



ENGLISH NEWSLETTER

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A Note from Editor in Chief, Dr. Vida Rahiminejad

It is for the first time that IASE (Iranian Association for Sociology of Education) has published an English newsletter. It helps us to communicate with other scholars who are interested in sociology of Education all over the world and to reflect the productivity and creativity of Iranian scholars and the members of this association.

We encourage all researchers and scholars in the same area share their findings with others through publishing their articles in this newsletter. The other special aim of this newsletter is to minimize the gap between scholars and other sections of society that in any way deal with education.

In this edition of IASE (Iranian Association for Sociology of Education) the view of Dr. Ehsan Naraghi, the pioneer of Iranian social research, who passed away at age of 87, an interview with Dr. Hossein Dehghan about the necessity of establishing IASE, and Professor Kiko Sakurai's point of view regarding sociology of education in Japan, will be taken into consideration.



**An Interview with DR. Dehghan, the
President of Iranian Association for
Sociology of Education¹**

Ahmad Ahmadi Nejad
Translated by: Mahdi Nezami

1- Would you please explain the aims of establishing this association, what is the Iranian Association for Sociology of Education (IASSE) going to do, Dr. Dehghan?

It was about one decade ago that this association was established by the efforts of the professors, researchers, teachers, and others who were interested in social issues of education of the country. They accepted my invitation and gathered in a meeting in Iranian Research Institute (IRE) to establish the IASE. From the beginning of the establishment, the society continuously has been bringing forward the social issues of education institution and developing and the related matters from different aspects. It paves the way for studying and finding scientific solutions for several social problems of the educational system in general. So, by pursuing such this aim, the society in one dimension tries to solve social problems of educational system exist between scholars and administrators.

1. Persian Newsletter of Iranian Association for Sociology of Education, 2012, No. 1.



2-What was the necessity to establish this society?

Notice that in our country, looking at the problems and social aspects of education has not been and is not customary. There was not sufficient link between social experts and educational system administrators. This environment and the necessities caused those who are interested in sociology of education to move and do an attempt to improve the previous mentioned less notifications.

3-What do you think as the one who has worked for years in two domains of university and education regarding the existent lost rings between these two sections of education by now? It means that between general education and university education.

On the whole, if we pay attention to the internal relationships of education including school and university and also the relationships between education and the other institutions of the society by using the institutional analysis of education approach , we will see a kind of relational function disturbance. For the explanation of this kind of disturbance we can mention the interaction of the subsystem with each other and the interaction of the subsystems together. In a balanced system, if the subsystems with each other and the parts as well with other do not have complement interactions, the internal and external relationships will be disturbed and occasionally blocked, and in the whole society we will see the distortion of the balanced systems.



In the Memory of Dr. Ehsan Naraghi ²

Zeia Hashemi³

Translated by Rozita Beidaghi



The pioneer of Iranian social research, Dr. Ehsan Naraghi, passed away at age 87, leaving great resources of science and social experiences. Undoubtedly, he is one of the greatest social scientists and probably, the greatest pioneer of social research in Iran. His scientific research efforts have left main resources of books, scientific articles, pupils and distinctive researchers.

Naraghi's impressiveness on social research of Iran has been not only because of his scientific knowledge, but also because of his concern and social responsibility in using science and existing methods for understanding social phenomena. He had a great emphasis on using humanistic achievements in the domain of science by concerning local doctrines. He believed that instead of being absorbed or intimidated by western sociology, its methods and scientific discourse, we could use these methods in our own country by injecting our own point of views in them.

2- Persian Newsletter of Iranian Association for Sociology of Education, 2013, No. 4

3- Assistant professor, Sociology Department, Tehran University, Iran.



knowledge of Western scholars, but we should consider that they are from different societies. Producing and publishing of each scientific idea can have the chance of evolution and growth if it is exposed in use, scientific and research based criticism, and reversely, if the scientists with no belief and self-confidence have a neutral stance toward science, they will not have a role in its completion and growth.

We should accompany scientific self- belief with social responsibility. This view, on one hand, is in need of faith in ethics and a scientific humility for education; and on the other hand, it needs to use the latest findