moved to Antioch in Syria. The interests of Iran were neglected and the Seleucid hold was not secure. The country was ripe for new rulers.

¹⁵Ibid., p. 125.

Parthian Period 223 B.C. - A.D. 226

The Parthians, also known to history as the Arsacids after their first rulers, were originally a nomadic Saka tribe which moved into an area east of the Caspian and then took over the region which had been the Parthava of the Achaemenid empire.¹⁶

The Parthians came to consider themselves the political heirs of the Achaemenians. Their scanty cultural background was replaced by a veneer of borrowed culture which on the upper level was both Iranian and Hellenistic. The Parthians spoke a Middle Persian which was close to the form in use at the end of the Achaemenid period and wrote it in an Aramic ideographic script called Pahlavi. Long carved inscriptions and a number of texts in Pahlavi survive but the imperfections of the rudimentary alphabet make the reading of the language extremely difficult.¹⁷

Sassanian Period 224 - 642

About A.D. 211 Ardashir organized a revolt in the province of Fars; in A.D. 224 his forces killed the last

¹⁶Sir Percy Sykes, A History of Persia. Third Edition. (New York: St. Martin's, 1951), Vol. 1, p. 240.

¹⁷Ibid., p. 310.

Parthian ruler in battle in Susiana. Ardashir soon controlled all of Iran except for the provinces of Armenia and Bactria. The name of his new dynasty, Sassanian, seems to come from an Old Persian title, Sassan, or "commanders," although it was later a family name. The Sassanians did trace their lineage back to the Achaemenians.¹⁸

There were some forty Sassanian rulers. Narse, A.D. 293-302, was less successful against Rome, and under him the Tigris River became a fairly stable boundary between east and west. Shapur II, the great-great-great-grandson of Ardashir, came to the throne in A.D. 310 and during his long reign of sixty-nine years waged three separate wars with Rome. After his death internal strife broke out between the rulers and the nobles and clergy over the authority of the kings. For nearly one hundred years successive kings were chosen from the Sassanian family by the high church officials and the great feudal lords.¹⁹

The Sassanian period witnessed the rebirth of a nationalistic Iran, strong and prosperous in her own right and unreceptive to foreign contacts and influences.²⁰ The

¹⁸Wilber, op. cit., p. 31.

¹⁹Sykes, op. cit., p. 408.

²⁰Huart, op. cit., p. 180.

language of the Sassanian period continued to be Middle Persian written in the awkward and intricate Pahlavi script, but the language lost a good deal of its grammatical complexity and began to approach the final form of New Persian or Farsi.

The Arab Conquest of Iran 642 - 1037

In the seventh century the Arabs overran Iran, bringing with them the Moslem religion. The centuries from the Arab conquest to the present day are generally known as the Islamic Period of Iran; they cover almost exactly the same number of years as lay between the rise of Cyrus and the end of the Sassanian empire.

Within Iran the Moslem conquest spread and in 652 A.D. Iranian forces were defeated at Khwarazm on the Oxus River. For more than a century after the rise of Islam all the conquered lands gave unquestioning obedience to the authority of the Omayyad Caliphs, resident in Medina or Damascus. The coming of Islam produced profound alterations in the political, economic and social structure in Iran. The age-old Iranian ideas of divine right and autocratic control were challenged by a democratic spirit and the internationalism of the new religion, while at the same time the cultural superiority of the Iranians and their pride in their institutions remained, to stamp the cultural and artistic future of Islamic Iran

with a character quite different from that of any of the other Moslem countries.²¹

A line of Moslem Caliphs known as the Abbasids took power and in 763 founded a famous circular city at Baghdad. Iranian soldiers had aided in the overthrow of the previous Moslem dynasty, that of the Omayyads. In the new court of the Abbasids Persians held high positions and Persian dress and manners prevailed. Khorasan, an area vastly larger than the present province of that name, became the most influential section of Iran.

This period of Persian history was marked by the rise of many local dynasties. It was during this time that the famous poet Firdawsi lived and wrote his great epic, the Shah Nameh, or "Book of Kings." The epic contains the saga of four ancient dynasties, two of which are purely legendary and drawn from the mythology of the Avesta. The poem was written in a vigorous, direct Persian which contains relatively few Arabic words; because the language has changed so little since the composition of the Shah Nameh nine hundred years ago the poem can be read with ease by the people of present-day Iran.²²

²¹Stevens, op. cit., p. 19.

²²Arthur Arberry, Classical Persian Literature (New York: The Macmillan Company, 1958), p. 212.

Modern Persian literature reached full stature in this period, but it must be realized that many Persian authors of this time, as well as those of later times, wrote in Arabic. Many Arabic words came into Persian and the Arabic characters were beginning to be used for written Persian. Such notable figures as Sa'di and Ghazali wrote both in Persian and Arabic.²³

Seljuk Period 1037 - 1220

Early in the eleventh century there appeared a group of powerful Turkish nomads who overthrew the decadent Abbasid Caliphate. Thus was founded the Seljuk dynasty, whose main line was to rule from the Bosphorus to Chinese Turkestan for a hundred years.

At the time of the advent of the Seljuks into central and western Iran much of the land was held by petty rulers ready to fly at one another's throats. The Seljuks overthrew the local kingdoms, united Moslem Asia and embraced Islam with great fervor. This period became one of the momentous ones in the long history of Persian culture. It was in this period that the rough, illiterate Turks first placed Persians in the highest official posts and they themselves developed into patrons of learning and the arts.

²³Ibid., p. 260.

The Seljuk period was conspicuous for its great number of poets, philosophers, and learned men, foremost among whom was the philosopher, mystic theologian and poet, Al-Ghazali. The greatest of the Persian mystic poets was Farid ad-din Attar whose works include a valuable history of the lives of the saints and the mystics.²⁴

A great deal of building activity was carried on during the Seljuk period and sections of several Iranian mosques date from these years. The largest, most complex and most important architectural monument in Iran is the Congregational Mosque at Isfahan which was built during this period.

Mongol Period 1220 - 1380

About the year 1160 occurred the birth of Temujin, who under the title of Genghiz Khan was destined to lead the Mongol hordes across the breadth of Asia. After many conquests and when almost all of Iran had been overrun, Genghiz Khan returned to the East and died there in 1227. In 1256 Hulagu, a grandson of Genghiz Khan, carried out a mission against the Assassins (a religious sect in Iran), razing their fortresses and destroying their power. In 1258 he marched against Baghdad and after a siege, lasting a month, the city fell. Thousands were slain, the palaces,

²⁴ Arthur Arberry, The Legacy of Persia (Oxford: Clarendon Press, 1953), p. 311.

mosques, and tombs of the Caliphs were burned, and a vast store of booty collected. The last of the Abbasid Caliphs were put to death and the line wiped out.²⁵

Hulagu withdrew to Maragha in northwest Iran, and there the Mongols settled permanently in Iran. Once the Mongols began to live in Iran they were subject to manners, modes of dress, and religious beliefs foreign to their tribal mode of life. The force and continuity of Iranian civilization worked to alter their character. The feudal system of government was retained; Persians were soon named to the highest administrative posts, and Hulagu and his successors became patrons of literature and the arts. The court at Tabriz, the capital city, was entirely Moslem and Persian in character. Good government and general prosperity were the serious concerns of the rulers, with equitable taxes regularly collected, laws codified, and internal security established.²⁶

The period from the death of Hulagu (1267) to the end of the reign of Abu Sa'id (1335) was extraordinarily rich in literary production; at no other time were so many first-

²⁵A.K.S. Lambton, "The Internal Structure of the Saljug State," J.A. Boyle (editor). The Seljuk and Mongol Periods: Volume V. The Cambridge History of Iran (Cambridge, England: University Press, 1968), p. 248.

²⁶Ibid., p. 261.

rate histories written in Persian. Considerable work was also done in the fields of medicine, botany, astronomy and the natural sciences.²⁷

A score of notable poets lived in this period, but the two foremost were Jalal ad-din Rumi and Sa'di of Shiraz. Rumi, who died in 1273 was a great mystic and the founder of the Mawlawi order of "whirling" dervishes who remained strong in Asia Minor for many centuries.²⁸

Sa'di was the brightest jewel of all Persian literature. Born in Shiraz, he spent his youth in study and then made a series of long voyages. He died in 1291. The Gulistan, which was written by Sa'di and which became the classical model for all later Persian prose, is a series of anecdotes written in prose but containing poetic passages. Sa'di preached moderation as a primary virtue and recommended that one be content with his lot in this life and live as virtuously as possible in preparation for the eternal life.²⁹

Timurid Period 1380 - 1500

In the eastern reaches of Iran conditions had been

²⁷Smith, et al., op. cit., p. 183.

²⁸Ibid., p. 188.

²⁹Ibid., p. 237.

unsettled for a considerable period of time, with continual warfare. This warfare ceased with the arrival on the scene of Timur, or Tamerlane, as he was known to the western world. Timur was born in 1333 and in 1380 began his conquests. In 1380 he conquered Khorasan, Mazanderan and Sistan; in 1384 Azerbaijan, Georgia, and western Iran; and in 1392 the whole of Fars. His conquests, although less destructive than those of the Mongols, did work considerable havoc. In 1398 he returned to Samarqand, his capital, to organize the administration of his vast territories. The state which he established was essentially a Turkish kingdom but Iranian culture played the creative and dominant role, for Timur was a fervent Moslem.³⁰

When Timur died there was considerable warfare and division but finally his fourth son, Shah Rukh, from his capital city Herat, reigned over all of eastern Iran until 1447. Shah Rukh, one of the most cultured monarchs that Iran has ever known, made Herat the intellectual center of middle Asia. Prosperity grew under his intelligent government. Architects, painters, poets, scholars, and musicians were held in high esteem; the artistic and literary movements

³⁰J.A. Boyle, "Dunastic and Political History of the Il-Khans," J.A. Boyle (editor). The Seljuk and Mongol Periods: Volume V. The Cambridge History of Iran (Cambridge, England: University Press, 1968), p. 416.

of these years were to spread westward in later times and find final expression at Isfahan under the rule of Shah Abbas.³¹

Safavid Period 1500 - 1736

The Safavid period saw the reestablishment of a truly native Iranian dynasty after a lapse of eight centuries. The resulting revival of national spirit and unity may be compared to the movement which sprang up when the Sassanian dynasty arose after the long Graeco-Parthian domination of the country. The founder and first ruler of the Safavid dynasty, Shah Isma'il, came into prominence as the leader of seven Turkish tribes of Azerbaijan. In 1500 Isma'il defeated his enemies and was crowned at Tabriz. The Shi'a sect of Islam was proclaimed the state religion of Iran and ruthless force was used in converting the reluctant Sunnis.³² Shi'a Iran now separated the Sunni mass of central Asia, India, and Afghanistan from the Sunnis of Turkey, Iraq, Egypt and the other Moslem countries to the west of Iran. Warfare resulted and this only tended to be a powerful factor in uniting all Iran in loyalty to the Safavid rulers and the

³¹Stevens, op. cit., p. 26.

³²Infra, p. 75.

Shi'a faith.

The great Shah Abbas, who came to the throne in 1587, was the dominant figure of the Safavid line, the equal of any ruler in the long history of Iran. The years of his reign are well documented, particularly in the accounts of English travelers who visited his court. In 1598 Abbas moved the capital to Isfahan and that city soon hummed with activity in the arts and crafts. The ruler pushed reforms in every field of public life. In place of an army composed of tribal forces led by tribal chiefs Abbas created a regular, paid army. Roads, canals and caravanserais³³ were established with the European countries.³⁴

Shah Abbas was followed by inept rulers during years in which Iran was fairly free from war, although the Ottoman Turks showed intermittent hostility. These rulers, though sometimes cruel and violent, did strive to increase the general prosperity of the country, but as the years went by the control of the empire passed more and more into the hands of the higher clergy.

³³A kind of inn, where caravans rest at night, being a large bare building surrounding a court.

³⁴Wilber, op. cit., p. 70.

Afshar, Zand, and Qajar Periods 1736 - 1925

Nadir, an Afshar tribesman, born at Mashhad, became the ruler after the death of the last Safavid in 1736 and thus became the founder of the Afshar dynasty. Nadir's reign represented a brief period of national power and prestige but the people of the country gained no benefit from his many foreign conquests. His huge army lived off its own country, as it marched from west to east and back again, and heavy taxes were levied on the inhabitants. In 1747, in the midst of provincial revolts, Nadir was assassinated by one of his officers.³⁵

A blind son of Nadir Shah, Shah Rukh reigned over Khorasan from 1748 until 1796 when the Afghans established their independence and western Iran, torn by internal warfare, was taken over by the Zand and Qajar dynasties.

Karim Khan, chief of the nomadic Zand tribe in the region of Shiraz, became master of Ishahan, Shiraz, and most of southern Iran, and successfully repulsed the Qajars, continuing in power from 1750 to 1779. Karim Khan was a man of fine personal character and seems to have won the love and esteem of his people.³⁶

The Qajars were one of the seven Turkish tribes which

³⁵Stevens, op. cit., p. 30.

³⁶Sykes, op. cit., vol. II, p. 318.

had supported the rise of power of Shah Isma'il, the first Safavid ruler. Their fortunes had been at a low ebb under Nadir Shah, but after his death they became dominant in Mazanderan and made an abortive attempt to spread into southern Iran. They found their great leader in the person of Agha Muhammad Khan, a eunuch who progressed in power by way of violence and slaughter. Himself a Qajar noble, he united the branches of the tribe, rose to power in 1779, took Teheran, and became the first ruler of the Qajar dynasty, although not officially named as Shah of Iran until 1796. By the time he was assassinated in 1797, Agha Muhammad Khan had gained control of the whole of Iran, including Georgia.³⁷

His nephew and successor Fath 'Ali Shah, who ruled from 1797 until 1834, was a man of quite different character. His reign ushered in a century in which Iran enjoyed comparative calm and peace while it suffered moral and political decline. Direct contact with the European powers began under Fath 'Ali Shah with a treaty of alliance, signed in 1807, between France and Iran.

In 1826, Iran and Russia went to war; initial Persian successes were followed by a series of defeats culminating in the capture of Tabriz by the Russians. From this time

³⁷ Amin Banani, The Modernization of Iran: 1921-1941 (Stanford, California: Stanford University Press, 1961), p. 6.

until well into the twentieth century Iran was to be torn between the conflicting interests of Russia and England. Russia was embarked on a course of expansion in Asia and had visions of a warm water port on the Persian Gulf, while England was faced with the need of controlling the Persian Gulf and all land areas adjacent to India.³⁸

Muhammad Shah, the grandson of Fath Ali Shah, ruled from 1834 until 1848. He did his utmost to improve the internal condition of the country, abolishing the practice of torture and forbidding the importation of slaves into Iran. Nasr ad-din Shah, son of Muhammad Shah, ascended the throne in 1847 at the age of sixteen. His long reign was marked by friendly relations with Russia, whose influence within Iran became firmly entrenched.

In 1856 the Persian army marched into Afghanistan and took Herat. Great Britain, who had fought against the ruler of Afghanistan from 1839 until 1841, demanded the immediate evacuation of Herat; the governor general of India declared war on Iran and British troops were landed at the very head of the Persian Gulf. Russia failed to support Iran and Nasr ad-din capitulated. By the Treaty of Paris, signed in 1857, Iran withdrew from Herat and recognized the

³⁸George Lenczowski, Russia and the West in Iran, 1918-1948: a Study in Big Power Rivalry (Ithaca, New York: Cornell University Press, 1949), p. 256-270.

independence of Afghanistan. The treaty also granted capitulations and special commercial privileges to Great Britain.³⁹

The rivalry between Russia and Great Britain in the Iranian theater now took the form of economic penetration. In 1872 a British banker, Baron Reuter, obtained an amazing concession from Nasir ad-din. Detailed in a document of more than twenty articles, this treaty in return for a large sum of money gave Great Britain the right to construct railways and street car lines, to exploit minerals and oil for a period of seventy years, and to manage the customs service for twenty-four years. When Nasir ad-din made his first trip to Europe in the following year he was very coldly received in England and upon his return he cancelled the British concessions. However, in 1889 he appeased Reuter with a concession for the creation of the Imperial Bank of Persia.⁴⁰

Meanwhile Russia was not idle. In 1879 Nasir ad-din agreed to the creation of a brigade of Persian Cossacks patterned on the Russian model and instructed and commanded by Russian officers. Forces were soon established at Teheran and other northern towns.

³⁹Avery, op. cit., p. 26.

⁴⁰Lenczowski, op. cit., p. 352.

The American Legation at Teheran was opened in 1882 and between 1855 and 1900 at least fifteen foreign countries gained capitulation rights⁴¹ for their subjects residing in Iran.

In 1896 Nasir ad-din was assassinated; his son, Muzaffar ad-din, succeeded him and reigned until 1907. After a youth passed in idleness and the pursuit of pleasure at Tabriz, Muzaffar ad-din as sovereign, showed no real force or true concern for the affairs of state. His trips to Europe cost tremendous sums, often leaving the treasury almost without funds. Nobles and courtiers amassed fortunes while public officials failed to receive their salaries; a few landlords acquired tremendous holdings while the peasants were squeezed dry. Irrigation works fell into ruin and the desert encroached on villages and fields.⁴²

At length the need for funds led Iran to secure from Russia, in 1900, a loan of 22,000,000 rubles at five per cent interest. When the expenses of the Shah's visit to Europe in 1900 had been met, the debt to the Imperial Bank paid up, and other obligations settled, only 6,000,000 rubles

⁴¹Capitulation rights are considered to be immunity from Iranian laws.

⁴²A.K.S. Lambton, Landlord and Peasant in Iran (New York: Oxford University Press, 1953), p. 85.

of the Russian loan remained. Russia promptly made another loan of 10,000,000 rubles and Muzaffar ad-din left again for Europe.⁴³

At last the time was ripe for change. Agitation for a Constitution seemed to spring up full blown, but actually it had been strongly rooted for some time in the contact of the younger, educated class with the liberal thought of the West. The Shah promised liberal reforms. Pressure was applied and in August, 1906 the Shah proclaimed a Constitution.

The next year, in January, 1907, Muzaffar ad-din died. His ambitious son, Muhammad Ali Shah, who succeeded him, hoped to take advantage of dissension within the ranks of the Constitutionals to restore absolute royal power. At this moment came the announcement of the Anglo-Russian treaty of 1907, which contained provisions about Iran. In the treaty the contracting parties agreed to respect Iran's integrity and independence and then proceeded to divide the country into zones of influence. The Russian zone took in the entire northern part of the country; the zone reserved for English interest was much smaller, covering the southwestern corner of Iran. The area between the two zones, although not specifically defined in the agreement, was to be

⁴³ Julian Bharier, Economic Development in Iran, 1900-1970 (New York: Oxford University Press, 1971), p. 140.

neutral. In actual fact it became a field of British activity and a barrier on the road to India.⁴⁴

Meanwhile the Shah, encouraged by Russian assurances of support, was ready to move against the Constitutionalists. In June, 1908 the Persian Cossack brigade, commanded by the Russian Colonel Liakhoff, bombarded the Parliament building which caused casualties; the Shah then proclaimed the dissolution of Parliament. The Persian Cossack brigade was defeated outside Teheran and in July, 1909 the liberal troops entered the city. Muhammad 'ali-Shah first sought refuge in the Russian Legation and then fled to Russia. The reinstated Parliament named his eleven-year-old son, Ahmad Shah, ruler of Iran. Russian troops remained in northern Iran.⁴⁵

The victorious revolutionaries soon fell into disagreement and any progress was slow until an American, Morgan Shuster, was engaged as Treasurer-General of Iran. Shuster who arrived in Teheran in 1911, was able to make substantial gains in the reorganization of the financial system of the country. However, the Russians strenuously opposed his work and demanded that he and his assistants return to America which they soon did.⁴⁶

⁴⁴Ibid., p. 231.

⁴⁵Sykes, op. cit., Vol. II., p. 240.

⁴⁶Smith, et al., op. cit., p. 59.

After the outbreak of World War I Iran declared her neutrality, but Teheran became a hotbed for intrigues of Russian, British and German diplomats and agents. The end of the war found Iran in a state of near anarchy. Bolshevik troops were in force along the Caspian littoral, with fighting between Soviet troops and a British expeditionary force.⁴⁷

Suddenly, in 1921, Iran and the USSR concluded a treaty of friendship which represented a complete reversal of the Czarist policy toward Iran. The Soviet Union declared that all treaties and agreements formerly in effect between Iran and Russia were ended, as well as all agreements between Russia and a third power which were harmful to the best interests of Iran.⁴⁸

On February 21, 1921, just five days before the Irano-Soviet Treaty of Friendship was signed at Moscow, the weak and vacillating government in Teheran was overthrown by a combination of political pressure within the capital and military pressure by the troops who had marched to the city of Teheran. The leader of these troops was Colonel Reza Khan.⁴⁹

⁴⁷Avery, op. cit., pp. 216-7.

⁴⁸Smith, et al., op. cit., p. 50.

⁴⁹Nasrollah Fatemi, Diplomatic History of Persia, 1917-1923 (New York: Russell F. Moore Co., 1952), p. 131.

Reza Khan was born at Savad Kuh in the Caspian province of Mazanderan on March 16, 1878. His father and grandfather had been officers in the old Persian army. In young manhood he himself had joined the Persian Cossack Brigade and had advanced to high command through sheer ability and force of character. Tall and with a forceful, rugged profile, he was a strict disciplinarian. Without formal education, with a limited experience outside of military matters and a restricted knowledge of the world beyond Iran he was, nevertheless, a man of purpose and vision.⁵⁰

For the first hundred days after the occupation of Teheran, the new government was headed by Sayyid Zia ad-din Tabatabai, son of a cleric and crusading journalist. Reza Khan was Minister of War in several successive cabinets until 1923, when he became Prime Minister after the ouster of Sayyid Zia ad-din. A few months later Ahmad Shah, the last ruler of the Qajar dynasty, left Iran, never to return.

Pahlavi Period 1925 -

In 1925 a special Constituent Assembly chose Reza Khan as Shah of Iran and, as the first ruler of the new Pahlavi dynasty, he was crowned in the spring of 1926. Reza Shah, who felt more keenly than any of his compatriots the tragic

⁵⁰Ibid., p. 180.

contrast between Iran's glorious past and her present impotent state, was resolved to rouse the country from her lethargy and to foster national unity and pride.

Intensely patriotic, stern and orderly, Reza Shah sought to transmit these qualities to the people of Iran. National unity was promoted through such measures as uniform dress and headgear, abolition of titles, the raising of the status of women, educational reforms, the settlement of nomadic tribes, purification of the Persian language and the controlling and limiting of the activity and influence of the religious leaders.⁵¹ Such measures, however, worked more towards national conformity than national unity. Self-educated, the ruler was convinced that universal education was one of the keys to the development and prosperity of the country; thus numerous students were sent abroad to study.

At the outbreak of World War II Iran declared her neutrality and attempted to carry on normal relations with all the powers. However, under the pretext of the presence of a sizable number of German nationals in Iran on August 26, 1941 Russian forces entered Iran from the northwest. At the same time some British troops marched across the Iraq frontier and others landed at the head of the Persian Gulf. Actually the principal reason was to obtain passage of war supplies

⁵¹Banani, op. cit., p. 39.

through Iran to Russia.⁵² The Iranian Army put up a token resistance which was called off in three days. Reza Shah was taken prisoner by the British and was forced to abdicate in favor of his son, Mohammad Reza, the present ruler of Iran. Subsequently Reza Shah was sent to Mauritius and later to South Africa where he died in 1944.⁵³ The new Shah, who came to the throne in 1941, declared his intention to rule constitutionally.⁵⁴

GEOGRAPHY

Iran is located in the Middle East, Near East or Orient, depending upon the geographical nomenclature one prefers to use. Her neighbors include Iraq, Turkey, Afghanistan, the USSR and Pakistan, with the Persian Gulf lying to the south of Iran and the Caspian Sea to the north. Except for narrow coastal and frontier strips, the whole country consists of a high plateau with an average height between four and five thousand feet, intersected by mountain ranges running for the most part from north-west to south-east. To the north and

⁵²Bahman Nirumand, Iran: The New Imperialism in Action (New York: The Monthly Review Press, 1969), p. 35.

⁵³Ibid., p. 26.

⁵⁴Smith, et al., p. 316.

southwest lie the great mountain ranges of the Elburz and Zagros rising, in places to 14,000 or 15,000.⁵⁵ Aptly called a "bridge" from the South Asian subcontinent to the lands bordering the eastern Mediterranean, Iran is of considerable dimensions - some 636,000 square miles - about a fifth the size of the United States.⁵⁶

Physical environment has played a direct role in shaping the country's destiny. Scarcity and inaccessibility of water, irregularity of terrain and extremes of climate have restricted habitation largely to the northern areas, where precipitation is sufficient and to the southwestern coastal areas, where commercial enterprises are located. The mid-central plateau is virtually uninhabitable.

Iran's climate is characterized by wide ranges in precipitation and temperature. The climate varies greatly from the rainy, heavily forested shores of the Caspian Sea, to the dry continental climate of the plateau, to the hot, humid shores of the Persian Gulf. Annual rainfall varies from fifty inches in the southwest center of the Caspian to less than two inches in desert areas. Summers are arid, except in the extreme northwest and on the shores of the Caspian Sea; generally, rain falls from October to May, with

⁵⁵Stevens, op. cit., p. 5.

⁵⁶Wilber, op. cit., p. 3.

the heaviest concentration from December to March. The season of greatest rainfall, however, varies in different localities. In the north, excepting the Caspian region, the maximum rainfall occurs in early spring, but in the south the maximum is in December and January. Annual rainfall varies greatly, not only by region but also by area.

Observed temperatures range from 125°F in parts of the desert to -18°F in parts of the Azarbaijan provinces. Humidity may be very high, as it is along the Caspian Sea and Persian Gulf, or it may be almost zero, as it is in the Dasht-i-Lut and Dasht-i-Kavir. High winds occur frequently. These varied climatic conditions are caused chiefly by the mountainous nature of the country.⁵⁷

Seasons are well defined in most parts of the country. Summers are cloudless, hot, and dry, except along the coast where the climate is humid and oppressive. The elevations of the Central Plateau and the mountains contribute to cold winters; frost occurs everywhere except along the Makran coast, near Pakistan. The northwest receives heavy snows from November to March; spring thaws free mountain pastures for grazing and flood the streams that provide water for human and animal life of the country. Change in weather from

⁵⁷ H. Bobek, Features and Formation of the Great Kavir and Masileh (Teheran, 1959), p. 13.

one season to another is fairly abrupt. The change from winter to spring in the month of March is especially noticeable, and one can easily understand why the ancient Persians began their new year in the spring when the old changed to the new. Autumn is not marked by a display of bright colors and the soft haze of Indian summer; instead there is a rapid transition from summer to winter.

Water has been such a problem that all water resources were nationalized in October, 1967. Less than 14 per cent of the land receives over 52 per cent of the precipitation. The scarcity of water, either in rainfall or in streams, has made most of the land uncultivable and sparsely settled; farming is conducted on only a little more than 10 per cent of the land. Great portions of the land have no habitation, but scattered pockets of people subsist wherever water can be collected. Pastoral people follow the seasonal vegetation. Over 50 per cent of the inhabitants, however, live in less than 30 per cent of the country's area.⁵⁸

The climate and geological structures present a number of natural hazards and inconveniences. Travel in most of the country is difficult. The mountains make direct travel, except by air, impractical, adding to the cost of providing efficient surface transportation. Maintenance of roads in

⁵⁸Smith, et al., op. cit., p. 20.

all seasons is constant and expensive. Travel in the winter, particularly in the northern mountains, frequently is interrupted by heavy snows that block roads and railroads at high elevations. Avalanches annually take a toll in both time and lives. Travelers in these areas are threatened in other seasons by rockslides and landslides. Even on the plateau areas of the interior the terrain is uneven and rugged except in the great deserts, which are crusted, waterless, and uninhabited. Thus travel is limited to proved routes which connect points of known habitation, where water, food and fuel are available.

Wind and rain also present hazards at times. Summer winds, which never quite cease for four months, sometimes reach high velocities, and the resultant sandstorms ravage buildings, people, animals and crops. The arid areas sometimes get moisture, but occasionally the infrequent rains come in heavy storms, which produce large runoffs, that, in turn, wash out roads, railroads, and dwellings.

The most serious natural threat, however, is that of earthquakes. Because many of the mountains are geologically recent and still elastic, these phenomena are more frequent than in most countries. Although the plateau region is not immune, most of the quakes originate in the mountain areas; they are more frequent in the northern tier of mountains than in the western ranges. Records of severe quakes exist

from the pre-Christian Era.

RESOURCES

Surveys indicate that Iran possesses extensive and widely varied mineral resources. Deposits of coal and ores of chrome, iron, lead, sulphur, copper, silver, gold, nickel, arsenic, cobalt, antimony, red oxide, manganese oxide, and tin have been located.⁵⁹ The bituminous coal fields situated on both the northern and southern slopes of the Elborz Range are mined to meet the industrial requirements of the city of Teheran.

Chemical salts such as the borates and sulphates of various minerals are found in rich layers, while table salt is obtained either by mining rock salt or by allowing the flow of salt springs to crystallize in settling basins.⁶⁰

Building materials including stone, gypsum and lime are available throughout the country and there are quarries of marble and alabaster near Maragha, Yazd and Shiraz. The proper earths for pottery, baked bricks and special firebrick are common. Precious and semi-precious stones such as the topaz, emerald, sapphire, carnelian and turquoise are found

⁵⁹Smith, et al., p. 431.

⁶⁰Wilber, op. cit., p. 133.

in various parts of the country.⁶¹

The importance of oil was underscored in January, 1970, when Iran became the largest oil producer in the Middle East and the leading oil exporter in the world. In production Iran is surpassed only by the United States and the Soviet Union.⁶²

The major field crops include wheat, barley, rice, sugar beets and cotton. Fruits of high quality are grown throughout the country; these include peaches, apricots, plums, cherries, pears, pomegranates and apples. Citrus fruits, including oranges, tangerines, lemons, and limes, are grown along the warm and humid Caspian littoral and also in such southern regions as the town of Shiraz.

The large wooded areas are usually confined to the higher mountains; on the plateau proper there are mainly sparse growths of scrub oak, whose bark is used in the tanning of hides. The extreme deficiency of timber on the plateau is met in part by the cultivation of watered groves of poplar trees whose trunks are used in house construction. Groves of fine black walnut trees are found throughout the country. Both almond and pistachio trees are much cultivated,

⁶¹Julian Bharier, "Economic Development in Iran: 1900-1970." The Middle East Journal, 26: 33-48, Winter, 1972.

⁶²Smith, et al., op. cit., p. 415.

the nuts from these trees constituting a good cash crop for both the nomad and the farmer.⁶³

Certain wild plants and shrubs and their saps or resins are carefully collected and form an important item of export. Some of these are gum tragacanth, gum arabic, gum asafetida, falbanum, colocynth and licorice. Coloring matters used in rug weaving come from indigo, saffron and gall nuts which grow in Iran. Jute is indigenous to the Caspian littoral where a maximum annual production of 6,000 tons of fiber was once reached.⁶⁴

Since, as has already been noted,⁶⁵ Iran's rainfall is very limited, fullest possible use must be made of the existing water supply. Thus irrigation projects are of prime importance to Iran. North and south of Teheran, dams are used in providing drinking water and electric power for the capital and predictable water for rice farmers. In Khuzistan Province, the Dez Dam and others have been constructed in attempts to restore the productivity of this once-fertile area and to provide electric power. By 1970 a total of ten major

⁶³Economic Report, (London: Lloyds Bank Limited, Overseas Department, 1971), p. 9.

⁶⁴Wilber, op. cit., p. 141.

⁶⁵Supra, pp. 58-9.

diversionary dams had been constructed and were in operation, along with five storage dams. In addition, six were under construction, six were in advance stages of planning, and preliminary survey work had started on another nine.⁶⁶

Another source of water for Iran is the qanat. Qanat shafts are found in nearly every part of the country. In the late 1950's the Irrigation Department in the Ministry of Agriculture reported the total number of qanats at 20,000. By 1970 this number had more than doubled, with many more planned. It is officially estimated that qanats provide water for about three-quarters of all the irrigated lands.

The qanat is a type of irrigation that dates back over two thousand years. These subterranean water conduits originate at the base of mountains, where the mother well is dug deep enough to reach the water table, at least 200 feet. From a village near the mountain, an underground tunnel is connected in a straight line with the mother well, allowing enough slope for the water to flow downhill from the mother well, through the tunnel to the village.⁶⁷ From this point the water is conducted in surface channels, known as jubes,

⁶⁶John Freivalds, "Farm Corporations in Iran: An Alternative to Traditional Agriculture" The Middle East Journal, 26: 185-193, Spring, 1972.

⁶⁷Smith, et al., op. cit., p. 32.

for whatever purpose it is required - sometimes to be dammed by primitive weirs in the form of stone or wooden blocks and distributed in different directions for varying purposes on different days. The entire flow from the water-table out to and beyond the village or field is maintained by gravity. Both for the initial construction of the qanat and for its maintenance, holes are driven into the ground at about every 100 yards. A qanat tunnel system may vary in length from a few hundred yards to a distance of 200 miles. In most cases three or more qanats are due to supply water for a single village of 1,000 to 20,000 inhabitants.

Another important resource is the land since agriculture has been and still was in mid-1970 the most important economic activity in the country. The total value of agricultural production in the Iranian year 1968/69 has been estimated as equivalent to about U.S. \$1.5 billion, or about 22.3 per cent of the gross national product. About 46 per cent of the labor force is engaged in agricultural activity; about 62 per cent of the population lives in rural areas and relies primarily on agriculture.⁶⁸

The May 16, 1960 land reform law provided for a limitation on landholdings in order to eliminate large concentrations of land in the hands of a few families. The families

⁶⁸ Economic Report. (London: Lloyds Bank Ltd., Overseas Department, 1971), p. 8.

were required to sell part of their holdings to the government, which in turn was to distribute them to landless peasant families on easy terms. The efforts of the government have met with great opposition but, nevertheless, great strides have been made in overall policies of greater land distribution to the rural population.⁶⁹

The farming of the land, such as the plowing, sowing and reaping, is done in the same manner as in other countries of the Near and Middle East by methods in use for thousands of years. The principal method of restoring fertility to the soil is allowing it to lie fallow. Most villages have far more land than can be irrigated with the existing water supply, so a field which is cultivated one season is permitted to lie fallow for the next year or two. Crop rotation is also practiced.⁷⁰

The fauna of the country is an important resource. Domesticated animals include sheep, goats, cattle, donkeys, camels, water buffaloes and horses. Oxen draw the farm implements, neither oxen nor cattle are systematically

⁶⁹Jahangir Amuzegar and M. Fekrat, Iran: Economic Development under Dualistic Conditions (Chicago: University of Chicago Press, 1971), p. 162.

⁷⁰A.K.S. Lambton, The Persian Land Reform, 1962-1966 (New York: Oxford University Press, 1969), p. 210.

fattened for beef. In every farming village the donkey is the universal beast of burden. Livestock in general needs improvement. The wild animal population of Iran defies census-takers. It is possible only to enumerate the various species. The lion is almost extinct, but tigers and bears do exist. Panthers, jackals, wolves and foxes are common. Hunters may find a variety of game: wild sheep and goats in the mountains, gazelle on the plains, wild asses in the salt deserts and wild pigs in every swampy spot.⁷¹

Many of the birds of Iran are common to the United States. They include the crow, raven, magpie, jay, oriole, finch, sparrow, lark, thrush, robin, woodpecker and owl. Falcons are found inland from the Persian Gulf and are still bred and trained for hunting, principally by the nomads. The sport of falconry which has long been popular in Iran was a favorite of the ancient rulers; the birds were highly prized, some of them being valued at the equivalent of several thousand dollars.⁷²

⁷¹X. DeMisonne, "Mammals," W.B. Fisher (editor) The Land of Iran: The Cambridge History of Iran, Volume I. (Cambridge, England: University Press, 1968), pp. 294-5.

⁷²Wilber, op. cit., p. 151.

THE PEOPLE OF IRAN

Iran's present population is estimated to be about 30,000,000, with a growth rate of 2.5 per cent a year. Some 62 per cent of the people still live in agricultural villages, with an average population of about 200.⁷³ The urban population is concentrated in a limited number of towns which have long existed at these same sites because they were located where caravan routes crossed and where water was in good supply. These towns include Teheran (the capitol with a population of about 3,000,000), Tabriz, Mashhad, Isfahan, Shiraz, Hamadan, Kermanshah and Rasht, each with its special atmosphere.

The country's population has long had two distinct elements: the settled villagers and townspeople and the nomadic tribes. In general, the population consists of a central core of Iranians who speak Persian. The Iranians descended from Aryan tribes, nomads who moved westward from distant Asia in successive migrations that began at the end of the second of the opening of the first millenium B.C. and

⁷³"Population Tops Three Million," Kayhan [Teheran] International Edition, Volume V, no. 228, August 26, 1972, p. 1.

went on for centuries. The language of the Iranians, which is correctly called Farsi,⁷⁴ is a member of the Indo-European branch of languages. After the conquest of Iran by the Arabs in 675 A.D. some Arabic words entered the language. In recent years (from 1926 on) there have been deliberate and concentrated attempts to purge Farsi of these "alien" words.⁷⁵

While the majority of the people are of Iranian stock, some two million Turkish-speaking people live in Azerbaijan (the northwestern part of the country) and adjacent areas. Approximately the same number of Arabs are found in the southwestern corner of the country, while about 300,000 Baluchi nomadic tribes occupy the extreme southeast of Iran. The major nomadic tribes have long lived in, or adjacent to, the Zagros mountain range. From north to south the principal nomadic tribes are the Kurds, the Lurs, the Bakhtiariis, and the Ghashghais. There are also a large number of smaller tribes intermingling over the area averaging in size of families from 100,000 to less than 3,000.⁷⁶

⁷⁴The Iranian spelling "Farsi" is used in this report in preference to the alternate spelling "Pharsi" used by some western writers.

⁷⁵Avery, op. cit., p. 275.

⁷⁶R.P. Hand, (Capt.-Instructor, Counterinsurgency Dept.) U.S.A. Special Warfare School. A Survey of the Tribes of Iran. Washington, D.C., 1963. Unpublished document of the G-2 Division.

Statistics available in mid-1970 were incomplete, but reliable estimates placed the number of inhabitants living in tribally organized societies at about three million.⁷⁷ A period of settlement of the nomads undertaken by the government in the 1930's was often one of brutality with the government using the army, tanks and guns in an attempt to achieve its purpose. The settlement, however, was largely ineffective and the nomads continue to move around the country. In the fall they move down to the warm low plains near the Iraq frontier or the shores of the Persian Gulf to sow their cereal crops. In the spring, leaving behind some members of the tribe to reap the harvest, they migrate again into the highest mountain valleys where their flocks can find good grazing throughout the summer. The seasonal migrations, which may cover distances of more than 200 miles, may take weeks. The rate of movement is dictated by the slow progress of the flocks of sheep and goats, which the men and boys drive ahead, while the women and children ride perched in precarious fashion atop the baggage lashed to donkeys and camels. Each evening the tents are pitched along the side of the road.⁷⁸

⁷⁷Smith, et al., op. cit., p. x.

⁷⁸Leonard Binder, Iran (Berkeley: University of California Press, 1964), p. 155.

The nomadic tribes tend to be a law unto themselves, ruled by the strict authority of their elected or hereditary leaders, the khans. Many of the khans are men of excellent education; some of the current leaders were educated in Europe, while others attended the former Alborz College at Teheran. The leaders own houses in towns or on the tribal lands but spend much of their time in the tents of their tribal groups.⁷⁹

The countless farming communities of Iran exist wherever water for drinking purposes and for irrigation is available and the soil suitable for growing crops. Each village generally consists of a haphazard network of narrow lanes, sometimes paved with cobblestones, usually with one straight main street along which runs the water channel which is the life blood of the village. There is generally a village square, an irregular shaped open space made conspicuous by a few towering trees. Fronting on the square is the village mosque or the domed tomb of some local saint.

The houses are built of mud brick, the type of construction varying with each region. The houses usually occupy one short side of the court and contain three or four rooms, but larger dwellings occupy two or three sides. The better

⁷⁹Hassan Arfa, The Kurds (Oxford: Oxford University Press, 1966), p. 123.

houses have one reception or living room in which the cherished possessions of the family are on display.⁸⁰ Within the village there are usually, in addition to the houses, a community bath, a mill, a few stores, a tea house and perhaps a school.

The staple food of the village people is bread or rice, according to the section of the country, mast (milk which is clabbered by the action of bacteria), cheese and clarified butter. Eggs, chickens, a very small amount of mutton, onions, cucumbers, radishes, melons, fruit, nuts and tea round out the diet.

Most of the towns of Iran fit into a pattern, averaging about 40,000 inhabitants each and situated about 80 miles apart along the main highways. Many of the towns have newly constructed primary and secondary schools, which are quite adequate to meet local needs, and other public buildings. In spite of the fact that shops line the streets a good deal of the retail and nearly all of the wholesale business takes place in the bazaar. Essentially the bazaar is a single long street, from 15 to 25 feet wide, which is covered for its entire length by vaults of fired brick so that merchants and shoppers have protection from the summer sun and winter rains. The shops within the bazaar are usually crammed with

⁸⁰ P.W. English, City and Village in Iran (Madison, Wisconsin: University of Wisconsin, 1966), p. 85.

piles of rugs, skins and hides, bales of cotton and cloth, boxes of spices and other merchandise.⁸¹

The diet of the townspeople is considerably more elaborate than that of the villagers. Rice is the main course of many meals and, as cooked in Iran, is never moist and sticky, but fluffy and dry. When rice is prepared with meat, vegetables or spices it is called pelow. Kababs or pieces of lamb roasted on a spit are also a favorite article of diet. A popular thick soup, called awsh, contains spinach, beet greens, peas, beans or lentils and, often, mast, a milk-based drink.

The townspeople who normally have a better education and higher social position than the villagers, and are the products of long centuries of cultural continuity. Persian traditions of politeness and hospitality date back to remote periods of history.

RELIGION

The plateau of Iran has long been a fertile ground for the growth of religions. The migrating Aryans brought with them gods of nature, later replaced by more personalized deities whose names reflected abstract concepts. Subsequently,

⁸¹Ibid., p. 108.

but prior to the establishment of the Achaemenid Empire (533 B.C.),⁸² one of the Magi (Mede priest), named Zoroaster, appeared as a prophet and reformer. His teachings, which are preserved in the Zend-Avesta, stress the reality of the unending conflict between good and evil with Ahura Mazda as the deity of good and Ahriman the spirit of evil.⁸³

Another religion was introduced by the Arabs who emerged from their peninsula early in the seventh century and quickly overran the Byzantine Empire and that of Sasanian Iran. They spread the message of the prophet Mohammad. This religion, known as Islam, consists of two principal sects. The Orthodox Sunni sect, professed to by the Arabs, at first held sway in Iran after the conquest, but soon there arose a group of dissenters called Shi'ites or the "partisans" of the family of Ali. The resulting controversy between Sunni and Shi'ites was due to the different interpretation of each group as to whom was the legitimate successor of Mohammad.⁸⁴ In the 16th century the Safavid monarchs established Shi'ism as the official belief of the country, and it remains so today. Ninety-eight per cent of the inhabitants of Iran are Moslems, with ninety-three per

⁸²Supra, p. 30.

⁸³Stevens, op. cit., pp. 37-39.

⁸⁴Smith, et al., op. cit., p. 217.

cent of this number Shi'ites. Seven per cent of the Moslems belong to the Sunni sect, which is especially strong among the Kurds.⁸⁵

While Islam has no organized hierarchy, certain titles or designations are used to distinguish special members of the Moslem community in Iran. A descendant of the prophet Mohammad uses the title Sayyid as a part of his name. A Moslem cleric of limited training in theology is a mullah, while one who has studied at such a higher institution, as the Sepahsalar Theological College at Teheran, becomes a mujtahid.

There are relatively few minority groups within the country, but the Iranians have always been tolerant and shown comparatively little of the discrimination of other lands towards minor racial or religious elements. In the northwest there are some 50,000 Armenians, who are prosperous merchants in the large towns, and some 30,000 Nestorian Christians. There are also Jews, who have settled in the large towns and in certain ancient farming communities, and a few thousand Protestants and Roman Catholics.

At Yazd and Kerman, and in fewer numbers at Teheran, Isfahan and Shiraz there are colonies of Parsis, that is, Iranians who still hold to the religion of Zoroaster and

⁸⁵Ibid., p. 209.

still worship in fire temples. The Parsis or Zoroastrians, are famed as gardeners and merchants. At the time of the Arab conquest many of the Parsis' people migrated to India where, as merchants and later as industrialists, they became rich and important in the region around Bombay.⁸⁶

Another religious minority in Iran is the Baha'i movement which originated in Iran in 1844. By many observers it is termed highly progressive and oriented towards social reform. One of its principles includes compulsory education. By attacking superstition and de-emphasizing the supernatural element it is felt that the Baha'is movement has made many Iranian people more receptive to the scientific spirit of the West. However, over the years, the sect has been subjected to severe persecution by the government which fails to recognize it as an established religion.⁸⁷

GOVERNMENT

The executive arm of the national government is headed by the Shah, who designates the prime minister, and the cabinet ministers, who head the extensive government civil service. The Shah also convenes and may dissolve Parliament,

⁸⁶ Rustem Masani, Zoroastrianism: The Religion of the Good Life (London: Luzac, 1956), p. 182.

⁸⁷ Stevens, op. cit., pp. 46-8.

sets the course of policy in internal and external affairs, personally commands the armed forces and has wide powers of appointment and approval. The bicameral legislature consists of an elected lower-house or Majlis, and a half-elected, half-royally appointed Senate. The members of both houses serve for a term of four years. Acts approved by both houses which receive the required royal signature become law. The powers of the judiciary, appointed by the authority of the Shah and of the court system, are separately established under the Constitution; for administration, however, they come under the Ministry of Justice. The system of organization and legal codes is drawn from the French model but retains some aspects of the older Islamic religious law. The Supreme Court, at the top of the structure, is the highest court of appeal.⁸⁸

Local administration is conducted through a system of fourteen geographical provinces and six "governorates," the latter being less populated and less developed areas. These provinces and governorates are further divided into sections corresponding to counties or towns, and then into districts and villages. Executive officials at all except the lowest village levels were formerly centrally appointed, but in 1970 they were appointed in some cases and locally chosen in

⁸⁸Smith, et al., op. cit., p. 244.

others as decentralization progressed. Elected provincial and district councils were specified by the Constitution to be formed later; these institutions were still in process of development in 1970.⁸⁹

A brief period of instability was experienced by Iran under the premiership of Dr. Mohammad Mossadeq due to the nationalization of the oil industry in 1951.⁹⁰ As a result Mohammad Reza Shah was forced into foreign exile for a short period of time. However, with the support of foreign aid and the subsequent downfall of Dr. Mossadeq, Mohammad Reza Shah was able to return to Iran. Since 1953 he has remained solidly and dictatorially in control of the country. As he has consolidated his position and become stronger, the few political parties that once existed have disappeared and practically all vestiges of freedom of speech, press and assembly have ceased to exist in Iran.⁹¹

The government owns and operates broadcasting and television facilities and the country's only news agency. The government-owned media are important channels for explaining

⁸⁹Smith, et al., op. cit., pp. 243-50.

⁹⁰R.W. Cottom, Nationalism in Iran (Pittsburgh: University of Pittsburgh Press, 1964), p. 231.

⁹¹Nirumand, op. cit., p. 184.

official policies, for popularizing the social and economic reform programs and for publicizing the Shah's participation in national and international life. Newspapers, which are privately owned, may be published by anyone meeting certain educational and financial criteria. Most editors are responsive to government guidance. While newspapers are allowed to criticize the government, those publishing material that threatens political stability are temporarily suspended. Usual grounds for suspension are slander of the Shah or his family, vituperative articles or accusations based on rumor rather than fact, and attacks against Islam and against leaders of other recognized religions. All of these prohibitions were incorporated into the Press Law of 1955, which still governed press activity in 1970.⁹²

The influence of the government is seen in the economy of the country. Since 1963 Iran's real gross national product has climbed by an average of over 9.5 per cent annually, making it the fastest-growing nation between Europe and Japan. Last year (1972) its GNP rose by 14.4 per cent.⁹³ "Businessmen from all over the world are scrambling to get in on the

⁹²Marvin Zonis, The Political Elite of Iran (Princeton: Princeton University Press, 1971), p. 320.

⁹³"Iran: A Modern Economy for Foreign Investors," Business Week, No. 2231: 34-5, June 3, 1972.

action, and they are grabbing engineering contracts, investing, or selling to Iran's 30,000,000 awakening consumers."⁹⁴ In planning its economy, Iran has mixed socialism with capitalism. The government, for example, runs basic industry, such as steel. Foreigners manage the corporate farms, but do not control them. Private Iranian interests control Iran National, the country's biggest automobile plant. At least for now, the Shah's political skills have proven to be a major factor in Iran's continued economic growth. To a degree, Mohammad Reza Shah has been able to establish both internal and external stability. Iran is surrounded by potential enemies. The Shah has been able to balance off the USSR with the U.S. but still takes nearly \$1 billion in aid from each.⁹⁵ Toward Iran's Arab neighbors, the Shah has been able to stay friendly but aloof.

EDUCATION

From early times the rulers of Iran were interested in the pursuit of knowledge and emphasized the teaching of religion and ethics. Great libraries were constructed and located in the ancient capitals of Susa, Ecbatana (present-

⁹⁴Ibid.

⁹⁵Ibid.

day Hamadan), Babylon and Persepolis.⁹⁶ The greatest of these libraries was located at Persepolis which, unfortunately, was destroyed by the invading armies of Alexander around 300 B.C.

In ancient Persia education was a responsibility of the family and the state. It emphasized the teachings of Zoroaster, devotion and obedience to the state, physical prowess, and character training. Higher learning was encouraged, and those educated were drafted to serve as administrators, statesmen and advisers to those who ruled. Almost every dynasty sponsored some institution of higher learning and brought together the most eminent poets and scholars of the empire. The religion of Zoroaster and the Zend-Avesta scriptures became the foundations of Persian education and civilization. The primary aim of education was a synthesis of piety with healthy and useful citizenship.⁹⁷

After the conversion of Persia to Islam in the seventh century, A.D., the mosques became the chief centers for schooling outside of the home. Affiliated with most mosques were maktabs (religious primary schools), supported by individual philanthropy or by religious foundations. These

⁹⁶ Mehdi Nakosteen, The History and Philosophy of Education (New York: Ronald Press Co., 1965), p. 46.

⁹⁷ Ibid., p. 45.

schools were attended by the upper and middle class urban youth. Wealthy people frequently supported private maktabs for their own and their relatives' children. The curriculum was limited to study of the Koran and Persian classics: rote learning and strict discipline were the rule. (Madrassahs), religious seminaries supported by waqf funds (religious endowment), provided the only higher education and were also the training centers for the religious authorities. There were no formal examinations. No place for girls was provided in this system of education.⁹⁸

Fairly close contact with some of the European countries was established in the early 17th century, and from this time on interest grew in foreign ideas, languages, and way of life, culminating in the establishment in the 19th century of schools modeled on western ones. The first Ministry of Education was founded in 1855, but the essential form of the present educational system dates from the organization of an Educational Council in 1897, when the decision was made to use the French system of education as a model.⁹⁹

The first American missionary school opened in 1836 in the town of Rezaieh; later American mission schools were opened in other parts of the country.¹⁰⁰ The American

⁹⁸Avery, op. cit., p. 28.

⁹⁹Ibid., p. 276.

¹⁰⁰Wilber, op. cit., p. 189.

schools conducted by the Presbyterian Board of Foreign Missions have brought thousands of Persians sound training in cooperation, unselfish service and good character.¹⁰¹ From small beginnings, with a few elementary classes, the schools developed into a complete program for both boys and girls from kindergarten to college level.

To increase the number of schools and improve the quality of instruction the Ministry of Education has, for the past few years, encouraged the establishment of private schools, and has subsidized them by paying the salaries of their teachers and principals and a small amount for each child.¹⁰²

At the present time the Ministry of Education is devoting a great deal of its energy and budget to providing educational opportunities for all illiterate men, women, and out-of-school youth. This movement first began in 1936 when Reza Shah established a Department of Adult Education in the Ministry. In 1953 the Ministry of Education and the Iranian Imperial Gendarmerie separately requested American assistance in this field.

¹⁰¹Reza Arasteh, Education and Social Awakening in Iran (London: E.J. Brill, 1962), p. 217-220.

¹⁰²"Private Education and the Ministry of Education," Kayhan [Teheran] International Edition, Volume 5, No. 228, August 26, 1972, p. 3.

There are also a number of other projects being undertaken at this time. One of these is the Gendarme Literacy Program.¹⁰³ Initially a two-year project was organized in which the first reading books for adults were carefully prepared by the Ministry staff and an American advisor.

A second program is the Fundamental Educational Program which was established by the Ministry of Education with American assistance. This work was associated with the village schools. Province supervisors and district husband-and-wife teams are trained in teaching reading and writing and assisting villagers to raise the standard of their living. A total of nearly two million books and pamphlets have been produced for use in the program.¹⁰⁴ The philosophy of a broad, general, practical primary level education based on literacy skills, as demonstrated by the Fundamental Education work, has become the ideal for future adult and out-of-school youth programs.

One of the most unique features developed by the Iranian Government to work with illiteracy in the country has been the Literacy Corps. In addition to military subjects studied during the four months of preservice training, all army

¹⁰³Luanna Bowles, "American and Foreign Support of Education in Iran," Iranian-American Economic Survey-1967 (New York: Manhattan Publishing Co., 1967), p. 127.

¹⁰⁴Ibid.

draftees who are secondary school graduates are trained for teaching in villages by secondary school teachers, many of whom have served in the Fundamental Literacy Program.¹⁰⁵

The Ministry of Education has received assistance from a number of other agencies in implementing its educational programs. UNESCO supplied technical assistance for developing the Teheran Polytechnic Institute and made a grant amounting to over one million dollars toward the institutes becoming an engineering college of quality. Relatively short-term advisors have assisted also in literacy and adult education, agricultural education, curriculum development, teacher education and library promotion. The United Nations Development Program-Special Fund is now undertaking, with the support of the Iranian government, a four-year project in organizing and implementing a work-oriented adult literacy pilot project, closely linked with agricultural and vocational training.¹⁰⁶

Other educational programs have included the cooperation of (1) Fulbright Commission exchange persons who have assisted in general education, library science, secondary

¹⁰⁵ Amir Birjandi, The Education Corps Project in Iran. A Work Plan for Rural Development. Third Edition. (Teheran, Iran: Ministry of Education, 1965), p. 25.

¹⁰⁶ George Allen, "The Role of Private American Assistance in Iran," Iranian-American Economic Survey-1967 (New York: Manhattan Publishing Company, 1967), p. 24.

school science education and educational research; (2) Peace Corps volunteers from the United States who have served as English teachers and as assistants in vocational education and in the field of teacher-training; (3) West German personnel who continue to supply teachers and facilities for several of the Iranian secondary schools and (4) French and Japanese educators who have furnished technicians in vocational education.¹⁰⁷

Iran and India were named in 1972 as the year's winners of annual prizes awarded to national projects aimed at eliminating illiteracy by the United National Educational, Scientific and Cultural Organization (UNESCO). The Nadezhda K. Krupskaya Prize, worth \$4,550, went to Iran's Literacy Corps, manned by national service draftees. This program has taught more than one million children and 550,000 adults to read and write.¹⁰⁸

¹⁰⁷ Mehdi Samii, "Iran's Interest in Education with Assistance from Foreign and United States Aid," Iranian-American Economic Survey-1967 (New York: Manhattan Publishing Company, 1967), p. 36.

¹⁰⁸ "United Nations Prize on Education," Kayhan [Teheran] International Edition, Volume V, No. 230, September 9, 1972, p. 3.

CHAPTER THREE

SOCIAL STUDIES TEXTBOOKS DEALING WITH IRAN

While history and geography have been subjects in the curriculum of both elementary and secondary schools for many years it was not until the beginning of the 20th century that consideration was given to fusing the two as a single area of the curriculum.¹ Interest in the social studies was stimulated by publication by the government, shortly after entrance of the United States in World War I, of Lessons in Community and National Life. These "lessons," which were written by various teachers and specialists of the social sciences under the direction of Professors C.H. Judd and L.C. Marshall, for several years were used widely in schools as supplementary reading materials.²

During these years various attempts were made in

¹Earle Rugg, "How the Current Courses in History, Geography Came to Be What They Are," Guy Montrose Whipple (editor) The Social Studies in the Elementary and Secondary Schools, Twenty-Second Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1923), p. 29.

²
Ibid., p. 71.

different schools to develop social studies programs.^{3,4} One of the difficulties encountered was that of adequate materials. This led Horn and Snedaker to recommend that "no such plan for social studies instruction should be attempted in the public schools until adequate books are available."⁵ It was not until the second quarter of the century, however, that the first social studies textbooks were published.⁶

From the examination of historical and modern collections of textbooks⁷ it was found that at least 32 companies have published social studies textbooks for use

³A.S. Barr, "The Social Studies Program of the Detroit Public Schools," Guy Montrose Whipple (editor) The Social Studies in the Elementary and Secondary Schools, Twenty-Second Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1923), pp. 155-59.

⁴Ernest Horn and Mabel Snedaker, "The Course of Study in History in the University Elementary School at the State University of Iowa," Guy Montrose Whipple (editor) The Social Studies in the Elementary and Secondary Schools, Twenty-Second Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Company, 1923), pp. 160-84.

⁵Ibid., p. 184.

⁶Based on information from the senior editor in social studies of Ginn and Company. Because the earliest social studies textbook found by the investigator was one published by Ginn and Company in 1936 an inquiry was made as to whether the company had done any earlier publication in this field. A copy of this letter appears in Appendix A.

⁷A list of the collections examined appears in Appendix A.

in the elementary schools.⁸ Not all of these textbooks, however, contained materials on Iran.

The 51 textbooks with material on Iran can be divided into three groups. The first consists of early books which were published in the 1930's and 1940's. The second group contains those which appeared in the 1950's, a period of considerable growth in number of textbooks. The third group, comprised of books published since 1960, are the books currently in use in American schools.

EARLY BOOKS - 1930-1949

The first attempt at fusing history and geography of Iran in a social studies textbook occurred in the 1930's with the publication of Greeks and Persians of Long Ago (Rand McNally, 1933), a fifth-grade textbook. An excellent description of the Indo-European background of the Persians was given and also good descriptions of the Persian Empire and its government, tolerance and education. Excellent black-and-white sketches, maps and time-lines were included.

The Rugg Social Science Series titled Man and His

⁸A list of these companies and the textbooks published appears in Appendix A.

Changing Society (Ginn and Company), written by Professor Harold O. Rugg for the elementary school, was published beginning in 1936. This series included eight volumes, three of which had good factual information on Iran. Volume two, Nature Peoples (1936), for second grade pupils, presented an interesting chapter on the nomadic wanderings of the Bakhtiari tribes of Iran. It gave good descriptions of the life, customs, food and way of life of the Bakhtiari tribal people. Two other books, Man at Work: His Industries (1937) and Mankind Throughout the Ages (1938) varied as to information. The first book, for grade six, devoted only one paragraph to the Persians. On the other hand, the latter, for eighth grade, gave a very good description of the Indo-Europeans; through the maps, pictures and text the importance of Iran as the birthplace of Indo-European civilization was emphasized. A brief description was also given of the Greek and Persian Wars.

No social studies textbooks published in the 1940's were located with the exception of Geography of Land Overseas (Rand McNally, 1946). In this textbook for fourth grade, Iran and Afghanistan were presented together, but some geographical information was given on Iran alone as to transportation, exports and imports.

The material presented in these five early textbooks was generally fair and accurate but relatively sparse. The

content ranged from a rather good concentration on the Indo-European background of the Persians, the Persian Empire and the uniqueness of tribal life to brief references to the Greek and Persian Wars and the backwardness of the Iranian people.

SOCIAL STUDIES TEXTBOOKS IN THE 1950'S

The decade of the 1950's was one of great growth in the number of social studies textbooks for the elementary school. A great many more publishers began to enter the social studies textbook field. Some of these companies produced several series while others published only one. Many of the books contained material on Iran. The majority were written as textbooks for sixth grade but two were for fifth grade.

A revised edition of Your World and Mine (Ginn and Company)⁹ appeared in 1951. This book, written for sixth grade, was subtitled "Neighbors in the Air Age." It contained accounts of ancient Persia and the Greek and Persian Wars as well as material on the climate, geography, tribes, crops and oil resources of "modern" Iran.

⁹According to the letter from the senior editor in social studies of Ginn and Company this book first appeared in the 1940's. However, the 1951 edition was the earliest available to the writer.

Two books, Neighbors in Eurasia, Europe and Asia, (1950) and World Neighbors (1952), both published by Sadlier for sixth grade, gave information on Iran. The first book was the more thorough one with a more adequate treatment of the geography, resources, cities and transportation within the country. In World Neighbors only two short paragraphs were given; these mentioned that Iranians are herders. There was also a statement that one of the richest oil fields in the world is in Iran.

The Eastern Hemisphere: "Our World Today" (Allyn and Bacon, 1955), for sixth grade, presented a rather thorough account of Iran as to history, geography, resources and people indicating the Indo-European origin of the Iranian peoples. The international interest in Iran because of its location and oil was also presented. A number of maps and black-and-white photographs were included.

In Homelands Beyond the Seas (Iroquois, 1955), likewise for grade six, the account of Iran is not long but it is well done. Pertinent information is given to the need for and the forms of irrigation and the system of ganats. There is also material on occupations, industries, cities and government of Iran. Despite some inaccuracies as to statistics the material in this book could be termed as a generally good and fair account of Iran in 1955.

Three social studies textbooks published by Macmillan

for sixth grade contained material on Iran: Eurasia and the Modern World, (1951), Living Together in the Old World, (1953), and a revised edition of Living Together in the Old World, (1958). The first book described the geography and resources of Iran and included appropriate maps. The main emphasis was on the importance of Iran's oil. The other two books, Living Together in the Old World, both the original (1953) and the revised edition (1958), were very good. The earlier edition presented information on art, cities, history, laws, oil, people, products and geography of Iran. It also amply discussed ancient Persia, her rulers and wars. A statement was made that Iran was a backward nation. In the revised edition there were many statements about the great changes that had occurred in Iran and the bright future promised by Iran's oil fields. Practically the same material was given in both editions about the ancient Persian Empire and the Greek and Persian Wars. Both editions contained good black-and-white photographs, maps and timelines. The treatment of Iran was fair and authentic.

Late in the decade Old World Lands: Geography for Today's World (Silver Burdett, 1959) was published for sixth grade. In this book Iran was presented together with Afghanistan with the statement that the only difference between the two countries is Iran's oil. Actually only three paragraphs were devoted to both countries. A brief mention was

made of Persian carpets and their chief value for export reasons.

Neighbors Across the Sea (Winston, 1954), which was written for fifth grade, had good concise material on Iran. A description of ancient Persia was included but the main emphasis of the material was on the present (1954) situation of Iran. The book gave a good explanation of the people of Iran as Indo-Europeans and the reasons why the people of Iran feel so closely related to Europeans and Americans. The backwardness of the country was emphasized as well as the plight of the poor Iranian peasants. Mention was made of the occupation of Iran by United States troops during World War II and the then prevailing fear of the USSR by the Iranians.

Another book for use in the fifth grade was Building Our World (Bobbs-Merrill and Scribner, 1959). This book presented approximately two pages on the Greek and Persian Wars and a description of ancient Persia.

In comparison with the earlier textbooks the material in the books published in the 1950's tended toward a more comprehensive treatment of Iran. The content of these later books was concerned with descriptions of ancient Persia, the Greek and Persian Wars, the geography of the land, cities, art, products and the importance of the vast oil resources in Iran. Although more space was given to Iran and more

topics were considered than in the earlier books, the treatment of the country left something to be desired as to depth and breadth. However, most of the material was accurate and fair when considered within the time period it was written.

THE CURRENT SCENE - BOOKS PUBLISHED SINCE 1960

Since 1960 there has been still more growth in social studies textbook publication with many more companies publishing series that contain information on Iran. Whereas only 11 books were located which were published during the 1950's, it was possible to examine 35 books published since 1960 which contained material on Iran. These are the books which are currently in use in elementary schools.

Of the 35 books, 26 were written for use in the sixth grade. Four of these were published by Allyn and Bacon. Man in Time (1964) gives a brief description of the geography and people but the greatest amount of space is devoted to the Persian Empire, the Greek and Persian Wars, Alexander's conquest and Persia's rivalry with the Byzantine Empire. In The Making of Today's World (1964) modern Iran is discussed briefly, but the emphasis is again on Persia as the First World Empire, her contribution to world civilization, and the Greek and Persian Wars. The book, The New World's

Foundations in the Old World (1966), deals solely with the ancient Persians, their rulers and wars. Man and His Changing Culture (1967) gives a more complete picture of Iran's recent history, geography and resources plus a brief section on the Persian Wars.

American Book Company has published two social studies textbooks with information on Iran: Our World Neighbors (1961) and Discovering Our World's History (1964). The first book devotes two pages to discussing the population and emphasizing the fact that the Iranians are not Arabs but a mixture of two ancient tribes, the Medes and the Persians. A brief mention is given of Iran's resources and the fact that one out of every five Iranians can read. The second book has a much more extensive treatment of Iran. Good information is presented on the history, geography, resources, people and religion, although the material is somewhat scattered throughout the book. A portion of the material is devoted to the wars, conquests and contributions of the Persian Empire.

Ginn and Company, an early publisher of social studies textbooks, continued to stay active in the field and published a number of books during the 1960's. In Eurasia, Africa and Australia (1962) approximately four pages are devoted to the geography, cities, irrigation, homes and resources of Iran. A somewhat idealized account of the life of the nomads

is given. A two-page map of Iran and neighboring countries shows the prominent cities of Iran. Your Country and the World (1966) gives a good general picture of modern Iran's geography, cities, government, people, resources, industries and irrigation projects. One brief page is devoted to Persia's early trade with China and the West. Ginn and Company also published two revised editions of Your World and Mine.¹⁰ In the 1965 edition most of the material is concerned with the ancient Persian Empire, the Persian kings and their ultimate defeat by Alexander. However, some current material on the people, geography, transportation and resources of Iran is also presented. The 1969 edition of Your World and Mine is considerably improved over the earlier edition (1965) in the up-to-date content included, although a great deal of the material is still centered around the ancient Persian Empire and its wars. An excellent description is given of the power the Persians exercised over the Moslem Empire located at Baghdad and the reign of the varying caliphs. The conclusion that "the Persians were barbarians" is open to criticism, even though the writers hasten to add that the lands of Persia had a richer culture than did the West during the Medieval Period. Only one and a

¹⁰Supra, p. 92.

half pages are devoted to modern Iran with comments about geography, cities, irrigation resources and peoples. The account concludes with Iran's plans for the future in regard to industry, agriculture, education, health and sanitation and transportation.

Two books, Living in the Old World (1966) and Living in the Old World (revised edition, 1969), were published by Macmillan. The first book discusses both ancient and modern Iran. The larger part of the information is given to the modern period with good descriptions of the country and its geography, cities, history, people and resources. The revised edition of the same book up-dates the material considerably by not only giving additional pertinent information but by also stressing the changing habits and customs of the people and future development plans of expansion. Both editions describe the ancient Persian Empire and the tolerance of the Persians toward the peoples they conquered.

You and the World (Benefic, 1968) has excellent material as it not only covers ancient Persia, but is up-to-date as to a comprehensive study of Iran. Good material is presented on history, government, people, religion, resources, industries and education.

The Ancient Far East (Merrill, 1969), as the name of this sixth grade book suggests, describes Persia and her empire. There is a very good description of the ancient

Persian religion, Zoroastrianism, and the religious ideas of montheism. Good accounts are presented showing why the Persians were so successful in the building of their empire. The material is enhanced by a number of excellent photographs of ancient Persian kings.

The W.H. Sadlier Company has published one excellent book, Europe and Asia (1969), likewise for sixth graders, which contains authentic and comprehensive material on Iran. The book devotes five pages to Iran alone. It goes into great detail in regard to the government, industrialization, improvements in agriculture and Iran's future. This book is outstanding in that it offers the teacher a guide which includes key ideas, skills, outcomes and pivotal questions which center around a study of Iran. There is an extensive list of suggested activities which the children can engage in such as writing to the Iranian Embassy, showing films, lists of books to read, a study of the political parties in Iran, map projects and the building of model irrigation systems such as the qanats.

The Great Adventure (L.W. Singer, 1963) gives a brief account of the ancient Persian Empire and the Greek and Persian Wars. Modern Iran is listed under the heading "The Arab Countries" with no mention made that Iran is not Arab. In the discussion of the people and their language it is stated that even the Persian language of Iran has many

Arabic words; this is a statement that is open to question.¹¹
A map of the ancient Persian Empire is given and another on modern Iran and its neighbors. Also included is a table of statistics which is completely out-of-date.

One of the best descriptions of Iran is to be found in The Human Adventure: A History of Our World (Field Educational Publications, Inc., 1970). The emphasis of the material is on ancient Persia. The reigns of the various kings (Cyrus, Darius, Xerxes) are described in authentic fashion and the tolerance of the Persians toward the peoples that they conquered is stressed. Good descriptions are given of Zoroastrianism and the governmental policies of the Empire in allowing conquered states to keep their customs, religions and languages intact. However, the old Persian language is incorrectly labeled Aramaic. The book ends with Alexander's conquest of Persia.

In the book The Social Sciences: Concepts and Values (Harcourt Brace Jovanovich, 1970) a very excellent treatment of Iran is given. The book is mainly concerned with modern Iran and a study of the government, the role of the Shah and the constitution. Ample treatment is also given to descriptions of the people, social change, religion and the

¹¹While many Arabic words came into use in Iran after the Arab Conquest (641), within the last forty years governmental efforts have been made to eliminate all such words from use.

geography of the country. The point is made that the Shah holds great power and that religion is closely connected with the government and its policies. The Shah's various developmental plans in literacy, health and sanitation are discussed, as are the land reforms that are taking place in the agricultural sector. The book indicates that in the process of land reform the Shah has angered many powerful groups such as the landlords and the clergy. In an accurate conclusion it is explained that the Shah did without a constitution in 1961 and suspended the legislative branches for a brief period of time and that there exist in the country powerful groups of dissatisfied people anxious to overthrow the Shah and his government. This very fine and informative book contains good black-and-white and colored photographs.

Learning about Countries and Societies (American Book Company, 1971) contains a good general discussion of the Middle East. It is stated that the Middle East population is Arab with the exception of Turkey and Iran; however, it does not give any further explanation. An account is presented of ancient Persia and her rulers and the Persian Wars. Herodotus is used as the source on the Persian Wars, even though he was not a contemporary of the period. One paragraph is devoted to a folktale of ancient Persia. Two pages give a description of modern Iran and its geography,

history, government, oil resources and people.

World History (Follett, 1971) gives an excellent account of the ancient Persian Empire, her rulers, culture, civilization and the Greek and Persian Wars. On page 38, the book has a black-and-white photograph of The Behistun Rock, with its writings in the cuneiform of Sumer, the old Persian language and the Elamite language. The discovery of the rock is described, together with the eventual translation whereby man discovered the centuries-old mystery of the meaning of cuneiform. Little reference is made to modern Iran.

In addition to the preceding books, there are six other books for sixth grade which contain brief references to Iran. Exploring the Old World (Follett, 1960) gives a brief description of the geography, resources and government as well as Teheran, the capitol. Mention is also made of the Greek and Persian Wars. Basic Social Studies (Harper and Row, 1964) has a short account about ancient Persia and her contacts with the Greeks, Persia's position as a valley civilization, Persia during the Middle Ages and finally the modern industrial age of Iran. A few geographical facts are given. Living in Today's World (Laidlaw, 1960) devotes one page to Iran in which the geography, people, agriculture and oil reserves are briefly discussed. Our World Today (Noble and Noble, 1965) also devotes one page to the Plateau

of Iran and its geography. Beyond the Americas (Scott, Foresman, 1964) contains only a brief reference to Iran. One page stresses the value of water, carpets, oil reserves and the agricultural region near the Caspian Sea. In 1961, a revised edition appeared of Old World Lands: Geography for Today's World (Silver Burdett, 1961).¹² The material on Iran, which is very brief, is exactly the same as that presented in the 1959 edition.

There have also been at least five books for fifth grade with some material on Iran. Two of these were published by Macmillan. Living as World Neighbors (1965) presents the traditional information on Iran in a very thorough, concise manner, but is detailed in its description of the geography, people, irrigation projects, cities, resources, minerals and education. Two pages are devoted to a discussion of ancient Persia. In The Way of Man: An Introduction to Many Cultures (1971) the section on Iran deals entirely with the present. There are excellent graphs, maps and photographs of oil fields and refineries. While the importance of oil is stressed the Shah is quoted in the book as saying:

Oil is important but even greater is the need for water. We are in desperate need of more water, dams, wells and irrigation projects. Iran could support

¹²Supra, p. 94.

three times its current population if it had enough water.

Three other fifth-grade books with material on Iran are Arab World New Africa (W.H. Sadlier, 1969), World Geography and You (D. Van Nostrand, 1964) and Man and the Regions of the World (Benefic, 1971). In Arab World New Africa six pages are given to Iran and Afghanistan. The material on Iran describes the aridity of the land, the water systems, occupations, people, resources, industries, geography, religion, transportation, developmental plans and problems, as well as prospects for the future. This book offers the teacher an excellent guide which includes key ideas, skills, outcomes and pivotal questions which center around a study of Iran. Within the guide many activities for children are suggested. In the second book the material is concentrated on the geography of Iran, land reform, oil resources, the population and people. The best sections are on Iran's oil and the people of Iran, both of which are thorough and accurate. The only reference to Iran in Man and the Regions of the World (1971) is on page 170 where there is an illustration of the globe of the world and the statement that "much of the country of Iran is desert land."

Three books published by Silver Burdett Company for use in fourth grade contain a little material on Iran.

Learning to Look at Our World (1961) contains one picture of an Iranian Airline window filled with Iranian artifacts with a brief two-line caption. The revised edition of this book (Learning to Look at Our World, 1969) presents the same material. The third book, Schools Around the World (1965), gives scant heed to Iran. A few brief sentences and three black-and-white photographs with a one-line caption under each are given. One photograph depicts the symbols of the Persian language; the other two are of a child writing at a desk and a child reading from a book.

The final book examined was one published for third grade, Homes Around the World (Silver Burdett, 1965). In this book, Iran is represented by one black-and-white photograph of a little girl squatting on the ground eating a piece of bread with no accompanying explanation except that she is Iranian.

CHAPTER FOUR

CHILDREN'S TRADE BOOKS ON IRAN

Through an extensive search¹ the investigator was able to locate 66 children's books written to give information about Iran. The earliest book was a story entitled Our Little Persian Cousin, written by E.C. Shedd, which was published in 1909. It is interesting to note that only 12 more books were published before 1955. On the other hand, four times as many books have been published since that date as can be seen in the following table.

DISTRIBUTION OF 66 BOOKS ON IRAN ACCORDING
TO PERIOD OF PUBLICATION AND CATEGORY OF
BOOK:

Categories	1909-1955	1956-	Total
History, Peoples and Places	3	35	38
Autobiography and Biography	4	4	8
Fiction	6	14	20
Total	13	53	66

¹Supra, p. 22.

This great increase in a far shorter period of time may be due in part to the increasing number of contacts and the closer ties that have existed between Iran and the United States since 1956.²

When the 66 books³ were examined it was found that they could be placed in three distinct categories: (1) History, Peoples and Places, (2) Autobiography and Biography and (3) Fiction. Over half of the books, as shown in the preceding table, are informational books designed to acquaint the reader with the history, peoples and places in Iran. The next largest group, accounting for nearly a third of the books, are fiction, both realistic and historical. Seven of the remaining books are autobiographies and one is a biography.

The 66 books were examined for social studies content and selected literary elements. The findings are reported in this chapter.

SOCIAL STUDIES CONTENT OF THE BOOKS

History

Some information was found on the ancient origins of

²Supra, p. 9.

³Brief annotations of these books appear in Appendix D.

the people who came to settle on the plateau of Iran. These Indo-European people, known as Iranians and made up of various tribes, that is, the Medes, Persians, Parthians, Bactrians and Scythians, are described in They Lived Like This in Ancient Persia and The First Book of Ancient Mesopotamia and Persia. A short section on the settlement of Iran by the Indo-Europeans is also presented in Iran (by Lengyel).⁴ These three sources are excellent.

The greatest amount of the historical material in the books examined dealt with the period of the Achaemenian Dynasty which was the first true Persian dynasty. The tremendous achievements and accomplishments of this great dynasty are portrayed in The Splendor of Persia, Royal Persia, Ancient Persia and The Medes and The Persians. Shorter accounts of this dynasty are to be found in The Land and People of Iran (by Shearman), Iran (by Barton), Iran (by Taylor), Iran: Crossroads of Caravans and Iran (Persia) in Pictures. The beginning of the decline of the Achaemenian Dynasty, which was brought about by the Greek and Persian Wars, is described in The Lion in the Gateway, Behold Your Queen and Hadassah: Esther the Orphan Queen. These three books though written in the form of

⁴The name of the author appears in parentheses following the title of the book in those cases where there is more than one book with the same title.

stories are based on historical facts. While the latter two books both describe Hadassah (Esther), the wife of King Xerxes, there is a marked difference in the way she is portrayed in them. A more shallow picture is presented in Hadassah: Esther the Orphan Queen than is presented in Behold Your Queen. In the latter book Hadassah (Esther) emerges as a vital, dynamic and admirable young woman whose courageous actions saved the Jewish people. The end of the Achaemenian Dynasty, as witnessed and participated in by Xenophon himself, is described in The Exploits of Xenophon.

Scant attention, however, is given to the succeeding dynasties, that is, those of Alexander the Great, the Seleucids and the Parthians. The best accounts of these dynasties are given in The Splendor of Persia, Iran (by Lengyel) and The Medes and The Persians. A brief chapter in The Land and People of Iran (by Hinckley) describes Alexander's love of Persia and his dream of a Persian-Greek Empire. It also tells of the division of the empire after Alexander's death into three parts, with the Seleucids receiving Persia even though they cared very little for it. Hinckley does mention that under Mithridates II (123-187 A.D.), a Parthian king, the empire once again stretched from India to Armenia. She also notes that the Partians were similar to the Persians in many respects, speaking a

similar language to the Persians of the period of the Achaemenids and adopting the Zoroastrian religion.

The next most important period to that of the Achaemenids was the Sassanian (224-642 A.D.) which was the great age of Persian art and literature. In The Land and People of Iran (by Shearman) the most thorough account of the period is given. The Land and People of Iran (by Hinckley) also describes the Sassanian period, with brief insights into the life of some of the more than 30 rulers of the period (Ardashir, Shapur, Khosrau I). The accomplishments of the Sassanians are also described and illustrated in They Lived Like This in Ancient Persia, but only slight mention is made of this outstanding period in Iran (by Barton), Iran (by Taylor) or in the book Iran (Persia) in Pictures.

Little attention is given in most of the books to the history of Persia over the next eight centuries, a time of many wars and invasions, of one dynasty rapidly following another, none of which attained any lasting permanence. Hinckley's The Land and People of Iran does devote brief, but accurate, chapters to the Seljuq, Mongol and Timurid periods. Her best chapter is on the Mongol period. A part of this period was Persia's Golden Age⁵ which is considered by many to have begun with Ghazan Khan, a great grandson of Genghis Khan. During this Golden Age poetry flourished,

⁵Supra, p. 42.

great buildings were erected and Persia prospered.

Hinckley also gives an accurate account of the Safavid period (1502-1736) and the reign of Shah Abbas. Briefer accounts of this period occur in The Land and People of Iran (by Shearman) and Iran (by Taylor). There is also a slight mention of the period in Iran (by Lengyel), Iran (by Barton), Iran: Crossroads of Caravans and in The Splendor of Persia. However, only a few short paragraphs in The Land and People of Iran (by Hinckley) and Iran (by Lengyel) are devoted to Nadir Shah who came to the throne in 1736. Both accounts mention his capture of the famous Peacock Throne in New Delhi which he brought back to Iran. Even less attention is given to the Zands who followed Nadir Shah and who succumbed to the Kajars in 1794. The only references to this period are in The Land and People of Iran (by Shearman) and The Land and People of Iran (by Hinckley).

The Kajar Dynasty (1794-1925) is presented in The Land and People of Iran (by Hinckley), The Splendor of Persia and Iran (by Lengyel). This dynasty ended with the march of Reza Khan on Teheran in 1921 and the overthrow of the monarchy. In 1925 he declared himself Reza Shah Pahlevi and thus a new dynasty was established. This period is presented in Iran (by Lengyel), The Land and People of Iran (by Shearman) and The Land and People of Iran (by Hinckley).

Only brief references are made to Reza Shah in Iran: Crossroads of Caravans and Iran (by Taylor). The books by Lengyel and Shearman are notable for the accounts they contain of the reforms started by Reza Shah as well as of his cruel and dictatorial powers. Lengyel also presents the succession of Reza Shah by his son Mohammad Reza, the present Shah, in 1941. The brief exile of Mohammad Reza Shah in 1953 is mentioned in Iran (by Lengyel) and Iran (Persia) in Pictures. A more complete account, however, of the life and work of Mohammad Reza Shah is to be found in the biography Aryamehr: The Shah of Iran.

As was expected the historical material in some of these books was more comprehensive and possessed more depth and breadth of information than others. Primary sources are always of great value in the study of a historical period since accuracy and authenticity are exceedingly important. The Exploits of Xenophon (as edited by Household), Ancient Persia and The Lion in the Gateway are outstanding because primary sources were used.

The Land and People of Iran (by Hinckley), The Land and People of Iran (by Shearman), and Iran (by Lengyel) are also authentic and accurate. They are valuable, too, because they present material not found in other books for children.

Geography

Good overall descriptions of the geography of Iran are to be found in Iran (by Lengyel), The Land and People of Iran (by Hinckley), The Land and People of Iran (by Shearman), The Splendor of Persia, The Medes and The Persians and Ancient Persia. Brief references are also to be found in Let's Visit the Middle East, Africa and Asia, Getting to Know Iran and Iraq and They Lived Like This in Ancient Persia.

The majority of these books give brief statements on the size and location of the country in relation to its neighboring countries. While the official size of Iran is 636,000 square miles, three books give lower estimates of size. Hi Neighbor, Let's Visit the Middle East, and Iran (by Barton) give the area as 628,000 square miles. Such inaccuracies are not surprising since statistical surveys of the country are of recent origin.⁶

Behold Your Queen and The Lion in the Gateway, both of which are historical fiction, give an excellent picture of the size and extent of the ancient Achaemenian Empire.

Several books give information on the nature of the terrain of Iran. The deserts, with the concomitant lack

⁶X. De Planhol, "Geography of Settlement," W.B. Fisher (editor) The Land of Iran: The Cambridge History of Iran. Volume I. (Cambridge, England: University Press, 1968), p. 465.

of water, are fully discussed in The Land and People of Iran (by Hinckley). This book contains a special chapter "Water for a Thirsty Land," which explains the ancient irrigation projects of qanats and jubes devised to solve this important problem. In Africa and Asia, Getting to Know Iran and Iraq and The Land and People of Iran (by Hinckley) references are made to the various ways Iran is currently attempting to solve her age-old water shortages. The dire need of water due to the lack of rainfall, together with its concomitant results, is also presented in Iran (by Taylor), Getting to Know the Tigris and Euphrates Rivers and A Child of UNICEF in Iran. The latter book, as well as The Last Migration and I Give You My Colt, show the effects of scarcity of water on the nomads. Accurate pictures of nomadic wanderings are presented in all three of these books.

The Splendor of Persia also describes the terrain, rivers and mountains. Iran (Persia) in Pictures has fine black-and-white photographs to illustrate the deserts and lush agricultural areas near the Caspian Sea and in northern Iran.

A good section on the whole panorama of climate in Iran and especially the vast range in temperature can be found in Isfendiar and the Bears of Mazandaran, Isfendiar and the Wild Donkeys, Chibia, The Dhow Boy, and Rubies of the Red Sea. Good accounts of the changing of the seasons

are presented in Iran: Crossroads of Caravans and Reveille for a Persian Village.

The great and always present danger of earthquakes is starkly presented in A Wall and Three Willows and Getting to Know Iran and Iraq. However, little mention is made of this peril in any of the other books.

Excellent descriptions of the geographical features of certain sections of Iran can be found in Myself When Young, A Boy in Persia, Persia is my Heart, Reveille for a Persian Village, A Wall and Three Willows, Persian Adventure and Persia Revisited. These six books, while autobiographical in nature, contain sections which describe cities and/or villages of Persia and give a great deal of other information about these areas.

I Give You My Colt, Chibia, The Dhow Boy, A New Year's Surprise, Parveen, Rug that Went to Mecca, Children of the Housetops, The Deserted Highway and A Gift from the Bride, all of which are fictional, also add valuable insights into geographical features, revealing Iran's great diversity as to terrain, climate, temperature and physical features.

Resources and Economic Conditions.

Good descriptions of the immense resources possessed by Persia as a result of the vast conquests of the Achaemenids (558-336 B.C.) are presented in They Lived Like This in

Ancient Persia, The First Book of Ancient Mesopotamia and Persia, The Medes and The Persians, Ancient Persia, The Lion in the Gateway, Behold Your Queen and Hadassah: Esther the Orphan Queen. The magnificence of the cities built by the Achaemenians and the exquisite work done in the arts and crafts are described in The Splendor of Persia and are illustrated beautifully in Royal Persia.

The conquest of Persia by Alexander was the first of many conquests that were to follow. But after each one an interesting thing happened. In a sense, the conquerors became the conquered. Like Alexander, they fell in love with Persia. They learned the Persian language, took to wearing Persian dress, adopted Persian manners and utilized Persian administrative and economic procedures. Two books, The Splendor of Persia and Royal Persia, stress these points.

Over the centuries, due to the varying conquests, a lack of stable governments, the shrinking of the empire and the geography of the land, economic prosperity dwindled. Only in two periods, the Sassanian (224-651) and the Safavid (1502-1736), was Iran able to recreate a degree of her economic potential. This occurred mainly in the areas of the arts and crafts, better agricultural methods, the encouragement of trade and creating better transportation and communication facilities. The best descriptions of these events are given in The Land and People of Iran (by Shearman),

The Splendor of Persia, They Lived Like This in Ancient Persia and Royal Persia.

The turning point in the modern economic life of Iran occurred when William Knox D'Arcy, an Englishman, obtained a concession in 1901 to explore and produce oil. The Anglo-Persian Oil Company was founded in 1909, with Britain becoming the major stockholder in 1914. Agreements, nationalism, formation of a consortium and Iran's continuing demands for greater profits for its oil are presented accurately in Iran (Persia) in Pictures, Iran (by Lengyel), The Splendor of Persia and The Land and People of Iran (by Shearman).

The best descriptions of the present resources (oil, carpets, agriculture, domesticated and wild animals and birds) and economic conditions can be found in the chapter entitled "Oil and Other Resources" in Iran (by Lengyel), and in The Land and People of Iran (by Hinckley), Hi Neighbor, Iran: Crossroads of Caravans and Iran (by Barton).

Let's Visit the Middle East and The Land and People of Iran (by Hinckley) emphasize the millions of dollars of economic aid that Iran has received from the United States, the Near East Foundation, Point Four, International Agencies such as UNESCO and the United States Peace Corps.

Most of the books stressed the extreme value of Iran's oil reserves, natural gas resources and the reforms in land

tenure, agriculture and production, but only a few mentioned the great industrialization process now underway in the country. The exceptions were Iran (by Lengyel), Iran (by Barton) and The Land and People of Iran (by Hinckley); however, these accounts are meager.

Several of the books discuss briefly the various Development Plans, instigated by the Shah in 1948, which proposed to channel Iran's oil revenues and other exports into agricultural, irrigational, educational, electrical and industrial projects. Hinckley in her book, The Land and People of Iran, mentions these projects; they are also mentioned by Taylor in Iran and by Joy in Getting to Know the Tigris and Euphrates.

Lengyel in his Iran states that Iran has never fully explored for minerals. Two of the other books, Iran (Persia) in Pictures and The Land and People of Iran (by Hinckley), make mention of the fact that it is believed that there exist great potentials in resources such as coal, cobalt, chromite, copper, antimony, zinc, iron, nickel, chrome, lead, rock salt, borax sulfates, building stone, gypsum, quarries of alabaster and marble as well as semi and precious gems.

Chibia, The Dhow Boy, Parveen, A New Year's Surprise, Rug That Went to Mecca, Children of the Minarets, Ali Lives in Iran, Isfendar and the Wild Donkeys and Isfendar and

the Bears of Mazandaran each describes various aspects of the economic resources of Iran, whether it is agricultural production, resources of the sea, or the presence and use of tame and domesticated or wild animals.

The People

In order to fully understand a country one needs knowledge of its people, their customs, habits and way of life. The Splendor of Persia, The First Book of Ancient Mesopotamia and Persia, The Lion in the Gateway, Let's Visit the Middle East, The Medes and The Persians and The Exploits of Xenophon all stress the Indo-European background of the Persians who are portrayed as the Europeans of the East, that is, as being Aryan, not Asiatic or Semitic. The last of these five books, as well as They Lived Like This in Ancient Persia, Royal Persia, Ancient Persia, Behold Your Queen and Hadassah: Esther the Orphan Queen, is valuable for the picture given of the ancient Persians of the Achaemenian Period.

The Splendor of Persia, Iran (by Taylor), Getting to Know Iran and Iraq, Iran (by Barton), and The Land and People of Iran (by Shearman) point out the fact that the Persian language is related to English and that the two languages have common roots since both belong to the Indo-European family of languages. While most of the people in

Iran today speak Persian, or Farsi, as it is correctly called, there are numerous dialects spoken in various parts of the country that are very different from the standard dialect. There are also other languages spoken in parts of Iran, the second most common language being Turkic, followed in order of frequency of use by Arabic, Kurdish, Armenian and Syriac. The only books which refer to this multiple language situation are Myself When Young, A Boy in Persia, A Gift from the Bride and A Child of UNICEF in Iran.

The peoples of Iran, as presented in both nonfictional and fictional books, are generally divided into three categories: (1) the nomads and seminomads, (2) the rural or people living in small villages and, (3) the city or urban people.

The nomads, who total around three million, have over the centuries created problems for the people and government of Iran. Books which contain information about the nomads are The Land and People of Iran (by Hinckley), Let's Visit the Middle East, Iran (by Barton), The Land and People of Iran (by Shearman), Iran (by Taylor), Iran (Persia) in Pictures, I Give You My Colt and Iran (by Lengyel). Lengyel uses the term seminomads in referring to those nomads who usually stay settled on the plains during the winter months but wander during the summer.

In The Land and People of Iran Hinckley describes the efforts of the government to destroy the power of the nomads and settle them on the soil. A gripping account of the government's action in the 1930's is given in The Last Migration. Since that time the government has redirected its policies toward the nomads, as is told in Iran: Crossroads of Caravans and A Child of UNICEF in Iran. Nevertheless, as Lengyel points out in his Iran, there are still many actual nomads living in tribes, thus refuting the statements of Watson in Iran: Crossroads of Caravans that the tribespeople are all gradually being settled.

The best descriptions of the dress, housing, food and customs of the rural and village people, who make up nearly 70 percent of the population, are in the chapter "The People and the Soil" in The Land and People of Iran (by Hinckley) and in the chapter "Life in the Villages" in Iran (by Lengyel). There is also good material in Iran: Crossroads of Caravans, The Land and People of Iran (by Shearman), Iran (Persia) in Pictures and Getting to Know Iran and Iraq.

There have been great changes in city life in the last two decades, but this is not so in the rural areas. Our Little Persian Cousin, published in 1909, describes conditions very similar to those of today in rural Iran. Conditions in the rural areas are also depicted in The

Land and People of Iran (by Hinckley), Iran (by Lengyel), Hi Neighbor, Iran: Crossroads of Caravans, Iran (by Taylor), Iran (Persia) in Pictures, A New Year's Surprise, Rug That Went to Mecca, Children of the Husetops, A Gift from the Bride and Isfendiar and the Wild Donkeys. The book Parveen describes accurately the landlord system that prevailed so long in Iran. Although land tenure reforms have been made and agricultural methods improved in the last two decades, Lengyel in Iran states that the majority of the farmers still use primitive agricultural methods. Taylor in Iran describes several villages where the villagers have helped to improve their living conditions with United States aid; however, Taylor's material is incomplete in that she makes no mention of the land reform programs undertaken by the government.

The customs and habits of the rural people are quite different from those who reside in the city. The superstition, fatalism, poor diets, ill health and sanitation of the rural people are well presented in Iran (by Lengyel), Iran: Crossroads of Caravans, Getting to Know Iran and Iraq, Rug that Went to Mecca, Children of the Husetops, Reveille for a Persian Village, A New Year's Surprise, Our Little Persian Cousin and A Wall and Three Willows.

Although people who live in the cities form slightly less than a third of the total population the majority of

the books amply describe city life. The major cities of Teheran, Isfahan, Meshed, Shiraz, Tabriz and Abadan are described in the nonfictional books The Land and People of Iran (by Hinckley), Iran (by Lengyel), Hi Neighbor, Iran: Crossroads of Caravans, Royal Persia, Iran (by Taylor) and The Land and People of Iran (by Shearman). Several other books also describe city life; these are Johnnyshah, a boy of Iran, Ali Lives in Iran, The Parrot of Isfahan and The Persian Donkey Bead. Four autobiographical books also present certain aspects of city living: Persia is My Heart, Persian Adventure, Persia Revisited and A Wall and Three Willows.

Life at sea and its effects are described in Chibia, The Dhow Boy and Rubies of the Red Sea.

A conflict was noted in the portrayal of the role and status of women. In Let's Visit the Middle East the author correctly states that women can now vote and have more equal rights (particularly in the cities). Lengyel in his Iran also states that the role of women has improved somewhat. However, in the book, Getting to Know Iran and Iraq, Bahar maintains that all too little has changed the traditional role of women; this view is also presented in the book Reveille for a Persian Village. Although these last two books were written earlier than those of Lengyel and Caldwell it is a mistake to think that the passage of

time has made little difference in the role occupied by women particularly in rural and village areas.⁷

Another aspect of the people is their handwork. The beautiful art and craftsmanship in gold, bronze and the weaving of carpets under the Sassanian Period are written about and illustrated handsomely in Royal Persia. Brief mention is made in Iran (by Barton) of the tapestries, silks, miniature paintings and exquisite inlays which were the products of the Safavid Period; these works were executed by Armenian craftsmen imported into Persia by Shah Abbas.

Three books were of particular interest in that they contained recipes of Persian food. The book In a Persian Kitchen: Favorite Recipes from the Near East is almost entirely devoted to the making of Persian foods. The 1958 edition of Iran (by Barton) also included several recipes, although the 1969 edition does not. Hi Neighbor, too, contains recipes, as well as directions of various designs that children can make and a game that they can play. Various popular games and pastimes for the adults and children alike are also described in The Land and People of Iran (by Hinckley), Iran (by Lengyel), and Iran (Persia) in Pictures.

⁷Peter Avery, Modern Iran (London: Ernest Benn Ltd., 1965), p. 293.

In Iran, the new and old co-exist but do not mix. In both rural and urban there exists a blend of the ancient and the modern. There are ancient streets, roofed with arches, where the bazaar keepers offer their wares, and around the corner, a modern department store. On city sidewalks, a girl in short skirts and high heels passes a woman wearing a chador. Such a diversity, which adds charm and interest, is well described in Royal Persia, Getting to Know Iran and Iraq and The Land and People of Iran (by Hinckley).

Religion

Ancient Persia describes the earliest known religion in Iran which existed in the form of the Magi who were men renowned as workers of spells, tellers of fortunes, soothsayers and priests.

Good descriptions of the earliest organized religion, Zoroastrianism, are found in the books They Lived Like This in Ancient Persia, The Land and People of Iran (by Shearman), Other Bible Lands, Getting to Know Iran and Iraq and The Medes and The Persians. There is also a brief mention in Iran (by Taylor).

It is believed that Zoroaster or Zarathustra lived sometime between 1000 B.C. and 600 B.C. There are accounts of his life and the religion he founded in Ancient Persia,

The Land and People of Iran (by Hinckley) and The Medes and The Persians. Particularly good is the material on Zoroaster in The Splendor of Persia.

It is uncertain whether Cyrus was a Zoroastrian or not, but under Darius Zoroastrianism became the national religion and the Magi were incorporated into the new system. The wise men from the east who, in the Gospel story, went to Jerusalem to worship the Infant Christ are commonly supposed to have been Persian Magi. In The Splendor of Persia Payne states that in the 3rd century the theologian Sextus Julius Africanus wrote "Our first knowledge of Jesus comes from Persia."

The tenets and beliefs of Zoroastrianism are to be found in several books. Pike in Ancient Persia perhaps waxes overenthusiastically, but he does make a strong case for the superiority of Zoroastrianism over the plethora of shocking Gods worshipped by the Greeks. Pike also states that probably Zoroastrianism was the only religion, including that of the Hebrews of the Old Testament, which believed in an after-life and that one's life and how it is lived here on earth determines whether that after-life will be a reward or a place of pain and misery.

The religious tolerance of Zoroastrianism was displayed when Cyrus captured Babylon in 538 B.C. The story of his tolerance toward the Jews and the Babylonian Gods,

which is described in the book of Ezra in the Bible, is cited in The First Book of Ancient Mesopotamia and Persia and Ancient Persia. As Payne in The Splendor of Persia points out, the Achaemenians never attempted to proselytize and always allowed freedom of worship to whomever they conquered.

This great tolerance is further referred to in Behold Your Queen and Hadassah: Esther the Orphan Queen in which Esther, the wife of Xerxes, persuaded and prevented the slaughter of the Jewish population throughout the empire, an event which is celebrated to this day by Jews at the Festival of Purim. Even though tolerant of other religions Xerxes was a strong believer in Zoroaster. His strong belief in Ormuz or Ahura Mazda (other names used for God) is described in The Lion in the Gateway.

The moral code of Zoroaster "good thoughts, good words, good deeds" was seen by Xenophon in The Exploits of Xenophon as characteristic of Cyrus, son of Xerxes. There is a brief reference in Iran (by Barton) to Zoroastrianism, emphasizing that it is a philosophical religion of great moral force and not one of primitive fire worship.

In Iran (by Lengyel) it is stated that in a later development Ahura Mazda acquired an earthborn hero named Mithras who captured evil and ascended to heaven as a god. The cult of Mithras, known as Mithraism, was blended into

Zoroastrianism. It became introduced into Imperial Rome and became a rival of Christianity in the dying days of Rome.

In regard to the teachings of Zoroaster which are incorporated into the Avesta, two books give conflicting information. The Neuraths state in They Lived Like This in Ancient Persia that the Parthians carried on the old religious traditions and that the sayings of Zoroaster were for the first time put down in writing in the Avesta during Sassanian times. On the other hand, Hinckley, writing in The Land and People of Iran, states that the Avesta was written down during Parthian time (1st century A.D.) in Pahlevi script.

Under the Sassanian Period a new religion arose, Manichaeism which was an attempt to blend Christianity, Judaism and Zoroastrianism into one great religion. Mani, its founder, was instrumental in converting Shapour I and making Manichaeism the state religion. The best sources on this religion are in Hinckley's The Land and People of Iran, The Land and People of Iran (by Shearman) and The Splendor of Persia. This last book states that after the death of Mani, Zoroastrianism again became the state religion of the empire and continued to be until the Arab conquest.

Lengyel in Iran and Payne in The Splendor of Persia

state that with the invasion of the Arabs some of the Zoroasters became Moslems. However, even though they were not persecuted by the Arabs, they dwindled in number. Many of them fled Iran to India, where they reside today and are known as Parsees, a corruption of the word "Persian."

Excellent material on Mohammad and the beginning of the Moslem religion with good descriptions of the rituals, obligations and responsibilities of Islam are to be found in Iran: Crossroads of Caravans, Iran (by Lengyel) and The Land and People of Iran (by Hinckley). Briefer references appear in Iran (by Taylor), Iran (Persia) in Pictures and Getting to Know Iran and Iraq.

The very interesting fact pointed out in several of the books is that even with the coming of Islam, the Persians changed and adapted it to suit their own particular interests and needs. Persia chose to accept Ali, the son-in-law of Mohammad, as the true successor and there arose a split within the ranks of Islam. The Persians became Shi-ites, or partisans of Ali, while the rest of the Moslem world were Sunni and followed the last disciple of Mohammad. This division in Islam is described in The Land and People of Iran (by Hinckley), Iran: Crossroads of Caravans, Iran (by Lengyel), The Land and People of Iran (by Shearman) and The Splendor of Persia.

A mistake made by many people in referring to followers

of the Moslem faith is noted by Shearman in his The Land and People of Iran. He states correctly that they should never be called Mohammedans, due to the fact that Mohammad always maintained that he was only a mortal man, not divine; therefore he was not to be worshipped. Nonetheless in Royal Persia there is a beautiful colored illustration showing Mohammad's face covered or blotted out because it was felt that it was sacrilegious to show the face of Mohammad.

During the Safavid Period (1501-1736) the Shia'a Sect became the national religion as it still is today. Shah Abbas made minor changes in the religion. These facts are to be found in The Land and People of Iran (by Hinckley), Iran (by Barton), and The Land and People of Iran (by Shearman).

Hinckley states in The Land and People of Iran that over the years the mullahs and the church gradually acquired great wealth in land and control over the people. Reza Shah and the current Shah have had to contend with these problems and mainly they have been successful.

A very interesting fiction book, Ali Lives in Iran, while published in 1937, gives good accounts of four of the religions of Iran: Moslem, Judiasm, Zoroastrianism and Christianity. The customs, rituals and beliefs of each religion are explained with stress on the importance of

tolerance and understanding.

There are minorities that exist in Iran today, even though 90 per cent of the people are Moslem, as stated in Iran (Persia) in Pictures. These minorities mainly consist of Zoroastrians, Jews, Christians and Armenians. Tolerance is shown them; they are allowed to elect members to the Majlis but they cannot occupy command positions in the armed forces or in the government. These policies are described by Lengyel in his book Iran.

Getting to Know Iran and Iraq and Iran (by Lengyel) state that most of the national holidays are religious. Two important ones are Muharram and Ramadan which are Islamic. Another one of the great holidays is Nu Ruz (the 21st of March) which is believed to have been a part of the Zoroastrian religion.

Brief mention is made in The Splendor of Persia of the formation of a new religion by Bab in 1820. However, its followers were severely persecuted and, after Bab was killed, the majority of his followers left Iran. Today the religion of Bahism is mainly found in other countries.

Superstition and deep strains of fatalism still exist in Iran explains Lengyel in Iran, but they exist mainly in the rural areas and among the uneducated. Fictional books such as Our Little Persian Cousin, Rug that Went to Mecca, Children of the Housetops, Ali Lives in

Iran, The Persian Donkey Bead, A New Year's Surprise, and Myself When Young, A Boy in Persia all present accounts which agree with this statement.

Government

The present government of Iran began with the exile of Reza Shah by the British and Russians and the ascension to the throne of his son, Mohammad Reza in 1941.

The turbulent years of World War II and its aftermath brought tremendous problems to the country. The Russian occupation of Azerbaijan, the successful intervention of the United Nations, the rise of the Communist Party and Tudeh Party are all described in Let's Visit the Middle East, Iran (by Lengyel), and The Land and People of Iran (by Shearman).

The revolutionary nationalism of the oil industry brought about by the Prime Minister, Dr. Mohammad Mossadeq, and the brief exile of the Shah and his wife and his swift return to power in 1953 are accurately presented in Iran (by Lengyel). Brief references are made to this period by Shearman in The Land and People of Iran and in Getting to Know Iran and Iraq.

There is a lack of uniformity in the picture presented of the government. Most of the books present the structure of the government as that of a Constitutional Monarchy. These include Iran (by Barton), Iran: Crossroads of Caravans,

Iran (by Taylor), Let's Visit the Middle East, Getting to Know the Tigris and Euphrates Rivers and The Land and People of Iran (by Shearman). Barton notes in Iran that although the system of government is democratic in terms of a constitutional monarchy the elected deputies are not always truly representative of the people as a whole.

A matter of greater concern occurs in regard to the government in the two books Iran: Crossroads of Caravans and Iran (by Barton). Barton writes that the Prime Minister is appointed by the Shah while Watson states that the members of parliament elect the Prime Minister. Both agree that the Prime Minister is formally invited by the Shah to choose a cabinet of ministers. But Watson is incorrect when she states that the cabinet of ministers appoint the men who govern the 14 states (ostans). In actual practice it is the Shah that appoints the Governor General in each province and the governor in each governorate.⁸

The powers that the Shah holds under the Constitution are extensive and, as implemented under the administration of Mohammad Reza Shah, particularly since 1963, can set the course of governmental action and the tone of national life. This is described in Iran (by Barton) and in The Land and People of Iran (by Hinckley) when they state that the Shah

⁸Supra, p. 78.

has the right to dissolve either or both houses of Parliament whenever he chooses and to return to the Majlis finance bills for further consideration. Hinckley mentions that he did dissolve Parliament two times in recent years.

The Land and People of Iran (by Hinckley) and Aryamehr: The Shah of Iran both give idealized stories of Mohammad Reza Shah as a boy and his dreams for his country. The more biased account is in Aryamehr: The Shah of Iran even though it is admitted that the Shah is reluctant to employ advisers or even talk over matters of state with his private family. By this habit he, therefore, makes all final decisions alone.

One of the major triumphs of the Shah, according to Hinckley, has been in the area of land reform. She describes the fierce opposition of the landlords, political parties and clergy to the Shah's reforms but categorically states that the people are behind him and gives voting figures of the people in favor of his reforms as compared to those against them. Her firm conclusion that the results of the plebiscites show that the Shah's supporters far outnumber those who are against him is open to question.

The sweeping reforms of The White Revolution of 1963 proposed by the Shah are discussed in a number of books. One of the best accounts is in Iran (by Lengyel). Royal Persia, Iran (Persia) in Pictures, Getting to Know Iran and Iraq and

The Land and People of Iran (by Hinckley) also mention the reforms.

In regard to the most needed reform, that of land, Caldwell in Let's Visit the Middle East tells how the land was taken from the big landlords and divided up so that the farmers could own the land they farm; however, he fails to mention, as does Lengyel in Iran, that the farmers had to pay for their share of the land. Nor does he mention the fact given in Iran: Crossroads of Caravans that more than 2500 villages with all their fields belonged to the royal family.

Other reforms include compulsory profit-sharing in private industries for employees but not for workers in state-owned industries such as the Iranian Oil Company. The profit-sharing reform is described by Teta in Iran (Persia) in Pictures and Hinckley in the chapter "Tomorrow in Iran" in The Land and People of Iran. The most comprehensive discussions of the other reforms of 1963 are found in Aryamehr: The Shah of Iran, Iran (by Lengyel), Royal Persia and The White Revolution of Iran.

It is unfortunate that none of the books make any mention of the political parties in Iran or the role of the Shah in the communication media.

Two books, Iran (Persia) in Pictures and Let's Visit the Middle East, point out that Iran appears to possess a

stable government. Lengyel in the Chapter "Iran in World Affairs" in Iran concludes that due to this stability it has been possible for the Shah to establish and maintain peaceful relationships both with the East and the West and also establish commercial relations with the so-called communist-bloc countries.

Alden in Royal Persia and Lengyel in Iran both describe the Shah's coronation in 1967. To Lengyel, the miracle of it all is that Iran has survived. Alden quotes the Shah as saying "Today my country is a show window of the blend of ancient and modern."

Education

The earliest references to education are those related to Zoroastrianism; they are found in They Lived Like This in Ancient Persia, The First Book of Ancient Mesopotamia and Persia, The Splendor of Persia and The Land and People of Iran (by Shearman). The value of writing and keeping records is described in The Lion in the Gateway when Renault tells of the scribes at the Battle of Salamis, sitting with Xerxes, in order to record the battle and expected victory.

In The Land and People of Iran Hinckley describes how under the Seljuks, Omar Khayyam and other scientists and mathematicians helped to build a series of schools to advance education. In the chapter "The Golden Age," a time when

Persia was ruled by the Mongols, Hinckley explains that schools and libraries were established and artists and poets such as Sa'di Hafiz and Rumi excelled. Lengyel in his Iran also makes mention of the great poets, scholars and scientists of this period, such as Firdausi, Avicenna, Averros and Bihzad.

A number of educational reforms, which were instigated by Reza Shah, are described in The Land and People of Iran (by Shearman), The Land and People of Iran (by Hinckley), Iran: Crossroads of Caravans and Iran (by Lengyel).

There still exists great disparity in education between the rural areas and the cities. This is pointed out in Iran (by Taylor), Iran: Crossroads of Caravans, Let's Visit the Middle East, Hi Neighbor, Getting to Know Iran and Iraq and Iran (by Lengyel).

Iran (Persia) in Pictures describes the tremendous illiteracy rate in Iran today, which is approximately 68 per cent for the country as a whole, but exists mainly in the countryside and among the nomads. In Iran (by Taylor) it is pointed out that the government is trying to help the nomads by supplying them with tent schools and teachers who travel with them. A Child of UNICEF in Iran tells in fiction form of this government support assisted by UNICEF. In Iran: Crossroads of Caravans there is a delightful story of a

little nomad girl and her great desire to learn to read and someday become a teacher. In The Land and People of Iran (by Hinckley) it is mentioned that the Khans, who rule the tribes, are usually well educated, having studied in the United States, England or Germany. Barton in Iran states that gradually more and more of the tribes are turning to the government for education. However, in Let's Visit the Middle East, Caldwell states that the vast majority of the nomads are still uneducated.

Hinckley in The Land and People of Iran states that the government is deeply concerned about Iran's rate of illiteracy, especially in the villages. One of the six reforms, proposed by the Shah in 1963, dealt with education and the creation of a Literacy Corps. This reform is well described in Iran (by Barton). Briefer accounts appear in The Land and People of Iran (by Hinckley), Iran (by Lengyel), Iran (Persia) in Pictures, Let's Visit the Middle East and Iran: Crossroads of Caravans. The most detailed and documented account is found in Aryamehr: The Shah of Iran.

Shearman describes in The Land and People of Iran the spread of communication in some parts of Iran by means of the radio and television and the fact that some of the young Iranians are beginning to question the old ways. He also enumerates Iran's educational problems.

In The Land and People of Iran Hinckley explains that

Iran faces the same problem of many countries where illiteracy is high and that generally those who are educated do not want to work with their hands and desire to remain in the cities.

Despite all the reform plans and programs and varied assistance from international agencies, Lengyel in Iran (published in 1972) states that most of the villages have no schools or teachers as yet and that what is being offered is of little practical value or use.

Unlike the nonfictional books, the majority of the fictional books make little reference to education except to point out that little schooling is available and that particularly in the villages what education is available is usually for the boys. This fact and also the struggle for girls to obtain an education is noted in such books as A Gift from the Bride, Rug that Went to Mecca, Children of the Housetops, Chibia, The Dhow Boy and Johnnyshah, a Boy in Iran.

Mention should also be made of Myself When Young, A Boy in Persia, a very interesting autobiographical book. The author attended two schools: the Presbyterian one, since his mother was Presbyterian and the Nestorian one, because his father was a Nestorian Christian. In addition, he had special lessons from the Moslem mullah in the village in order to learn Persian. Even though this book was written about life

in the early part of the 20th century the author tells of having girls as fellow students because girls were allowed to attend the Presbyterian school.

LITERARY ELEMENTS OF THE BOOKS

Success in getting children to use books depends in part on the nature of the book. It is important that the content of books selected for use in the social studies program be substantial and accurate. Literary elements of the books should also be considered since they may determine whether a book is interesting to children.⁹ Therefore, the illustrations, format, style, plot and character of the 66 books were also examined.

Illustrations

Illustrations are a crucial part of an informational book. They must explain the text and, in many cases, must open up possibilities to the imagination of young people.¹⁰

⁹Helen Huus, Children's Books to Enrich the Social Studies Bulletin 32, Revised Edition.(Washington, D.C.: National Council for the Social Studies, National Education Association, 1966), pp. xi-xii.

¹⁰Charlotte S. Huck and Doris Y. Kuhn, Children's Literature in the Elementary School Second Edition. (New York: Holt, Rinehart and Winston, Inc., 1968), p. 469.

In a number of the informational books, that is, those about history, peoples and places, there are excellent black-and-white photographs: Iran (by Lengyel); Ancient Persia; The Medes and The Persians and The Splendor of Persia, to mention only a few. The book Johnnyshah: a boy in Iran is noteworthy because of the excellent photographs of scenes in the daily life of a boy in modern Iran.

In some books color photographs are used along with black-and-white ones in effective ways, the most notable examples being in Getting to Know Iran and Iraq and the exceptionally lovely Royal Persia. A colorful and unique approach is used in Iran: Crossroads of Caravans; this book contains paintings and drawings by Persian artists coupled with colored and black-and-white photographs.

Most of the older fiction books contained only a few illustrations; these were usually black-and-white sketches which added little to the stories. On the other hand, the black-and-white drawings in three more recent books: Chibia, The Dhow Boy, Isfendar and the Wild Donkeys and Isfendar and the Bears of Mazandaran help to create an atmosphere of action, reality and adventure. Other books are illustrated with drawings in color. The soft delicate colored drawings of scenery, costumes and village life greatly enhance the books A Gift from the Bride and A New Year's Surprise.

Illustrations should, of course, be in harmony with the

text. Generally speaking, this was found to be true in the books on Iran. However, the illustrations in The Persian Donkey Bead are inappropriate and distracting. They are not correlated with the text and are not completely authentic for the period depicted.

Format

The format of a book must also be considered in selecting books for children.¹¹ The majority of the older fictional books are small with small print on poor paper; this is especially true of Our Little Persian Cousin, but it is not true of the more modern books, such as Children of the Minarets and Suli and the Kitchen Cats which are more attractive in format. There is great variety as to number and size of pages. A number of books, such as Hi Neighbor and Let's Visit the Middle East, contain only four or five pages on Iran while other books are entirely on Iran, consisting of 65 pages up to 230 pages, as in The Splendor of Persia and Behold Your Queen. The modern books, on the whole, average about seven by eight inches, although a few, like Suli and the Kitchen Cats and Johnnyshah: a boy of Iran, are larger. There is also some variety in the size

¹¹Ibid., pp. 15-16.

of print; however, in most cases the type is satisfactory for use by children in the elementary school. Generally speaking, with the exception of the older books, the size of the 66 books, the printing, and the length are suitable for their purpose. Thus the books should be easy for the elementary-school child to handle and use.

Necessary ingredients in informational books are such items as maps, glossaries, indices, tables of contents, timelines and, in some cases, pronunciation guides. These features are particularly essential if the books are to be of value in the social studies curriculum.¹² There are good maps in They Lived Like This in Ancient Persia, Iran (by Barton), Getting to Know Iran and Iraq, Royal Persia and Iran: Crossroads of Caravans. Most of the books examined contain a table of contents and an index although the indices vary from scant ones to quite detailed ones. The Lion in the Gateway contains a thorough index, glossary and several pages of historical notes as to where the author has obtained her material. The index in Royal Persia is particularly valuable because it has figures in bold face indicating where the illustrations are located throughout the book; it also contains a good pronunciation guide. On the other hand, The Splendor of Persia, which is a fine book because of excellent

¹²Ibid., pp. 473-74.

content and style, has no glossary or index.

Some books contain additional aids. Iran (by Barton), Iran (by Taylor), The Lion in the Gateway, The Splendor of Persia and Ancient Persia include charts which show dates of chief events, dynasties, highlights of Iran's history and/or interesting facts about Iran. The Splendor of Persia includes a list of 150 English words borrowed from the Persian.

Style

According to Georgiou, "the arrangement of words and sentences that best express the dominating theme of the literary work is generally described as 'style'."¹³ While an author's style is individual and unique, it should mirror the setting of the story and the background of the characters. A style of writing appropriate to the purpose of the book helps to make the book interesting to children.¹⁴ In the books on history, peoples and places a wide variety of styles is used by the various authors. A straightforward factual presentation is found in Iran (by Lengyel), Royal Persia and The Land and People of Iran (by Shearman). A very different type of presentation is found in The Exploits

¹³Constantine Georgiou, Children and Their Literature (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 53.

¹⁴Huck, op. cit., pp.

of Xenophon which is a gripping tale adapted from Xenophon's own eye-witness account. This style gives the reader an opportunity to "live" rather than just "witness" history. Likewise, in The Last Migration the reader has a feeling of involvement in the trials and tribulations of the Falqani tribe. On the other hand, even though the book is well written, the style used in The Lion in the Gateway is far from interesting and the language pattern tends to be heavy and pedantic.

A writing style, appropriate to the plot, theme and characters of the story is important in fiction, both in creating and reflecting the mood of the story.¹⁵ In a number of fictional books, such as Chibia, The Dhow Boy; Isfendiar and the Wild Donkeys, and I Give You My Colt, vivid language and appropriate metaphors create interest and understanding. The Deserted Highway and The Scimitar of Saladin also show the ability of the authors to choose words that reveal imagination and create dramatic moments in an appealing and forthright manner with integrity and truth.

Unfortunately, in some of the earlier books the language used is not always clear nor is there any attempt made to help the reader. Words from Persian, Turkish, Syriac and

¹⁵Ibid., p. 14.

Arabic are injected in When I Was a Boy in Persia but no help is given to the reader in understanding them. While only Persian words are used in The Persian Donkey Bead nowhere in the book are the words explained. However, this deficiency does not exist in A New Year's Surprise, Johnnyshah: a boy of Iran and Royal Persia where the Persian words and expressions used are all explained within the context and/or in a pronunciation guide.

Plot

Of prime importance in any work of fiction is the plot, because the book will not hold children's interest very long if the plot is not substantial.¹⁶

A tremendous diversity of plot is to be found in the books on Iran. In the earlier books the plots tended to be simple; they were centered around life in the village, the unity of the family group and the customs and superstitions of everyday life. This can be seen in Children of the House-tops, Our Little Persian Cousin and Ali Hassan of Hamadan.

While the modern fictional books give information, as did the earlier ones, the plots are so constructed that they might help children in their affective development. The Persian Donkey Bead has an absorbing plot which emphasizes

¹⁶Ibid., p. 9.

the achievement of goals rather than defeat. Instead of giving up in despair as does his mother, Hamid persists and eventually, through great effort, locates his father. The plots of Ali Lives in Iran, The Girl Without a Name and Children of the Minarets should help children to develop a greater understanding of themselves and people of different cultures and societies.

Some books have plots that involve exciting, lively and vigorous action, leading up to a climax at the close of the book. Such plots are found in Chibia, The Dhow Boy; Isfendar and the Wild Donkeys and Isfendar and the Bears of Mazandaran.

Unfortunately, while Jasmine is well written, contains a realistic element of suspense, has a satisfying conclusion and is intended for children, the plot of the book tends to incorporate an adult's responses and view of the world rather than those of a child. This might lessen the impact that this otherwise fine book would have on children.

Character

Another important feature of fictional books is that of characterization. In examining the characters in fictional books for children there comes the discovery that just as in adult literature, there are qualitative differences - a continuum from excellence to mediocrity by any selected

criterion and within any given type.

Fiction books for children often have at least one character who is fully described and with whom the reader might identify. By thus identifying with the character the child can immerse himself in the story. Mona in Rubies of the Red Sea and Parveen, the principal character in Parveen, are two young girls who, although presented with obstacles and difficult problems, are able to make choices even though they are not always easy ones to make. These two characters should have special appeal to young girls. Tony and Abbas in The Deserted Highway and Bliss and Selid in The Scimitar of Saladin are young men who use intelligence, patience and logical deduction rather than force to solve their problems. Boys will probably be attracted to both of these books which involve mystery, suspense and intrigue.

Isfendiar in Isfendiar and the Wild Donkeys and another Isfendiar in Isfendiar and the Bears of Mazandaran, as well as Chibia in Chibia, The Dhow Boy, are skillfully portrayed as possessing virtues as well as natural human weaknesses in a variety of trying situations and ordeals.

Characters who possess resourcefulness, ingenuity and creativity are often appealing to children. Hamid in The Persian Donkey Bead, Jafar and Musa in I Give You My Colt and Mari in A Gift from the Bride all show these qualities and in the process are lovable, heroic, absurd, and sometimes

exasperating.

Ali, Cyrus, Luke and Issac in Ali Lives in Iran are portrayed in such a manner that they should give a child greater self-knowledge as well as deeper understanding of life and of the need for tolerance toward those of different religious beliefs.

The main character in Jasmine is a unique one in a children's book and also a fascinating one. As the story progresses, Jasmine changes from an uneducated village girl into a cultured, poised wife and mother who possesses self-confidence and wisdom.

One of the powerfully portrayed characters is that of Ghazan Khan in The Last Migration. His character dominates the book and stands out in sharp relief as he undergoes many changes before the reader's eyes. Ghazan Khan possesses admirable qualities and many aspects of his character are revealed as he acts and speaks in accordance with his age, culture and educational background.

In some books about people of other lands or minority groups there is an element of stereotyping.¹⁶ In the books examined on Iran there is a noticeable lack of such stereotyping. Regardless of the age of the book, the characters are portrayed realistically according to their own particular educational, cultural and societal background.

¹⁶Ibid., pp. 229, 449.

CHAPTER FIVE

FOLK LITERATURE OF IRAN

Thirty-eight children's books on Iran were located which contained folk literature. Folk literature, which is the legacy of anonymous oral traditions in which reside the accumulated wisdom and art of simple everyday folk from time immemorial, has been handed down through the years¹ and eventually been put into written form. It consists of tales of wonder and delight, of magic and bravery, and of all the qualities of human strength and weakness which are the bone, muscle, marrow and nerve centers of a people's being. Folk literature is important because it has been created for and by the "folk" and is an integral part of them, sometimes being called the "mirror of a people."² Thus a study of the folk literature of Iran may give added insights into the people of Iran itself.

The earliest book located was entitled Bardouc or

¹Bernard J. Lonsdale and Helen K. Mackintosh, Children Experience Literature (New York: Random House, 1973), p. 288.

²May Hill Arbuthnot and Zena Sutherland, Children and Books Fourth Edition. (Glenview, Illinois: Scott, Foresman and Company, 1972), p. 138.

The Goatherd of Mount Taurus which was published in 1850. From that date up to 1955 at least seven more books on folk literature were published. The other 30 books have been published since 1955. Annotations of the 38 books appear in Appendix D.

Examination of these books of folk literature showed that they were of three general types: (1) folk and fairy tales, (2) fables, and (3) epic poetry. The books are discussed in this chapter according to these types.

FOLK AND FAIRY TALES

The large majority (33) of the children's books of folk literature of Iran consists of folk and fairy tales. Folk and/or fairy tales are usually short, fast-moving, adventurous, comic or romantic stories. Lasting as they have through many centuries of telling and retelling they have been honed down throughout the ages so that they now have a parsimony of language and a restrained style which permits the reader or listener to fill in details as he wills. The characters, animal or human, are described in just enough detail to further the story's action. The good and evil characters, the clever and the foolish ones are

clearly opposed and disclosed.³

The first mention of Persian folktales is to be found in The Arabian Nights or, as sometimes called, The Thousand and One Nights. According to Alden,⁴ these tales were believed to have originated during the reign of Haroun al-Rashid, the caliph of Baghdad in 786. The role of Scheherazade in the telling of these tales is related in Royal Persia which also tells of their first publication in the West in 1704. These tales were the basis for two of the children's books that were examined: Arabian Nights, collected and edited by Andrew Lang (1946) and Ali Baba and the Forty Thieves, retold by Emanuele Luzzati (1969).

The earliest book published, however, was a different type of folktale: it was Bardouc or The Goatherd of Mount Taurus (1850).⁵ Bardouc, the main character, has all the strengths and weaknesses of any human being; his companions, a gazelle and a goat, as talking beasts, point up

³Constantine Georgiou, Children and Their Literature (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 155.

⁴Carella Alden, Royal Persia: Tales and Art of Iran (New York: Parents' Magazine Press, 1972), p. 33.

⁵In several books, including this one, no author or translator's name is given.

appropriate morals such as the folly of credulity and the rewards of courage, ingenuity and resourcefulness. This tale possesses charm and characteristic language patterns most suitable for storytelling and creates beautiful images of lovely paraphernalia. The action moves steadily until it reaches a climax when all conflict is resolved. The outstanding features of this tale are its characters, style and language patterns. The book has small pages with small print and only one picture.

Fifty years later The Story-Book of the Shah or Legends of Old Persia (retold by Sykes, 1901) appeared. This book, as indicated in the title, includes a few folk and fairy tales, although the major portion of it consists of excerpts from an epic poem which is discussed later in this chapter.⁶ There were four other early collections of folk and fairy tales: Tales of the Persian Genii (Olcott, 1917), Poor Shaydullah (Artzybasheff, 1931), The Wonderful Sea-Horse and Other Persian Tales (Elwell-Sutton, 1950), and Once the Mullah (Kelsey, 1954).

Of these five books Tales of the Persian Genii is probably the most interesting. It contains a tremendous variety of folk and fairy tales full of good genii, wicked

⁶Infra, p. 165.

marids, flying afrites, fairies, witches and enchanters. The scenes are of oriental gardens fragrant with spices and filled with the perfume of roses, the singing of many-colored birds and the music of fountains, and people gazing upon pavilions and palaces filled with sparkling jewels and heaps of precious metals. Throughout the stories runs a vein of allegory with each story having its ethical teaching. According to statements in the preface many of the stories incorporated by Olcott in this book had been published in England as early as 1765. Olcott stated in the introduction that she deliberately steeped the stories in oriental warmth with richness of description which she felt the West lacked in its literature.

The Wonderful Sea-Horse and Other Persian Tales is a unique book of folktales translated by L.P. Elwell-Sutton. While on a diplomatic mission to Persia, Elwell-Sutton would listen often to the tales that an old woman, Mashdi Galeen Khanom, told him. While only six of those tales are included in the books, they are unique in style and language. The book also contains excerpts from the epic poem, Shah Nameh.⁷

There are three collections of folktales about the fabled Mullah, a favorite character in Persian folk literature.

⁷Infra, p. 164.

For centuries tales of his numerous exploits have been an unending source of delight and instruction to every Persian child and adult. The first collection was Once the Mullah which appeared in 1954. Kelsey collected these stories from a variety of sources but was unable to pinpoint a particular time and place in history where Mullah had lived. Since she felt that a setting was necessary Kelsey invented one, selecting a village near Isfahan in the sixteenth century for the home of Mullah Nasr-ed-Din. There have been at least two other collections of stories about the Mullah: More Tales of Mulla Naser-ud-Din (Daenecke, 1961) and Stories of Mulla Nasr-Ed-Din (Aryanpur, 1970). The Mullah, a favorite character in Persian folk tales, represents a Moslem Mullah who acts as a teacher and judge. The dominant note of stories about him is their humor, a kindly humor which laughs at a character affectionately but which is never critical or cynical. Mullah is a lovable figure, in spite of his tendency toward practical jokes and his talent for getting into trouble. He is the kind of folk hero who embodies the joys and sorrows of normal people and thinks and acts as they themselves think and act.

There have been a number of other collections: Fairy Tales of Persia (Wilson, 1961), Stories from Babylon and Persia (Grimal, 1964), Persian Fairy Tales (Brockett, 1965), Persian Folk and Fairy Tales (Mehdevi, 1965), Legends from

Eastern Lands (Tichy, 1967), A Persian Caravan (Edwards, 1970), Folk Tales from Persia (Feinstein, 1971), and Persian Folk Tales (1971). These collections range from as many as 25 stories on a wide variety of themes to one with as few as four. Two of these collections, Persian Fairy Tales and Fairy Tales of Persia, also include parts of the epic poem, Shah Nameh.⁸ Two other collections contain some tales from Iran. The Golden Treasury of Wonderful Fairy Tales (Hauff, 1961) contains one story "The Kidnapping of Fatima." The other book, The Peasant and the Donkey: Tales of the Near and Middle East (Nahmad, 1967), contains three tales from Iran.

The stories in the book Persian Folk and Fairy Tales are tales which were told by Nana Roosie to children in the Mehdevi family. They were subsequently translated into English for Mehdevi by her nieces and nephews. Mehdevi makes a very interesting point that many of her tales are distinctly and uniquely Persian, stating that their distinction lies first in their irony - a quality not common to fairy tales which presupposes the utmost earnestness and credulity in their listeners. Secondly, their distinction lies in their portraits of women as delightfully saucy and flirtatious creatures, not at all like the long suffering

⁸Infra, p. 164.

and helpless maidens of Grimm. The tales possess a third quality, less easy to define, which Mehdevi calls "visuality," a quality which can evoke complete and well-defined pictures in the mind of the listener.

In addition to the above mentioned collections of folk tales there are several books which contain only one tale each. An early one was that of Bardouc or The Goatherd of Mount Taurus, mentioned previously.⁹ The next one chronologically was Poor Shaydullah (1931). This is the penetrating story of a young man who goes in search of Allah to find his fortune. It ends with an appropriate moral in that Shaydullah after undergoing many hardships and trials is still no wiser at the end of his journey than when he started. Included in the book are a number of quotations from the Koran.

More recent tales, published as separate books, are The Parrot of Isfahan (Feld, 1964), Rabash (Claudine, 1965), A Bundle of Sticks (Evans, 1966), The Magic Slippers (Wiesner, 1967), Pinky in Persia (Boyle, 1968), The Courage of Kazan (Walker, 1970), The Round Sultan and the Straight Answer (Walker, 1970), and Shazira, Shazam and the Devil (Durcornet, 1970).

One of the most appealing and interesting of these

⁹Supra, p. 151-52.

books is Rabash. It is a beautifully decorated book, done in soft and delicate hues, which tells of a little boy and his blue toy horse who suddenly comes to life. The tale's charm lies in the fact that Kasim is willing, though sad, to relinquish his dear toy so that it can go and live in the forest. The book is full of episodes that can be shared with children, the beauty of the forest, the joys of shared happiness and the unselfishness of Kasim.

Another interesting book, though of a completely different type, is The Magic Slippers which is a delightful and humorous tale about a very small man who found a very large pair of magic slippers. The slippers changed his life, completely bringing him success and status. However, an enemy at court steals his slippers and it takes Hassan a period of time until he is able to outwit his crafty opponent. The illustrations in this book are bright, gay and amusing.

The tales which are published as separate books are mainly for younger children, that is, those in the kindergarten-primary grades. They have good formats, excellent paper, clear printing and sturdy bindings. The majority also have beautiful colored illustrations.

While the books with a single tale are notable for their illustrations, this is not true of those containing collections of tales. The collections, which appear to have been written for older children, contain, for the most part,

only black-and-white sketches or no illustrations at all. One exception is A Persian Caravan which has black-and-white reproductions of Persian miniature drawings with captions in both Persian and English. Another exception is Stories from Babylon and Persia, which has six lovely colored plates. Special mention should be made of Legends from Eastern Lands which is replete with magnificent colored illustrations; many are full page, others half page, but all are in delightful bright vivid colors which greatly enhance the book.

The above mentioned books of folk and fairy tales were all written in English for English speaking children. There are a few other books available in English which were originally written in Persian.

Within the last few years the Children's Book Council in Teheran has become very active in the publishing of children's books in Persian. Five of these, which are called original Persian folk tales, have been translated by the Carolrhoda Publishing Company in Minneapolis. The characters in these tales include an old woman in Uncle New Year (Fardjam and Azaad, 1972), a young Persian "David" in Bastoor (Bahar, 1972), a bird in Half for You (Azaad, 1971), an arctic flower in The Crystal Flower and the Sun (Fardjam, 1972), and a little fish in The Little Black Fish (Bahrang, 1971).

Children, especially boys, probably can easily identify

with the concerns and sometime belligerence of the young adolescent in Bastoor. They can feel the same anguish of growing up and becoming a unique person that Bastoor feels and can revel in the mysterious way that he becomes a man and is able to fulfill his aspirations. Any child who has waited up on Christmas Eve to see Santa Claus can appreciate the predicament of the old woman in Uncle New Year who each year falls asleep before getting to see "uncle new year" arrive. The Little Black Fish tells of the courage of something that is very small trying to overcome the many obstacles around him in order to become free.

Each of these five books are beautifully illustrated by distinguished Persian artists. Illustrations ranging from ones in bold, full colors to those in sensitive and delicate tones substantially enhance each tale. Half for You has exquisite multi-colored pictures. In the two books, Uncle New Year and The Crystal Flower and the Sun, the illustrations remain true to the ancient style of Persian illustrations; that is, there is no perspective in the illustrations.

FABLES

Fables take abstract ideas of good or bad, wise or foolish behavior and attempt to make them concrete and

striking enough to be understood and remembered. The characters in fables are usually coldly impersonal animals or inanimate objects that stand for personality traits such as pride, ignorance or impatience, for example. Essentially they are little lessons.¹⁰ A situation is set up in which a character or characters, always flat presentations, do just one thing. Sometimes the moral is stated; sometimes it is left for the reader to do his own abstracting. The reader, of course, is supposed to emulate the sage lesson or beware of the folly which is portrayed.

In the folk literature of Iran fables occupy an important role. Four books of fables were located: Rats Against Cats (Zakani, 1920), Three Persian Tales (Amir-Moez, 1961), Penitence or Kaleeleh and Demneh (Amir-Moez, 1962), and Fables from Kaleeleh and Demneh (Amir-Moez, 1962). They are all animal stories which stress human ideals such as courage, honesty, kindness and bravery. As is appropriate with fables, moral themes are expressed. In all four of these books there is a melodious oral pattern in which rhymes appear frequently. There is a minimum of plot and a maximum of rhythm for young children. Amir-Moez attempts to explain the origin of fables in a brief preface to Fables from Kaleeleh and Demneh.

Penitence or Kaleeleh and Demneh is in the form of a

¹⁰Arbuthnot and Sutherland, op. cit., p. 184.

play which, the translator states in the introduction, was originally written in Sanskrit about two thousand years ago. The characters are animals but dress and act as personages of Persia of the nineteenth century. The book is particularly interesting because it contains the Persian version as well as the English one. The Persian version has no illustrations, but the English part of the book contains lovely colored illustrations. Three Persian dances complete with music are included between the two parts of the book which have the same number of pages.

A rather lengthy fable, whose origin stretches far back into antiquity, is Rats Against Cats (1920), written by Obeyd i Zakani and translated by Masood i Farzad. The fable, which is in verse form, is beloved by Iranian children and adults alike. It is the fierce story of a battle between rats and cats with the futility of war as its moral. This book likewise contains both English and Persian versions. However, unlike Penitence or Kaleeleh and Demneh, the English section is devoid of illustrations but the Persian section is filled with beautiful colored illustrations and black-and-white sketches.

In Fables from Kaleeleh and Demneh there are 30 very short fables of animals with usually no more than three characters in a single incident. Most of these fables are reminiscent of The Panchatantra Tales, and the Fables of

Bidpai, as well as the Jataka Tales. For example, in the book Jataka Tales, Animal Stories,¹¹ there is the ancient fable of "The Turtle Who Couldn't Stop Talking." One finds a similar story entitled "The Ducks and the Turtle" in Fables from Kaleeleh and Demneh.

EPIC POETRY

The epic form is a long, narrative poem. It expresses the moral values of a society through the action of a single hero. Tales of the heroic, ideal man of a particular culture were woven into a complete cycle from birth to death of the hero. "Thus the epic recounts the trials, joys, sorrows, successes and failures of a man who is frequently portrayed as one who fulfills the destiny decreed by the gods." While the epic heroes show courage, fortitude, patience, and wisdom, they also exhibit human weaknesses.¹²

Iran possesses one of the great world epics, the Shah Nameh (The Book of Kings),¹³ a long narrative poem that

¹¹Ellen C. Babbitt, Jataka Tales, Animal Stories Illustrated by Ellsworth Young. (New York: Meredith Corp., 1912. Reprinted by permission of Appleton-Century-Crofts, 1940).

¹²Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School. Second Edition. (New York: Holt, Rinehart and Winston, Inc., 1968), p. 188.

¹³Supra, p. 39.

expresses the moral values of the Persian people through the action of a single hero, Rustam. This poem, which it is believed was written about 1010 by Firdausi, the great Persian poet who died 1020,¹⁴ combines some true history of Persia and some imaginary legends. Rustam, according to legend, saved King Caiccaus from prison but later fell into disgrace because he refused to follow the religious system of Zoroaster. The king sent his son, Asfendiar, to convert Rustam. Since he was unsuccessful in his attempt to do so, the two resorted to combat, fighting for two days before Rustam discovered that Asfendiar bore a charmed life and could not be wounded. Rustam was famous, also, for his victory over the white dragon, Asdeev. The action rises to a great climax when in combat Rustam slays Sohrab, not knowing that he is killing his own son. Because it is an eastern epic, the Shah Nameh offers a strong contrast to some of the western epics, especially those from northern countries. Instead of the grey twilight of the Icelandic sagas, there is a profusion of color in this Persian epic. Instead of the cold of the north there is warmth and sunlight, with hatred of the color white because it is unfriendly to the sun. Excerpts from the Shah Nameh are to be found in The Story-Book of the Shah or

¹⁴Roger Stevens, The Land of the Great Sophy (London: Methuen and Company, 1962), p. 33.

Legends of Old Persia, The Wonderful Sea-Horse and Other
Persian Tales, Persian Fairy Tales and Fairy Tales of
Persia.¹⁵

¹⁵Supra, p. 39.

CHAPTER SIX

SUMMARY AND CONCLUDING REMARKS

SUMMARY

The improvement of international understanding as a national goal for the people of the United States has become an objective of educators. They have pointed out the critical nature of the need for American children to relate more effectively to other peoples of the world and the need to make children aware at an early age of other peoples and their life style. Many believe that children's books can help in achieving this goal. If this is to occur, it is necessary to have books in the elementary school which give accurate information on other countries in the world.

The purpose of this study was to investigate children's books on Iran in order that information on the nature and extent of such books could be made available to teachers. There are several reasons why it is appropriate that children learn about Iran. The place of Iran in Western Civilization as the world's first great empire under the leadership of the Achaemenid Dynasty, its place as the scene of the rise of a new, more ethical, religion (Zoroastriasm), its language which has an Indo-European language base and Iran's close

ties since World War II with the United States, all would merit the inclusion of the study of Iran for children in the elementary schools.

A review of literature revealed that some studies have been made of the treatment of foreign peoples in American social studies textbooks and trade books. Some of these studies have shown that the treatment of Mexicans, Indians and Japanese have steadily improved in social studies textbooks. However, there have been no studies investigating the treatment of Iran in social studies textbooks or in trade books.

A large variety of books are needed for the elementary classroom if children are to have resources for studying about other cultures. Children vary in reading ability and also have different interests. Thus the teacher needs to be aware of many books that would be appropriate for use by elementary school children. Many lists of recommended trade books for children have been prepared for use by teachers and librarians. Some of these lists contain sections on books for international understanding but for the most part they include only a limited number of books about Iran.

Books providing children with information about other countries are of two types: social studies textbooks and trade books. A search was made for social studies textbooks

prepared for use in elementary school which contained material on Iran. Through the use of historical and present-day collections of social studies textbooks 51 textbooks were located. These books were examined for the nature and extent of the material they had on Iran.

An extensive search of bibliographic sources was made to identify trade books that had been published on Iran. A total of 104 books were identified and located. The majority of the trade books, both fiction and nonfiction, were written to give information on Iran. Criteria were established for evaluation of the content of these books through a substantial amount of reading on Iran's history, geography, resources, people, religion, government and education using bibliographical sources and through the personal experiences of the writer who has lived in Iran and has taught children's literature in Iranian schools. The books were then evaluated by the established criteria. Each book was also examined for illustrations, format, style, plot and characterization. Brief annotations of each book were prepared for a bibliography for use by teachers and librarians.

About one-third of the trade books on Iran consisted of the folk literature of Iran. Folk literature, which is created for and by the "folk", is an integral part of them. Since a study of the folk literature of Iran should give added insights into the land and people of Iran, a study was

also made of the 38 books of this type. Annotations were likewise prepared for each of these books.

From the beginning of publication in the 1930's up to the present, at least 32 companies have published social studies textbooks. While not all of the books published by these companies contained material on Iran, 51 textbooks for the elementary school were located which did have material. In the five early textbooks, which appeared prior to 1950, the content was generally centered on descriptions of the Indo-European background of the Persian people, the Persian Empire, the Greek and Persian Wars, tribal life and the backwardness of the Persian people. The decade of the 1950's witnessed greater publication of social studies textbooks although it was still somewhat limited. In comparison with the earlier books those of the 1950's covered more topics. They continued to emphasize ancient Persia and the Persian Empire but some attention was given to modern Iran as it was in the 1950's, especially as to geography, cities, products and resources of Iran.

Since 1960 there has been still greater publication. Whereas 11 books with material on Iran appeared in the 1950's, at least 35 social studies textbooks with material on Iran have been published since 1960. The large majority of these books have been written for use in sixth grade. The treatment of Iran in the current books is more comprehensive with

information given on a broader range of topics. The Persian Empire, culture, civilization and religion, as well as the Greek and Persian Wars, are still described but descriptions are also given of recent conditions in Iran in respect to irrigation, cities, peoples, transportation, religion, government, oil resources and industrialization. Reforms in land, education, and health and sanitation are presented in several books, as well as Iran's problems and prospects for the future. However, no individual book has much breadth or depth of content on Iran.

A total of 66 trade books written to give information on Iran were located. These consisted of: (1) books on history, peoples and places, autobiographies and biographies, and (2) fiction. The nonfictional books present information on Iran in various ways, on different topics and in varying degrees of accuracy. A number of them were written exclusively on the early origins of Iran, the Persian Empire and the Greek and Persian Wars. The majority of the books, however, attempt to present the entire panoramic view of Iranian history, culture and civilization from past to present. Generally, whether the books were entirely devoted to Iran or only had brief sections on Iran, the material was accurate, well written and informative. When this was not the case mention has been made of it in this study.

The informational trade books contain many excellent illustrations consisting of both black-and-white and colored photographs, black-and-white sketches, original Persian paintings, and soft delicate drawings. The format of these books tends to be exceptionally fine, including such items as table of contents, indices, timelines, maps, glossaries and pronunciation guides. The style in which the majority of the books was written is interesting, clear-cut and straightforward.

Fiction on Iran presented interesting information on the people, their way of life, habits and customs. Since the earliest trade book identified and evaluated was published in 1909 it was possible to obtain an excellent overview of the conditions of life, attempted reforms and developments that have occurred in Iran from that time up to the present. A number of the books exhibited absorbing themes of adventure, mystery, surprise and suspense as well as simple, uncomplicated family settings. An important aspect of the fiction examined was the element of characterization. Almost without exception the characters were well drawn, conceivable and possessed qualities which children could relate to. In the books on Iran there was a noticeable lack of stereotyping. Regardless of the age of the book, the characters were portrayed realistically according to their own particular educational, cultural and societal backgrounds.

The 38 books containing folk literature of Iran consist of three general types: folk and fairy tales, fables, and epic poetry. The earliest book identified was a folk tale published in 1850. The folk and fairy tales of Iran are replete with tales of magic, genii, witches, wicked demons, beautiful princesses and fantasies of wit and perspicacity. The fables of Iran represent a unique body of animal stories stressing human ideals such as courage, honesty and kindness. In the epic poem Shah Nameh, Rostam, represents a heroic character who shows courage, fortitude, wisdom and patience and also human weaknesses. Excerpts from the Shah Nameh which have been retold are available in a number of the books for children on the folk literature of Iran.

CONCLUDING REMARKS

This study has shown that in the past decade the number of social studies textbooks with material on Iran has gradually increased. However, the material found in these textbooks tends to be limited and compressed, with no one book presenting real breadth or depth of information on Iran. Even if there were several social studies textbooks of different series available in a classroom, there would still be a lack of resources for a meaningful study of Iran because the textbooks

tend to lack variety of material. There is a further limitation in that the majority of them were written for use in the sixth grade; thus the material might be too difficult for pupils in grades below the sixth as well as for those sixth-grade pupils whose reading skills are below grade level.

A number of writers in the field have expressed the viewpoint that there is a need in the social studies field to supplement the textbook with the use of other materials. Huus,¹ Carlson² and Meeker³ believe that trade books provide information which can reinforce and supplement textbooks. This study has shown that there is a wide variety of trade books dealing with Iran. These books, which cover a wide variety of topics, could be used as supplements to a textbook in a study of Iran.

The trade books on Iran are written on various grade levels; through the use of them the teacher might more easily individualize instruction in order to meet the particular needs and interests of children.

While trade books provide information many of them also present adventure, suspense, drama, appreciation of different

¹Supra, p. 10.

²Ibid.

³Ibid.

cultures, values, customs and taboos. These qualities should be another asset for children's development both in world understanding and in becoming readers.

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APPENDIX A
SOURCES OF DATA ON SOCIAL STUDIES TEXTBOOKS

SOURCES OF SOCIAL STUDIES TEXTBOOKS EXAMINED

Historical Textbook Collection, Trenton State College,
Trenton, New Jersey

Social Studies Textbook Collection, Bethlehem Area School
District, Bethlehem, Penna.

Social Studies Textbooks in:

Curriculum Library, Kutztown State College, Kutztown,
Penna.

Curriculum Library, Moravian College, Bethlehem,
Penna.

Drexel Library, Drexel Institute of Technology,
Philadelphia, Penna.

The Library of Congress, Washington, D.C.

Philadelphia Pedagogical Library, Board of Education,
Philadelphia Public Schools, Philadelphia, Penna.

Penniman Library, University of Pennsylvania,
Philadelphia, Penna.

United States Educational Materials Center, Washington,
D.C.

United States Federal City College Media Library,
Washington, D.C.

SOCIAL STUDIES TEXTBOOKS
PUBLISHED FOR USE IN THE ELEMENTARY SCHOOL

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
Addison-Wesley Publishing Co. Reading, Mass.		
* <u>People in Families</u>	1972	First
* <u>People in Neighborhoods</u>	1972	Second
* <u>People in Communities</u>	1972	Third
* <u>People in States</u>	1972	Fourth
Allyn and Bacon, Inc. Boston, Mass.		
<u>The Eastern Hemisphere: "Our World Today"</u>	1955	Sixth
<u>Man in Time</u>	1964	Sixth
<u>The Making of Today's World</u>	1964	Sixth
<u>The New World's Foundations in the Old World</u>	1966	Sixth
<u>Man and His Changing Culture</u>	1967	Sixth
* <u>Children in Other Lands</u>	1970	Kdgn.
* <u>Communities at Home and Abroad</u>	1970	Second
* <u>Lands of the Middle East</u>	1970	Fifth
* <u>Human Adventure</u>	1970	Sixth
American Book Co., New York		
<u>Our World Neighbors</u>	1961	Sixth
<u>Discovering Our World's History</u>	1964	Sixth

*Textbooks so designated do not contain material on Iran

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
American Book Co., (continued)		
<u>Learning about Countries and Societies</u>	1971	Sixth
* <u>I Am, Ask and Act</u>	1970	First
* <u>I Build, Belong and Believe</u>	1970	Second
* <u>I Can, Compete and Care</u>	1970	Third
* <u>I Do, Dare and Dream</u>	1970	Fourth
* <u>I Earn, Explore and Excel</u>	1970	Fifth
* <u>I Find, Follow and Finish</u>	1970	Sixth
Benefic Press, Westchester, Ill.		
<u>You and the World</u>	1968	Sixth
<u>Man and the Regions of the World</u>	1971	Fifth
* <u>You and Regions Near and Far</u>	1967	Fourth
Bobbs-Merrill Co., Indianapolis, Ind.		
<u>Building Our World</u>	1959	Fifth
Fideler Co., Grand Rapids, Michigan		
* <u>Families Around the World</u>	1970	First
* <u>Needs of Man</u>	1970	Second
* <u>Earth and Man</u>	1970	Third
Field Educational Publications, Inc. San Francisco, Calif.		
<u>The Human Adventure: A History of Our World</u>	1970	Sixth
* <u>Working, Playing, Learning</u>	1970	Sixth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
Field Educational Publications, Inc. (continued)		
* <u>People, Places, Products</u>	1970	Kdgn.
* <u>Towns and Cities</u>	1970	Second
* <u>Regions Around the World</u>	1970	Third
Follett Publishing Co., Chicago, Illinois		
<u>World History</u>		Sixth
<u>Exploring the Old World</u>	1971	Sixth
* <u>Investigating Communities and Cultures</u>	1960	Fourth
* <u>Learning about Countries and Societies</u>	1971	Sixth
* <u>Exploring World Communities</u>	1971	Third
* <u>Exploring Regions Near and Far</u>	1971	Fourth
Ginn and Company, Lexington, Mass.		
<u>Nature People</u>	1936	Second
<u>Man at Work: His Industries</u>	1937	Sixth
<u>Mankind Throughout the Ages</u>	1938	Eighth
<u>Your World and Mine</u> (rev. ed.)	1951	Sixth
<u>Your World and Mine</u> (rev. ed.)	1965	Sixth
<u>Your World and Mine</u> (rev. ed.)	1969	Sixth
<u>Eurasia, Africa and Australia</u>	1962	Sixth
<u>Your Country and the World</u>	1966	Sixth
* <u>World Resources, Eastern Hemisphere</u>	1968	Sixth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
Ginn and Company (continued)		
* <u>Families are Important</u>	1972	Second
* <u>Families Live Everywhere</u>	1972	Third
* <u>We Live in Communities</u>	1972	Fourth
Globe Book Company, New York		
* <u>Exploring the Urban World</u>	1972	Sixth
Harcourt Brace Jovanovich, New York		
<u>The Social Sciences: Concepts and Values</u>	1970	Sixth
Harper and Row, Publishers, New York		
<u>World Cultures Past and Present</u>	1964	Sixth
* <u>People and Resources of the Earth</u>	1964	Fourth
D.C. Heath and Company, Lexington, Mass.		
* <u>Communities at Work</u>	1969	Third
* <u>Four Lands, Four Peoples</u>	1969	Fourth
* <u>Culture Regions in the Eastern Hemisphere</u>	1971	Sixth
Holt, Rinehart and Winston, Inc., New York		
* <u>William, Andy and Ramon</u>	1966	First
* <u>Five Friends at School</u>	1966	Second
* <u>Living as Neighbors</u>	1966	Third
* <u>Around the Earth</u>	1966	Fourth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
Holt, Rinehart and Winston, Inc. (continued)		
* <u>In the Eastern Hemisphere</u>	1968	Sixth
* <u>Inquiring about Cultures</u>	1972	Fourth
Houghton Mifflin Company, Boston, Mass.		
* <u>The History of Our World</u>	1969	Sixth
Iroquois Publishing Company, Columbus, Ohio		
<u>Homeland Beyond the Seas</u>	1955	Sixth
Laidlaw Brothers, River Forest, Illinois		
<u>Living in Today's World</u>	1960	Sixth
* <u>Peoples at Home</u>	1968	First
* <u>Families and Social Needs</u>	1968	Second
* <u>Communities and Social Needs</u>	1968	Third
* <u>Regions and Social Needs</u>	1968	Fourth
* <u>Social Studies and Our Country</u>	1970	Fifth
* <u>Social Studies and Our World</u>	1970	Sixth
McGraw-Hill, Inc., Manchester, Missouri		
* <u>The World Today: Its Patterns and Cultures</u>	1966	Sixth
The Macmillan Company, New York		
<u>Eurasia and the Modern World</u>	1951	Sixth
<u>Living Together in the Old World</u>	1953	Sixth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
The Macmillan Company (continued)		
<u>Living Together in the Old World</u> (rev. ed.)	1958	Sixth
<u>Living in the Old World</u>	1966	Sixth
<u>Living in the Old World</u> (rev. ed.)	1969	Sixth
<u>Living as World Neighbors</u>	1965	Fifth
<u>The Ways of Man: An Introduction to Many Cultures</u>	1971	Fifth
Charles E. Merrill Books, Inc., Columbus, Ohio		
<u>The Ancient Far East</u>	1969	Sixth
Noble and Noble, Publishers, Inc., New York		
<u>Our World Today</u>	1965	Sixth
Parents' Magazine Press, New York		
<u>*From Scrolls to Satellites</u>	1970	Second
Prentice-Hall, Inc., Englewood Cliffs, New Jersey		
<u>*People and Their Actions in Social Roles</u>	1967	Second
Rand-McNally and Company, Chicago, Illinois		
<u>Greeks and Persians of Long Ago</u>	1933	Fifth
<u>Geography of Land Overseas</u>	1946	Fourth
W.H. Sadlier, Inc., New York		
<u>Neighbors in Eurasia, Europe and Asia</u>	1950	Sixth
<u>Europe and Asia</u>	1969	Sixth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
W.H. Sadlier, Inc. (continued)		
<u>Arab World New Africa</u>	1969	Fifth
<u>World Neighbors</u>	1952	Sixth
Science Research Associates, Inc., Chicago, Illinois		
* <u>Families at Work</u>	1964	First
* <u>Neighbors at Work</u>	1965	Second
* <u>Cities at Work</u>	1965	Third
Scott, Foresman and Company, Fair Lawn, New Jersey		
<u>Beyond the Americas</u>	1964	Sixth
* <u>Investigating Man's World</u>	1970	Fourth
* <u>Regional Studies</u>	1970	Sixth
Silver Burdett Company, Morristown, New Jersey		
<u>Old World Lands: Geography for Today's World</u>	1959	Sixth
<u>Old World Lands: Geography for Today's World (rev. ed.)</u>	1961	Sixth
<u>Learning to Look at Our World</u>	1961	Fourth
<u>Learning to Look at Our World (rev. ed.)</u>	1969	Fourth
<u>Schools Around the World</u>	1965	Fourth
<u>Homes Around the World</u>	1965	Third
L.W. Singer and Company, Inc., Syracuse, New York		
<u>The Great Adventure</u>	1963	Sixth

<u>Publisher</u>	<u>Date</u>	<u>Grade Level</u>
L.W. Singer and Company, Inc. (continued)		
* <u>Man Changes His World</u>	1967	Fourth
Stone Education Publications, Chicago, Illinois		
* <u>Voices of Creatures, Voices of Fun</u>	1970	Kdgn.
* <u>Voices of Families</u>	1970	First
* <u>Voices of Nature</u>	1970	First
* <u>Voices of Tools and Machines</u>	1970	First
* <u>Voices of Creative Man</u>	1970	Second
* <u>Voices of Living</u>	1970	Second
* <u>Voices of Man East and West</u>	1970	Third
* <u>Voices of Man North and South</u>	1970	Third
* <u>Voices of the People</u>	1970	Fourth
* <u>Voices of Change</u>	1970	Fourth
* <u>Voices of Earth: Man's Environment</u>	1970	Fifth
* <u>Voices of Ancient Civilization</u>	1970	Sixth
* <u>Voices of Emergency Nations</u>	1970	Sixth
D. Van Nostrand Company, Inc., Princeton, New Jersey		
<u>World Geography and You</u>	1964	Fifth
John C. Winston Company, New York		
<u>Neighbors Across the Sea</u>	1954	Fifth

Ginn and Company

191 Spring Street
Lexington, Massachusetts 02173
Telephone: (617) 861-1670

A Xerox Education Company

May 21, 1973

XEROX

Ms Marilyn Tyler Samii, Asst. Professor
Moravian College
Department of Education
Bethlehem, Pennsylvania

Dear Ms Samii:

What a shame that your letter of April 19 has taken such a long time to get to the Ginn Editorial Office. I returned today from two weeks away from the office to find your letter on my desk. I hope that I can help you; I am a senior editor in social studies concentrating on publications in the elementary field.

So far as I know, the Rugg series, that began coming out in 1929, was the first series drawing from a number of major disciplines in social studies in order to develop major understandings about our nation and the world, while at the same time developing skills and attitudes needed for intelligent active citizenship. That is, it was the first major program that we published that was a true social studies series, and it was the first major program on the market.

The first major social studies series in the elementary field that Ginn published was the Tiegs-Adams Series in the forties. As you probably know the series was a tremendous success and has gone through many editions. The sixth level text in this series, YOUR WORLD AND MINE, Tiegs-Adams-Dawson, contains some material on Iran. The index of the text will indicate to you that some of the material concerns the rise of the great Moslem empire while the rest presents a brief description of the country of Iran today. Thus the material is indexed under both "Persia" and "Iran."

So far as I know, the leading education publishers began publishing elementary series in social studies at about the same time-- in the late 1940's.

Sincerely yours,



Alice W. Schule
Senior Editor

AWS:r

APPENDIX B
SOURCES USED IN IDENTIFYING
TITLES OF TRADE BOOKS

SOURCES USED IN IDENTIFYING TITLES OF TRADE BOOKS

Part I: Book Selection Aids

An Annotated List of Materials for Children. Near East and North Africa. New York: Information Center on Children's Cultures. U.S. Committee for UNICEF, 1972.

Best Books for Children: 1969 Edition. New York: R.R. Bowker Company, 1969.

Books for Children: 1960-65. Chicago: American Library Association, 1966.

Contains reprints of reviews which appeared in the Booklist and Subscription Books Bulletin, September 1, 1960 through August, 1965. The annual supplements from 1966 through 1972 were also examined.

Boudreau, Ingeborg (compiler). Aids to Choosing Books for Children. New York: The Children's Book Council, 1969.

Burhan, Mary (editor). The United States Catalog. New York: H.W. Wilson Company, 1928.

Listed the books in print in English up to January 1, 1928.

Children's Books of the Year 1971. New York: The Child Study Association of America, Inc., 1972.

Children's Catalog. New York: H.W. Wilson Company

This catalog is revised every five years. The editions for the years 1916 through 1971 were examined.

Cumulative Book Index. New York: H.W. Wilson Company

Volumes corresponding to the years 1928 to 1973 (May) were examined.

Eakin, Mary K. (editor). Good Books for Children. Third edition. Chicago: The University of Chicago Press, 1966.

Eakin, Mary K. (compiler). Subject Index to Books for Intermediate Grades. Second edition. Chicago: American Library Association, 1950.

The third edition (1963) was also examined.

Gaver, Mary (editor). The Elementary School Library Collection: Phases 1,2,3. Second edition. Newark, New Jersey: Bro-Dart Foundation, 1966.

The third edition (1967), the fifth edition (1970) and the sixth edition (1971) were also examined.

Haviland, Virginia (editor). Children's Books of International Interest. Chicago: American Library Association, 1972.

____ (compiler). The Wide World of Children's Books. Washington, D.C.: The Library of Congress, 1972.

____, and Lois Watt (compilers). Children's Books. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, Library of Congress, 1964.

The annual supplements for 1965 through 1972 were also examined.

Hodges, Elizabeth (compiler). Books for Elementary School Libraries: An Initial Collection. Chicago: American Library Association, 1969.

Huus, Helen. Children's Books to Enrich the Social Studies. Bulletin 32, revised edition. Washington, D.C.: National Council for the Social Studies, National Education Association, 1966.

Kenworthy, Leonard S. Studying the Middle East in Elementary and Secondary Schools. Second edition. New York: Teachers College Press, Columbia University, 1968.

Pellowski, Anne. The World of Children's Literature. New York: R.R. Bowker Company, 1968.

Sunderlin, Sylvia (editor). Bibliography of Books for Children. Washington, D.C.: Association for Childhood Education, 1971.

Part II: Periodicals

Bookbird. Vienna, Austria: International Institute for Children's Juvenile and Popular Literature. Published Quarterly.

Numbers 3 and 4 (1963); 2,3,4, and 5 (1964); 1 and 3 (1965); 1,2,3, and 4 (1966) and all issues of volumes 5 (1967) through volume 10 (1972) were examined.

Bulletin of the Center for Children's Books. Chicago: University of Chicago Press.

Volumes 1 (1945) through 26 (1973) were examined.

Elementary English. Champaign, Illinois: National Council of Teachers of English.

The sections "Literature in the Classroom" were examined from volumes 1 (1924) through 50 (1973).

Horn Book Magazine. Boston, Mass.: The Horn Book Inc.

The October issue which includes "Fanfare" (a special section on notable books of the year) from volumes 1 (1924) through 44 (1973).

The Middle East Journal. Washington, D.C.: Mid-East Institute.

Volumes 1 (1946) through 27 (1973) were examined.

The New York Times Book Review Section. New York: The New York Times Newspaper.

The spring and fall editions (special editions on children's books) were examined from volume 1 (1896) to the current volume (May 6, 1973).

Publisher's Weekly. New York: R.R. Bowker Company.

Spring and fall editions (special editions on children's books) were examined from volume 1 (1872) through volume 204 (1973-Spring).

The Reading Teacher. Newark, Del.: International Reading Association.

The sections "Books for Kids" were examined from volumes 1 (1948) through 26 (1973).

The Saturday Review. New York: Saturday Review, Inc.

Periodic reviews of children's books in general issues were examined from volume 1 (1924) and in Special Children's Editions until publication ceased in 1972.

School Libraries. Chicago: American Library Association.

Volumes 1 (1952) through 22 (1973) were examined.

School Library Journal. New York: R.R. Bowker Company.

Volumes 1 (1954) through 98 (1973) were examined.

PEOPLE CONSULTED ON TITLES OF TRADE BOOKS

1. Biniek, Virginia. Librarian, Bethlehem Public Library, Main Branch, Bethlehem, Penna.
2. D'Aleo, Ruth. Librarian, Moravian College, Bethlehem, Penna.
3. Emami, Karim. Librarian, Franklin Books, Teheran, Iran.
4. Fekrat, M.A. Professor, Georgetown University, Washington, D.C.
5. Gottlieb, Robin. Librarian, Children's Book Council, New York.
6. Haigh, Frank. Publisher, Carolrhoda Books, Minneapolis, Minn.
7. Hare, Alice. Librarian, Allentown Public Library, Main Branch, Allentown, Penna.
8. Haviland, Virginia. Director, Children's Book Section, The Library of Congress, Washington, D.C.
9. Helms, Virginia. Librarian, Bethlehem Public Library, South Side Branch, Bethlehem, Penna.
10. Kenworthy, Leonard. Professor, Brooklyn College of the City University of New York, New York.
11. Mack, Sara. Professor, Kutztown State College, Kutztown, Penna.
12. Moore, Ruth. Author of Children's Books. Bethlehem, Penna.
13. Page, John. Librarian, United States Federal City College Media Library, Washington, D.C.
14. Pakdam, Homa. Professor, University of Teheran, Teheran, Iran.
15. Parr, Ruth. Librarian, Centennial School, Bethlehem, Penna.
16. Pellowski, Anne. Director, United States Committee for UNICEF, New York.

17. Roohi, Rashid. Instructor, Persian Department:
United States Army Language School, The Presidio,
Monterey, California.
18. Watt, Lois. Chief of the Educational Materials
Center, United States Office of Education, Wash-
ington, D.C.

LIBRARIES VISITED PERSONALLY FOR TRADE BOOKS

1. Bethlehem Public Libraries, Main and South Side Branches, Bethlehem, Penna.
2. Allentown Public Library, Main Branch, Allentown, Penna.
3. Cedar Crest College Library, Cedar Crest College, Allentown, Penna.
4. Children's Book Council Library, Children's Book Council, New York.
5. Drexel Library, Drexel Institute of Technology, Philadelphia, Penna.
6. Kutztown Library, Kutztown State College, Kutztown, Penna.
7. The Library of Congress, Washington, D.C.
8. Moravian Library, Moravian College, Bethlehem, Penna.
9. Muhlenburg Library, Muhlenburg College, Allentown, Penna.
10. New York Public Library, O'Donnell Branch, New York, New York.
11. Public Library of the District of Columbia, Washington, D.C.
12. United States Army War College Library, Carlisle, Penna.
13. United States Committee for UNICEF Library, New York, New York.
14. United States Federal City College Media Library, Washington, D.C.
15. United States Office of Education Library, Washington, D.C.
16. University of Pennsylvania Library, Philadelphia, Penna.

APPENDIX C

FORMS USED FOR RECORDING
INFORMATION ON TRADE BOOKS

Name of Book and Publisher

History

Geography

Resources, Economics, Travel, etc.

The People: their customs, language, etc.

Religion

Government

Education

- I. Theme and plot of content
 1. Is the plot well constructed, plausible, cohesive, logical and sequential?
 2. Does the book tell a good story? Will children enjoy it?

- II. Setting
 1. What is the setting, where does the story take place?
 2. Is the setting accurate and appropriate?
 3. Is the setting in the story made up of appropriate major and minor details?

- III. Characterization
 1. Is the character portrayal clear and convincing enough to be believed?
 2. Do the characters lend themselves to reader identification?
 3. Do we see the characters strengths and their weaknesses?
 4. Does the author avoid stereotyping of characters?

- IV. Style
 1. Is the style straightforward or figurative?
 2. Is the dialogue natural and suited to the characters?
 3. Does the language, the choice and order of words, express the underlying theme?

- V. Format and Illustrations
 1. What is the size of the book?
 2. What is the quality and durability of the paper and binding?
 3. Are the illustrations consistent with the story?
 4. Do the illustrations reflect the personal appearance of Iranians of the period depicted?
 5. How would you describe the style of illustrating (realistic, authentic, delicate, vigorous, decorative)?
 6. Do the illustrations enhance the story?

- VI. Educational value

APPENDIX D

ANNOTATED BIBLIOGRAPHY OF TRADE BOOKS

TRADE BOOKS EXAMINED IN STUDY

HISTORY, PEOPLES AND PLACES

Alden, Carella. Royal Persia: Tales and Art of Iran.
Illustrated. New York: Parents' Magazine Press, 1972.
64 pp. (Art Tells a Story Series). Gr. 4-up. Recom-
mended.

Fine reproductions and photographs enhance every page of Alden's short but vivid history of Persia. Beginning with some archaeological findings from the late ninth century B.C. at Hasanlu, the author examines Persian culture in the times of Cyrus and Darius: the Greek, Roman, Arab, Mongol and Turkish conquests; and some modern shahs of Iran. Metalwork, stone carvings, architecture, book illustration, paintings, carpet weaving and tile decoration all reveal the living past. An outstanding book in every respect.

Armstrong, William H. Hadassah: Esther the Orphan Queen.
Illustrated by Barbara Ninde Byfield. New York: Double-
day and Company, 1972. 75 pp. Gr. 5-7. Acceptable.

This is the stirring drama of how Esther, a young Jewish woman, the wife of King Xerxes, saved her people from destruction. In the book, however, the characters are never clearly delineated or developed and they fail to perform authentically within the excellent framework the author has built. There are handsome black-and-white sketches.

Bahar, Husang. Getting to Know Iran and Iraq. Illustrated
by Hazel Hoecker. New York: Coward-McCann, Inc., 1963.
61 pp. (Getting to Know Series). Gr. 3-6. Acceptable.

This book compares and contrasts these economically and politically disparate countries which were at one time coterminous with the civilized world. It describes Iranian geography, history, resources, education and government. The sections on religion, customs, holidays and traditions of the people are most clearly presented. However, terms and language used by the author are not always clear. Index.

* Trade books so designated are not currently in print.

*Barton, Donald R. Iran. New York: Nelson Doubleday, Inc., 1969. Prepared with the co-operation of the American Geographical Society. 63 pp. (Around the World Program). Gr. 4-up. Recommended.

A good, authentic account of Iran's geography, cities, resources, peoples, government and religion. The most valuable sections are those devoted to the modernization of the country. A novel and unique feature of the book is the inclusion of gummed colored stamps which are to be detached and pasted throughout the book in appropriate places with detailed explanatory captions underneath each stamp. Not indexed.

Caldwell, John C. Let's Visit the Middle East. New York: The John Day Company, 1972. 94 pp. (Let's Visit Series). Gr. 4-6. Acceptable.

Four pages are devoted to Iran and the country's problems as to water and political instability. They stress the good relationship of Iran and the United States and the Indo-European background of the Iranian people. The black-and-white photographs are good but through a mistake in the bindery the photographs are not correlated with the text material on Iran. Index.

Cohen, Robert C. The Color of Man. New York: Random House, 1968. 109 pp. Gr. 6-9. Acceptable.

The superb photography of Ken Heyman enriches this introduction of the biological and chemical bases for difference in skin color. The book delves into the origins and background of the Iranian people in an accurate and thorough manner. Index.

Collins, Robert. The Medes and Persians. Illustrated with color and black-and-white photographs. New York: McGraw-Hill, 1972. 176 pp. (Early Culture Series). Gr. 6-up. Recommended.

This book is all about the legacy that the ancient Medes and Persians have left to the modern world. The author is a great admirer of their culture and civilization. The book is authenticated by the archaeological and historical advisor of Iranian Antiquities at the Royal Ontario Museum, Toronto, Canada. It includes a list of suggested readings for children. Index.

Coolidge, Olivia. Marathon Looks on the Sea. New York: Houghton Mifflin, 1967. 248 pp. Gr. 6-8. Recommended.

This is the story of Metiochus, son of Miltiades, his growth to a governorship in Persia, and role in the Battle of Marathon. A strong and vivid picture of Persian and Greek civilizations in conflict is brilliantly retold in this book.

*Cronin, Vincent. The Last Migration. New York: E.P. Dutton, 1957. 343 pp. Gr. 6-up. Recommended.

The author has based this epic story on fact and his own intimate knowledge of the Persian tribes, their country and their timeless customs thereby bringing a special understanding and sympathy to this moving account of tribal life. The Falqani tribe and their hereditary Khan are stopped on returning to their winter-grazing grounds by the Iranian Army and after a bloody slaughter those who remain are resettled on desolate land by the government. Ghazan Khan is killed and his people are reduced to serfdom. The character of Ghazan Khan is fully and realistically developed. A disturbing but highly informative book for the more mature reader. Index.

*Fracyon, Saideh. A Child of UNICEF in Iran. Illustrated by Ali Akbar Sadeghi. New York: United Nations Children's Fund, 1970. unpp. Gr. 3-5. Acceptable.

A short story about a Lur nomad girl who desires to learn to read and write and eventually become a teacher. When she becomes ill, UNICEF's medicine cures her. A brief history of Iran and the people is given and a list of English words and numbers and how they would be said in Persian. A short list of recommended reading materials on Iran is included. This is definite propaganda for the work of UNICEF. Not indexed.

*Hi Neighbor, Book 4. New York: United States Committee for UNICEF, Hastings House, 1961. 64 pp. Gr. 4-6. Acceptable.

In this book 10 pages are devoted to a potpourri of material about Iran. There are two stories about Iranian children, "Simorgh and Zal" from The Book of Kings by Ferdowsi, a patriotic song, and designs to make. There are several inaccuracies in content. The black-and-white photographs and sketches are unappealing.

Hillyer, V.M. and E.G. Huey. Africa and Asia. Illustrated with black-and-white photographs. New York: Meredith Press, 1966. 89 pp. Gr. 4-up. Acceptable.

Two and one half pages are devoted to Iran's geography, economic and political scene. Authentic and fair but very limited in scope. Index.

Hinckley, Helen. The Land and People of Iran. Philadelphia: Lippincott, 1964. 160 pp. (Portraits of the Nations Series). Gr. 5-up. Acceptable.

Good for its presentation of the customs and problems of the Iranian people - economic, agricultural and political. The book also includes a survey of history from Cyrus and Darius to Mossadegh and the present Shah. There are many photographs of fair to poor quality and two maps comparing the ancient Persian Empire with modern Iran. Certain information relating to the present governmental policies and reforms are open to question. Index.

*Household, Geoffrey. The Exploits of Xenophon. Illustrated by Leonard Everett Fisher. New York: Random House, 1955. 176 pp. (Landmark Books). Gr. 5-up. Recommended.

The author has edited Xenophon's book and given it a more modern style but has added nothing that Xenophon did not say or imply in The Anabasis. The illustrations done in violent red hues vividly portray the period. Index.

*Iran, Background Notes. Washington, D.C., Department of State Publication Number 7760. 1970. Gr. 5-up. Recommended.

A short, factual pamphlet providing information on the land, people, history, government, economy and foreign relations of the country. There is also a map of Iran and a short reading list of books for children. Not indexed.

Jackel, Hugo and Don Peretz. The Middle East. New York: Scholastic Books, 1964. 164 pp. (Scholastic World Affairs Multi-text). Gr. 6-up. Recommended.

Chapter five of this book is devoted to a good description of Iran's geography, resources, history, government, people, culture and problems and prospects for the future. The chapter ends with a listing of questions, vocabulary,

things to do and books and articles for children to read for further information. Very useful for the social studies curriculum. Index.

Joy, Charles R. Getting to Know the Tigris and Euphrates Rivers. Illustrated by Eleanor Mill. New York: Coward-McCann, 1965. 65 pp. Gr. 5-up. Acceptable.

This book contains a brief description of ancient Persia and its contributions. It also includes a good description of Abadan with its oil fields and refineries, the Diz Dam and hydroelectric project. The benefits of the dam on farmers in the area is emphasized. Index.

Kettelkamp, Larry. Religions East and West. New York: William Morrow, 1972. 128 pp. Gr. 5-8. Recommended.

The book contains an excellent chapter on Parsiism (the religion of the ancient Persian Empire) and describes the many parallels between the Christian and Jewish Bible and the Avesta. It is well documented, fair and accurate. Index.

Lengyel, Emil. Iran. Illustrated with black-and-white photographs. New York: Franklin Watts, 1972. 80 pp. (A First Book). Gr. 5-8. Recommended.

A modern up-to-date book on Iran. It presents in a brief but concise manner the geography, cities, oil, history, arts, religion, peoples and Iran in world affairs. It is well written, accurate and fair. It is one of the few books that presents a fair and accurate picture of Iran's Pahlevi dynasty and is realistic in its appraisal of Iran's future. Most useful for the social studies curriculum. Index.

*Lovejoy, Bahija. Other Bible Lands. Illustrated by Robert A. Jones. New York: Abington Press, 1961. 176 pp. Gr. 5-up. Acceptable.

A picture of the people, history, present-day conditions of eight biblical lands other than Israel. Nineteen pages are devoted to Iran and its history, cities, geography, trade and industry. The most significant section is that on references made to Persia in the Bible. Index.

Malvern, Gladys. Behold Your Queen. Decorations by Corinne Malvern. New York: Longmans, Green and Company, 1951. 218 pp. Gr. 6-8. Recommended.

Capturing the period and the temper of the times (485-479 B.C.), this remarkable book weaves the true story of how a dynamic woman, Esther, the wife of King Xerxes, is able to save the Jewish people from extinction. The characterization is excellent, particularly that of Esther. Suspense, intrigue and the superb style of the author make this an exciting book for children. Not indexed.

Mazda, Maideh. In a Persian Kitchen: Favorite Recipes from the Near East. Illustrated by M. Kuwata. Rutland, Vermont: Tuttle, 1960. 175 pp. (Books to Span the East and West). Gr. 5-up. Recommended.

An excellent, authentic collection of Iranian recipes and menus from soups to deserts, including a section describing herbs and spices and their uses. The recipes are easy to follow. The usefulness of the text is enhanced by the author's descriptions of the culinary customs of the Iranians and references are made to other Eastern peoples. The names of the dishes are given in Persian (transliteration) and English-Arabic.

McKinley, Webb. Trouble in the Middle East. Illustrated with photographs. New York: Franklin Watts, 1972. 202 pp. (An Associated Press Book). Gr. 6-up. Recommended.

This book presents a good and accurate account on Iran in regard to geography, climate and the results of the White Revolution of 1963 in the areas of land reform, oil, education and industrialization. It is one of the few books that correctly describe the reign of the current Shah and United States CIA intervention into Iran's affairs. The author concludes that despite many shortcomings the Shah has literally transformed a primitive land of serfdom into a modern, industrialized society. Not indexed.

Neurath, Marie. They Lived Like This in Ancient Persia. Illustrated by John Ellis. London: MacDonald. 32 pp. Gr. 3-5. Recommended.

The book contains a fresh, authentic and highly readable account of ancient Persia and its culture and civilization. Illustrated with excellent drawings of Persian artifacts, maps, coins, bas reliefs and designs, this history begins with the early inhabitants of Persia and continues up to the Arab conquest. Not indexed.

*Nevil, Susan R. The Picture Story of the Middle East. Illustrated by Susan R. Nevil. New York: David McKay Company, 1956. unsp. Gr. 4-6. Acceptable.

This is an easy to read book about the countries of the Middle East. Six pages are devoted to Iran which briefly describe its geography, people, cities, products and government. It is a fair and accurate account of Iran for the period depicted. Unfortunately, there is no table of contents nor index.

Payne, Robert. The Splendor of Persia. Illustrated by Leonard Everett Fisher and with photographs. New York: Knopf, 1957. 232 pp. Gr. 6-up. Recommended.

A panorama of the history of this ancient land from the time of the great kings who ruled in Persepolis down through the great shahs, including especially Shah Abbas, a contemporary of Queen Elizabeth I. There is an excellent section on Zoroastrianism. There are also translations from various Persian poets and writers. The book mentions over 150 English words borrowed from Persian. Not indexed.

Peretz, Don. The Middle East. New York: Houghton Mifflin, 1969. 241 pp. (World Regional Studies). Gr. 6-8. Acceptable.

Brief attention is paid to Iran in this otherwise highly informative book on the countries in the Middle East. The ancient Persian Empire is described and the most accurate section deals with the land reforms of the present Shah. There are several excellent maps and a list of supplementary reading for "good readers." Index.

_____. The Middle East. (revised Edition). New York: Houghton Mifflin, 1973. 271 pp. (World Regional Studies). Gr. 6-8. Acceptable.

This book is designated as a revised edition of the 1969 edition. On some of the countries it has been up-dated; however, the information on Iran is exactly the same as in the first edition.

_____. The Middle East: Selected Readings. New York: Houghton Mifflin, 1968. 237 pp. (World Regional Studies). Gr. 6-8. Recommended.

A good description of the different origins and backgrounds of the people of Turkey and Iran as opposed to the Arabs and Jews who populate most of the Middle East is presented in

these "selected readings." There is some brief information about land reform in Iran and an excellent section on the partition of Persia by the English and Russians in 1907. Also included are brief works by famous Persian poets. The book has questions for study and discussion for students and teachers. Useful for the social studies curriculum. Index.

Peretz, Don. The Middle East: Selected Readings. (revised edition). New York: Houghton Mifflin, 1973. 245 pp. (World Regional Studies). Gr. 6-8. Recommended.

In this book of readings on the Middle East certain revisions have been made by the editor; however, the material on Iran has not been altered.

Pike, E. Royston. Ancient Persia. Illustrated by Sally Mellersh. London: Weidenfeld and Nicolson, 1961. 131 pp. (The Young Enthusiast Library: The Young Historian). Gr. 6-up. Recommended.

The romance and vigor of ancient Persia are easily and beautifully written in this book which is replete with vignettes of such important personages as Cyrus, Darius and Xerxes. The book ends with the conquest of Persia by Alexander. The book is well documented and authentic. It includes a table of important historical dates. Index.

Renault, Mary. The Lion in the Gateway. Illustrated by C. Walter Hodges. New York: Harper and Row. 193 pp. Gr. 6-8. Recommended.

Leonidas, the Lion in the Gateway, becomes symbolic of all the Greeks who defied the Persian Empire from 490-479 B.C. The battles of Marathon, Salamis and Thermopylae are retold from the histories of Herodotus, Plutarch and the poet and only eye-witness, Aeschylus. The book includes the dates of chief events and a glossary. Index.

Robinson, Charles A. The First Book of Ancient Mesopotamia and Persia. New York: Franklin Watts, 1962. 57 pp. Gr. 4-up. Acceptable.

This book, which is illustrated with black-and-white photographs and maps, devotes eight pages to ancient Persia. It is an easily readable account of Persia's government, religion and resources. Index.

Schloat, G. Warren, Jr. Johnnyshah: a Boy of Iran. New York: Knopf, 1963. unpp. Gr. 3-6. Recommended.

This is the story of the daily life of a boy of a middle-class family living in the ancient city of Isfahan as he goes to school, to the market, to the carpet designer, and to the mosque. Excellent black-and-white photographs. This book is more informative than many nonfictional books. Not indexed.

Shearman, John. The Land and People of Iran. New York: MacMillan, 1962. 85 pp. Gr. 4-7. Recommended.

Good black-and-white illustrations add to the informational value of this book, traces the history of ancient Persia to the present, and honest appraisals are made as to the present government and its reform programs. The book includes an appendix, table of important dates and a list of 15 books for children to read more about Iran. Index.

*Taylor, Alice. Iran. Illustrated by Raffaello Busoni. New York: Holiday House, 1955. 27 pp. (Lands and People Series). Gr. 3-5. Acceptable.

In spite of some small inaccuracies this book is still a useful and readable account of Iran. Illustrated with handsome pictures in soft-hued water colors it briefly comments on the changes since 1925 and the nationalism of the oil industry. The book would best serve as a stimulus for more background reading or as an overview. Not indexed.

Teta, Joh A. Iran (Persia) in Pictures. New York: Sterling, 1968. 64 pp. (Visual Geography Series). Gr. 5-up. Recommended.

An up-to-date black-and-white pictorial survey of Iran. The brief but concise text covers the land, history, government, people and the economy. The emphasis is on the startling changes which have taken place since the 1920's. Unfortunately, the photographs vary in quality and size. Not indexed.

Watson, Jane Werner. Iran Crossroads of Caravans. Illustrated by paintings and drawings of young Persian artists and color and black-and-white photographs. New York: Frederick Muller, 1966. 110 pp. (Living in Today's World). Gr. 3-6. Recommended.

This book contains a combination of stories, legends, poems and factual material. Old and new ways of life are described and some of the problems Iran faces as she moves toward modernization are presented. The three stories are enchanting

and the art work exceptionally fine and in unique Persian style. A delightful chapter is devoted to the creation of a Persian carpet, told in verse form with primitive colored and black-and-white sketches. Index.

AUTOBIOGRAPHY AND BIOGRAPHY

Mehdevi, Anne S. Persian Adventure. New York: Knopf, 1953. 272 pp. Gr. 6-9. Recommended.

This accurate introduction to the Persian way of life was written by a nice-well-brought-up-American-girl who married a Persian husband in the United States and then went back to Persia with him. It is well written, well designed and tells a fascinating personal story.

_____. Persia Revisited. Illustrated by Milton Glaser. New York: Knopf, 1964. 271 pp. Gr. 6-9. Recommended.

This is the story of Mrs. Mehdevi's revisit to Iran after ten years of absence. She picks up the threads of her earlier life there and traces the changes that have occurred in the family group at the time of the passing of her father-in-law, the old benevolent tyrant of the family.

*Mirza, Youel B. Myself When Young, A Boy in Persia. Illustrated by Nadejen. New York: Doubleday, 1929. 260 pp. Gr. 4-6. Recommended.

The author tells of his life growing up in a small village in Azarbaijan, Iran. He describes the religious rituals and customs of his family (Nestorian Christian and Presbyterian). There are good descriptions of the habits, education and social life of the Christians of the village. However, the author's knowledge of Moslem culture and society is poor and often inaccurate.

*_____. When I Was a Boy in Persia. Illustrated with photographs. Boston: Lothrop, Lee and Shepard, 1920. 205 pp. (Children of Other Lands Books). Gr. 3-5. Acceptable.

This close, factual account of Iran when the author was growing up in a small village in northern Iran depicts activities, customs, recreations, habits and superstitions

of the Christian community. Unfortunately, there are many small inaccuracies about the Moslems, their traditions, habits and ways of life.

*Najafi, Najmeh. A Wall and Three Willows. Illustrated with photographs. New York: Harper and Row, 1967. 207 pp. Gr. 6-9. Recommended.

The true story of a young western-educated Persian woman, who was determined to personally reform conditions in her own country provides personal glimpses of her struggle to find herself in a man's world and to reconcile her own needs and those of her family with the work that became her life's challenge.

_____. Persia is My Heart. New York: Harper and Brothers, 1953. 245 pp. Gr. 6-8. Recommended.

This is an autobiographical account of a young twenty-five-year old Persian woman. It tells of her early upbringing, religion, family life and her great desire to help the Iranian people. She describes the many changes that have taken place in Persia and the ones she hopes for in the future.

*_____. Reveille for a Persian Village. Decorations by Massud. New York: Harper and Row, 1958. 210 pp. Gr. 6-9. Recommended.

This is an account of the author's effort, reforms and accomplishments in the village of Sarbandan in Iran. She introduces to the villagers modern ways of living without rejecting their old beliefs and customary patterns of living. Through her efforts, she helps them to bridge the gap between the traditional way of life and western ideas to achieve their first steps toward economic self-sufficiency. Good for the more mature reader.

Sanghvi, Ramesh. Aryamehr: The Shah of Iran. Illustrated with official government black-and-white photographs. London: Transorient, 1968. 336 pp. Gr. 6-9. Acceptable.

A sympathetic and idealized biography of the current Shah of Iran. It traces the story of his life from birth to eventual king, dramatically detailing the conflicts he has faced. It emphasizes the reforms he has attempted to achieve. The most valuable parts of the book are the official documents on reform based on the White Revolution of 1963, the appendices,

the bibliographical notes and the thorough index. However, the account is biased and presents only one viewpoint thus limiting its potential as a fair and authentic biography.

FICTION

Beckman, Gunnel. The Girl Without a Name. Translated by Ann Parker. New York: Harcourt Brace Jovanovich, 1970. 153 pp. Gr. 4-6. Acceptable.

This is the story of the friendship between a Swedish girl and a Persian girl who was orphaned in an Iranian earthquake. Although the relationship between the two is often strained, they resolve their differences in interesting ways.

*Children of the Minarets. (Persia) Photographs by Marie-Louise Creighton. London: Hutchinson, 1964. 32 pp. (This is Our Country Series). Gr. 3-5. Recommended.

Beautiful colored photographs document the story of ten-year old Reza on his journeys around Persia. As one reads of his travels much is learned about the geography, history, cities, people, occupations and resources of the country. A colored two-page map of Persia with bright colored illustrations adds to the story.

Cretan, Gladys Yessayan. A Gift from the Bride. Illustrated by Rita Fava Fegiz. Boston: Little, Brown, 1964. 59 pp. Gr. 2-4. Recommended.

When Mari's new aunt came into the family, Mari got her wish to learn to read in an Armenian village which had no school. In achieving her wish there is interwoven a colorful account of Armenian customs, especially wedding customs as practiced among Armenians in Iran today. Beautiful colored illustrations greatly enhance this charming story.

*Dunhill, James. The Deserted Highway. London: Frederick Muller, 1965. 57 pp. (World Adventure Stories). Gr. 6-up. Recommended.

A lively adventure story about Tony, a young Scottish boy visiting in Iran and his Persian friend, Abbas. On a camping trip to the north they help in the capture of a group of gold smugglers. The story vividly describes the atmosphere, traditions and ways of life in Iran. Four pages

at the end of the book are devoted to a collection of general information on Iran: climate, human geography, languages, cities, economy and modernization.

*Groseclose, Elgin. The Scimitar of Saladin. Illustrated by Alan Moyer. New York: Macmillan, 1963. 180 pp. Gr. 5-7. Recommended.

Bliss Cadwell, a seventeen-year old archaeological assistant, sets off with a friend to recover stolen treasure - the lost scimitar of Saladin. This is a mystery story with the customs, beliefs and folklore of the Persian people included. Young boys especially might enjoy this modern-day treasure hunt with all the spine-tingling thrills of a first-rate "who done it" intertwined with exotic intrigue.

*Kelsey, Alice Greer. I Give You My Colt. Illustrated by Helen Torrey. New York: Longmans, Green, 1956. 156 pp. Gr. 3-5. Recommended.

Jafar and Musa, two Kashgais' nomad brothers, have always longed for a colt. One day, while guarding the sheep and goats, they come upon an Arabian mare that has been mortally wounded by jackals. Before dying, her white colt appears, and the mare seems to tell the boys to take care of her little one. Excitement and adventure ensue as the boys first try to hide the colt but eventually realize that it must be returned to its rightful owner, the chief of the Kashgais. There is a delightful surprise ending and a great deal of information about nomadic customs, habits and way of life.

*Kraenzel, Margaret. The Persian Donkey Bead. Illustrated by Peter Fellin. New York: A.S. Barnes, 1960. 107 pp. (A Wonderful World Book). Gr. 4-6. Recommended.

Eleven-year old Habib and his mother are forced to leave their village of Veramin to go to Teheran to find Habib's father. Habib's father had been forced to leave the village months before to seek work and they had had no news of him. They find shelter in a crowded, poverty-ridden section of the city and Habib assumes the role of protector and provider until, with the help of an Arab girl, he finds his father. This is an absorbing story of a courageous and innovative young boy. However, the illustrations are inappropriate and distracting.

Mehdevi, Anne Sinclair. Parveen. New York: Knopf, 1969. 177 pp. Gr. 6-9. Recommended.

An excellent novel for girls, well written and full of

excitement and feeling for Iran in the 1920's. Parveen, born of a Persian father and American mother, at eighteen, returns to Iran after having lived in the United States with her mother for thirteen years. She is often perplexed, puzzled and awed by her new life and her father's new family. There is intrigue, adventure, mystery and romance in the story. This is an outstanding example of the kind of fictional treatment of a period and place which can convey far more than any compilation of facts.

Mehdevi, Anne Sinclair. Rubies of the Red Sea. New York: Knopf, 1963. 178 pp. Gr. 6-up. Acceptable.

Mona, after graduating from high school in Rockford, Illinois, starts her journey to join her parents who are already in Iran. She first stops in Genoa and discovers a cache of rubies hidden by her uncle who has just died. She boards ship for Iran and adventures, mysteries, interesting and sinister characters and even romance enter the story. The book contains little information on Iran which is its weak point.

*Mirza, Youel B. Children of the Husetops. Illustrated by Frank Dobias. New York: Doubleday, Doran and Company, 1931. 248 pp. Gr. 3-5. Acceptable.

This story of village life in northern Iran depicts the simple daily life, customs, superstitions, religious rituals and festivals and family life as it affects a young boy and his sister. The story is informational but not a very exciting one. Many Persian, Syriac and Turkish words are used, but are not explained for the reader.

*_____. Rug That Went to Mecca. Illustrated by Boris Artzybasheff. New York: Frederick Stokes, 1939. 60 pp. Gr. 3-5. Recommended.

The story centers around the making of a prayer rug by the mother for the father to take on his journey to Mecca. It describes a very close-knit family unit of mother, father, brother and sister. This is a sweet, simple, uncluttered story of a religious family, living in a small village in northern Iran. Full-page black-and-white sketches by the artist complement the story.

*Naylor, Phyllis. A New Year's Surprise. Illustrated by Jack Endewelt. Morristown, New Jersey: Silver Burdett,

1967. 32 pp. (Our World of People Series). Gr. K-3.
Recommended.

Pari, a young girl from a village in northern Iran, longs to have something new to wear for the New Year. Lovely two-page, color illustrations depict scenes of family life in this appealing book with a surprise ending. The book which includes a brief glossary and pronunciation guide would be useful in the social studies curriculum.

Potter, Bronson. Chibia, The Dhow Boy. Illustrated by Charles Robinson. New York: Atheneum, 1971. 237 pp. Gr. 6-up. Recommended.

Although "chi bia" means "tea boy," this particular boy escaped the tea house and ran away to sea, on a small fishing dhow. Many exciting adventures ensue as Chibia learns to use his wits and wiles and increases in wisdom. There are excellent character portrayals of Chibia and the men of the small sponge-fishing dhow, the Bird.

_____. Isfendiar and the Bears of Mazandaran. Illustrated by Jean Carlos Barberis. New York: Atheneum, 1967. Gr. 3-5. Recommended.

Wild donkeys had always been in Isfendiar's dreams. He was an Iranian boy, a charcoal-burner's son. His family lived in a village at the edge of the great southern desert; great were his adventures as he set forth across the desert to find the wild donkeys. This brief story captures the daily life of an Iranian village where boys are filled with dreams by story tellers.

*Ratzesberger, Anna. Ali Hassan of Hamadan. Illustrated by Ali Akbar. Chicago: Albert Whitman, 1933. 95 pp. Gr. 1-3. Acceptable.

The story of Ali, a young eight-year old boy and his family and their daily activities. The mood and theme of the story are depicted expertly in the illustrations which are distinctively Persian with their lack of perspective and done in bright red, green and black-and-whites. While the plot is slender, it is accurate.

_____. Jasmine: A Story of Present-Day Persia. Illustrated by Kurt Wiese. Chicago: Albert Whitman, 1937. 282 pp. (Junior Press Books). Gr. 5-7. Recommended.

An interesting book posing the problem of a marriage relationship where the husband wants from the wife both a

servant and equal companion. In order to marry a young western-educated Persian, Farrukh, a young girl of sixteen, pretended to know how to read and write. When he learns of her deception he hires a tutor for her so that she no longer is only Jasmine, a delicate shadow, but Farrukh as well, a companion to him. Mystery and intrigue over the smuggling of opium occurs and as the husband's career prospers Farrukh becomes more cultured and educated.

*Shedd, E. Cutler. Our Little Persian Cousin. Illustrated by Diantha W. Horne. Boston: The Page Company, 1909. 165 pp. (The Little Cousin Series). Gr. 3-5. Acceptable.

The simple story of a young boy, Karim, from birth to marriage. It portrays authentically habits, customs and superstitions of the period. Good black-and-white photographs further enhance the story.

*Singer, Caroline and Cyrus LeRoy Baldrige. Ali Lives in Iran. New York: Holiday House, 1937. 71 pp. Gr. 4-6. Recommended.

Ali, a ten-year old boy living in Shiraz, learns about brotherhood and tolerance through association with Cyrus, a Zoroastarian; Isaac, a Jew; and Luke, a Christian. The rituals and customs of each religion are accurately depicted and the story is very informative without being didactic in tone or theme.

*Tomlinson, Jill and Gillian Shanks. Suli and the Kitchen Cats. Illustrated by Gillian Shanks. London: Faber and Faber, 1968. unp. Gr. K-3. Recommended.

A delightful picture book about Suli, the pampered pet of the Shah of Persia's daughter, who overcomes her loneliness by making friends with the kitchen cats. Set in Old Persia, the gay, amusing text and striking black-and-white and vivid color illustrations make this an exciting and picturesque story for young readers and for storytelling.

FOLK LITERATURE OF IRAN

*Amir-Moez, Ali R. (adapted by) Fables from Kaleeleh and Demneh. Ann Arbor, Michigan: Edwards Brothers, Inc., 1962. 62 pp. Gr. 3-5. Recommended.

Thirty short fables from the oldest part of the Panchatantra. They are lively, humorous tales of the trickery and wiles of various animals. Spritely black-and-white sketches give these fables a distinctly Persian flavor.

*_____. (adapted by) Penitence or Kaleeleh and Demneh. Lafayette, Indiana: Lafayette Printing Co., 1962. 43 pp. Gr. 5-7. Recommended.

Originally written in Sanskrit about 2,000 years ago, the translator has put this tale into play form with animals for characters, using a 19th century style of writing. Persian costumes and scenes of the period in delicate soft pastels are used for illustration. Music and dances are included. One-half of the book is in English and one-half is in Persian.

*_____. (retold and translated by) Three Persian Tales. Lafayette, Indiana: Lafayette Printing Co., 1961. unpag. Gr. 4-6. Recommended.

Contains three animal tales: Aunt Cockroach; Mouse and Cat and The Wedding of Auntie Frog. These are original Persian folktales telling of clever and courageous animals. Delicately illustrated in soft colors and black-and-white which evokes the spirit of the tales.

*Artzybasheff, Boris. (told by) Poor Shaydullah. Illustrated by Boris Artzybasheff. New York: Macmillan, 1931. unpag. Gr. K-3. Recommended.

In this story, which is attractively illustrated in black-and-white, Shaydullah goes forth in search of Allah to obtain wealth and wisdom. On his travels he meets a lion, a banana tree and a fish and they each ask him to intercede for them with Allah. On meeting Allah, Shaydullah is too stupid to understand His advice or to aid his friends. The tale ends with Shaydullah no wiser than before. Verses from the Koran are included.

*Aryanpur, Abbas (Kashani). Stories of Mulla Nasr-Ed-Din. Teheran, Iran: Golshan Printing House, 1970. 177 pp. Gr. 3-5. Recommended.

A delightful version of 270 very short tales of Mulla Nasr-Ed-Din. In many cases Mulla's answers to the questions put to him, and his reactions to many problems proved that he was a wise philosopher although pretending to be a dull person lacking proper understanding.

Azaad, M. Half for You. An original Persian folk tale. Translated from the Persian edition. Illustrated by Naheed Hakeeget. Minneapolis, Minnesota: Carolrhoda Books, 1971. unpaginated. Gr. K-5. Recommended.

A little bird visits village craftsmen and discovers how a cotton boll can be spun, woven and dyed to make cloth. Through his experience, he learns the value of each man's labor. Subtle and delicate four-color art illustrations enhance this charming tale.

Bahar, Mehrad. Bastoor. Translated from the Persian edition by Mansoor Alyeshmerni. Illustrated by Nikzad Nojoomi. Minneapolis, Minnesota: Carolrhoda Books, 1972. unpaginated. Gr. K-5. Recommended.

Children who like adventure will want to read about a young Persian "David" who conquers a Turan "Goliath" and is fittingly rewarded. Bold illustrations in full color complement this original Persian folk tale.

Bahrang, Samad. The Little Black Fish. Translated from the Persian edition. Illustrated by Farsheed Meskali. Minneapolis, Minnesota: Carolrhoda Books, 1971. unpaginated. Gr. K-3. Recommended.

One of four short stories written by a village school teacher. This tale follows the adventures of an inquisitive little fish that makes its way to the ocean, meets a pelican and finds freedom. Bold four-color illustrations capture the mood of this Persian story. The illustrator, who uses linoleum cuts, won a gold medal at the Bologna Book Fair in 1969 and a diploma of honor at BIB for the Persian edition of the book.

*Bardouc or The Goatherd of Mount Taurus. A Persian tale. Boston: William Crosby and H.P. Nicholas, 1850. 213 pp. Gr. 6-9. Recommended.

A classic Persian folktale of unknown origin about Bardouc,

a poor goatherder, who with his spritely, happy and unwise gazelle and astute and sage goat, journeys out to find his fortune. Many exciting adventures occur, usually ending in dire circumstances due to the fact that Bardouc relies on the advice of the silly gazelle. Only too late, at the time of his death, does Bardouc recognize the wisdom of the goat. A distinguished folktale.

Boyle, Kay. Pinky in Persia. Illustrated by Lilian Obligado. New York: Crowell-Collier, 1968. unpaginated. Gr. K-2. Marginal.

A fanciful tale about a cat that goes to live in Iran with an American family and has various adventures there with animals and birds. The plot is trite but the rhythm of the verses might be appealing to very young children.

Brockett, Eleanor. (retold by) Persian Fairy Tales. Illustrated by Harry Toothill. London: Frederick Muller Ltd., 1962. 222 pp. Gr. 4-7. Recommended.

A wide variety of tales from recognized sources, covering all the peoples and places of Old Persia, which range from Afghanistan to Syria. These stories, with their peculiar wisdom that is a feature of all genuine folklore and their vivid imagery, should appeal to children. This collection includes folk and fairy stories and also excerpts from the epic poem Shah Nameh.

*Claudine. Rabash. Paintings by the author. New York: Macmillan, 1965. 34 pp. Gr. 2-4. Recommended.

A tale of how Kasim, the son of the Shah of Persia, deals with the problem when his favorite toy, a blue horse, suddenly comes to life and wants to go into the forest to live. The book is handsomely illustrated in gossamer delicate subtle hues of greys and moonlit blues.

*Daenecke, Eric. More Tales of Mullah Nasir-ud-Din. New York: Exposition Press, 1961. 72 pp. Gr. 3-6. Recommended.

This is a collection of 100 brief tales of the wiley and wise Mullah Nasir-ud-Din, who for centuries has been an unfailing source of delight and instruction to many Persian children and adults.

*Durcornet, Erica and Guy. Shazira Shazam and the Devil. New York: Prentice-Hall, 1970. unpaginated. Gr. 2-4. Recommended.

An attractive tale of Shazira Shazam's plan to deceive the camel (the devil) and in return is lost into eternity and space by his own willful deceit. Vigorous, full-colored and humorous illustrations add flavor to this imaginative tale.

Edwards, Arthur Cecil. A Persian Caravan. Freeport, New York: Books for Libraries Press, 1970. 166 pp. Gr. 6-8. Recommended.

Fourteen stories collected from a trip through Persia and first published in 1928. They contain a substantial body of information about the Persian people, their beliefs and superstitions. The pictures, which are from a collection of old and new Persian miniatures, do not directly illustrate the text but represent some of the people whom the author has endeavored to portray.

*Elwell-Sutton, L.P. (retold by) The Wonderful Sea-Horse and Other Persian Tales. Illustrated by N. Mann. London: Geoffrey Bles, 1950. 128 pp. Gr. 3-5. Recommended.

These six original Persian folktales were told by Mashdi Galeen Khanom from memory to the author. They include excerpts from the Shah Nameh as well as being distinctly original in flavor and rustic humor.

Evans, Katherine. A Bundle of Sticks. Illustrated by Katherine Evans. Chicago: Albert Whitman, 1966. unpaginated. Gr. K-3. Recommended.

An old verse tale retold, in a Persian setting, of how when all work together than separately success is guaranteed: "alone, each one is weak, together, we are strong." Bright illustrations vividly add rich flavor. Excellent for storytelling and reading aloud.

Fardjam, Faridah. The Crystal Flower and the Sun. Illustrated by Nikzad Nojoomi. Translated from the Persian edition by Mansoor Alyeshmerni. Minneapolis, Minnesota: Carolrhoda Books, 1972. unpaginated. Gr. K-5. Recommended.

An arctic flower, who longs to travel south with the sun gets her wish. Sensitive and delicate full-color illustrations grace this unusual folk story from Persia.

Fardjam, Faridah and M. Azaad. Uncle New Year. Translated from the Persian edition. An original Persian folk story. Illustrated by Farsheed Meskalk. Minneapolis, Minnesota: Carolrhoda Books, 1972. unp. Gr. K-6. Recommended.

Every spring an old woman prepares for Uncle New Year's visit in the hope that he will bring her eternal youth, but each year she falls asleep and misses him. This gaily illustrated folk story from Persia provides insight into the holiday customs of another land.

Feinstein, Alan S. Folk Tales from Persia. Illustrated by Diana L. Paxson. New York: A.S. Barnes and Company, 1971. 100 pp. Gr. 4-6. Recommended.

Witty sketches in black-and-white with captions both in Persian and English enliven this gay assemblage of 15 stories about giants, princes and princesses and wicked, greedy and clever animals.

Feld, Friedrich. The Parrot of Isfahan. Translated from the German by W. Kersley Holmes. Illustrated by Kurt Schmischke. Chicago: Albert Whitman, 1960. 94 pp. Gr. 3-6. Acceptable.

A story in three parts about Kelat, a carpet merchant of Old Persia, who earns his fortune with a talking parrot. The illustrations tend to be stereotyped but the story is suitable for reading aloud to young children.

*Grimal, Pierre. Stories from Babylon and Persia. Edited and translated from the French by Barbara Whelpton. Illustrated by Rene Peron. London: Burke, 1964. 190 pp. Gr. 6-8. Recommended.

Designed especially for the reader who revels in ancient myths and legends, this is a collection of 15 stories beginning with the creation of man to the birth and death of Cyrus. Handsome colored plates enhance the stories.

*Hauff, Wilhelm. (Stories adapted by) The Golden Treasury of Wonderful Fairy Tales. Illustrated by Cremonini. New York: Golden Press, 1961. 155 pp. Gr. 3-5. Recommended.

Contains six stories. One, entitled "The Kidnapping of Fatima," is distinctly Persian in theme and atmosphere, and is a rare find. Suspense and intrigue pervade the tale as

in true fairy tale fashion Mustapha, the brother, conquers all obstacles to rescue his sister. Bold, dynamically colored illustrations enliven the story.

Kelsey, Alice Greer. Once the Mullah. Illustrated by Kurt Werth. New York: Longmans, Green and Co., 1954. 134 pp. Gr. 3-6. Recommended.

Twenty-six stories told about Mullah Nasr-ed-Din give added insight into Persian life and folklore. The artist's use of traditional Persian motifs in his striking black-and-white drawings enhance the text.

Luzzati, Emanuele. (retold by) Ali Baba and the Forty Thieves. Illustrated by Emanuele Luzzati. Translated by Robert Mann. New York: Pantheon, 1969. unpag. Gr. 1-4. Recommended.

A fresh retelling of the "open sesame" story which portrays Ali Baba appealing and clever with Mustapha villainous and the forty thieves blundering. Glorious, bold illustrations make this an extremely attractive book.

Mehdevi, Anne Sinclair. (retold by) Persian Folk and Fairy Tales. Illustrated by Paul E. Kennedy. New York: Knopf, 1965. 117 pp. Gr. 4-7. Recommended.

Vividly retold as heard from a Persian nurse, these tales of men and beasts, which reflect universal human foibles, have a typically Persian color and humor. Appropriately stylized line drawings add to the charm of the collection.

*Nahmad, N.M. (retold by) The Peasant and the Donkey. Tales of the Near and Middle East. Illustrated by William Pappas. London: Oxford University Press, 1967. 134 pp. Gr. 4-6. Recommended.

Three Persian tales are included in this collection: "Shah Abbas and the Cobbler," "The Goldsmith, the Wood-Carver, the Tailor, and the Hermit who Quarreled over a Wooden Woman," and "The Fowler, the Parrot and the King." They are authentically related in good storytelling style. Appropriately illustrated.

*Olcott, Frances Jenkins. (retold by) Tales of the Persian Genii. Illustrated by Willy Pogany. New York: Houghton Mifflin, 1917. 225 pp. Gr. 4-6. Recommended.

Stories of good genii, wicked marids, flying afrites, fairies, witches and enchanters, drawn from four series of

stories dating as far back as 1765, recast with great freedom and moulded into a continuous narrative with the aim being to keep them truly Oriental. Each story has its ethical teaching but without too much moralizing. These tales are rich in Oriental warmth and richness of description.

*Persian Fairy Tales. Decorated by Valenti Angelo. Mount Vernon, New York: The Peter Pauper Press, 1953. 104 pp. Gr. 4-6. Recommended.

Twelve Persian fairy tales sensitively retold with motifs that capture the essence of Persian culture. The tales are unique and distinctly Persian in style, theme and atmosphere.

*Persian Folktales. London: G. Bell and Sons, 1971. 209 pp. Gr. 6-up. Recommended.

A collection of 9 folktales, 7 anecdotes and 5 tales from Persian literature, drawn from various works published during the last 100 years in Asia and Europe. Included are notes and sources for each of the selections.

*Sykes, Ella C. (retold by) The Story-Book of the Shah or Legends of Old Persia. Illustrated by Claude Cooper and decorations by Ethel R. Sykes from Persian sources. London: John MacQueen, 1901. 222 pp. Gr. 4-6. Recommended.

Eight old legends, from the great Persian epic poem, the Shah Nameh, by the poet Firdausi, the Oriental Homer, are vividly retold in this book. Legendary Jemshed, Rustam, Sohrab and others spring to life as Sykes draws on her own experiences in living in Persia to depict some of the aspects of the manners and customs of the country.

Tichy, Jaroslav. (retold by) Legends from Eastern Lands. Illustrated by Miloslav Troup. London: Paul Hamlyn, 1967. 230 pp. Gr. 4-6. Recommended.

A collection of 22 tales dealing with kings, princesses, evil spirits, demons, giants and magicians. The highlight of the book, however, is the magnificent illustrations. These can stand alone as an expression of vibrant color and form and through their sequence they cast a powerful illusion for each of the tales by feeding the imagination and making the events climactic and important.

Walker, Barbara K. The Courage of Kazan. Illustrated by James and Ruth McCrea. New York: Thomas Y. Crowell, 1970. unpaginated. Gr. K-3. Recommended.

Kazan goes forth in search for his courage. In this charming retelling of the old folktale of the tailor who killed 40 flies with one stroke the author and illustrators have given it a distinctly Persian theme. Excitingly illustrated.

* . The Round Sultan and the Straight Answer. Illustrated by Frisco Henstra. New York: Parents' Magazine Press, 1970. 32 pp. Gr. K-3. Recommended.

A subtle, humorous story which tells how Hamal finally cures the Sultan's abnormal eating habits. Henstra's large, full-colored illustrations befit the tale's high flavor and comedy.

Wiesner, William. The Magic Slippers. Illustrated by William Wiesner. New York: Norton, 1967. 47 pp. Gr. K-3. Recommended.

A very small man, Hassan, finds a pair of magic slippers, which change his life and gain him wealth and status. The caliph's treasurer steals the slippers. Only when Hassan discovers a magic fig tree is he able to outwit his evil enemy and regain his slippers and esteem. Full-color drawings in soft yellows, greens and browns enhance the tale.

*Wilson, Barbara. (retold by) Fairy Tales of Persia. Illustrated by George Miller. New York: Dutton, 1961. unpaginated. Gr. 4-6. Acceptable.

Four folktales of Persia, one of which is an excerpt from the Shah Nameh, are well told and interesting with illustrations liberally sprinkled throughout the book. However, each page of the book is of a different color, subdued purples, oranges, greens and yellows which detracts from the stories.

*Zakani i Obeyd. Rats Against Cats. Translated by Masood i Farzad with nine colored prints and eleven black-and-white illustrations by Mahmood i Djavadi Poor. Teheran, Iran: Book Friends Society, 1921. Thirteen pages in English and thirteen pages in Persian. Gr. 6-8. Recommended.

Reaching back into the vast recesses of time, this tale has been a classic piece of folk literature well known to

most Persian children and adults. In this book, which is presented in verse form, the translator captures faithfully the satirical spirit of the animals' sly commentary on politics and society. The animals are clever, witty and courageous. Large bold and bright colored pictures accompany the Persian section of the book but there are none in the English section.

VITA

Marilyn Tyler Samii was born in Georgetown, Indiana the only child of Mary Anne Engleman and Paul Tyler. She is married to Shapour Samii and has no children.

Mrs. Samii completed her public school education in New Albany, Indiana in January, 1944. She received her B.A. degree in History from the University of Louisville, Kentucky in 1946 and her M.A. degree in History and Education from the University of Louisville, Kentucky in 1948. Additional courses beyond the M.A. degree were taken at Indiana University, Bloomington, Indiana, Xavier University, Cincinnati, Ohio and the University of Wisconsin, Madison, Wisconsin.

During the years 1948-1959 she taught in all the grades from first through twelfth in Indiana, Kentucky, Wisconsin and California. In 1955-56, she taught kindergarten and secondary school history at the American Community School in Teheran, Iran and courses in Children's Literature for Adults under the sponsorship of the Iran-American Society.

Mrs. Samii entered higher education in 1959 at Black Hills State College, Spearfish, South Dakota teaching jointly in the Education and History Departments. In 1961 and 1962 she taught courses in Early Childhood Education and Children's Literature in the summer sessions at Butler University,

Indianapolis, Indiana.

In September, 1962 she became Assistant Professor of Education at Moravian College, Bethlehem, Pennsylvania where she has been Director of the Elementary Student-Teaching Program and taught courses in Reading, Language Arts, Social Studies, Science, Children's Literature, Philosophy of Education, Comparative Education and Counseling and Guidance.

Mrs. Samii is a member of the National Council of Social Studies, the Middle East Institute, the Association of Student Teachers, the Comparative Education Association, the Association of Childhood Education International and Delta Kappa Gamma.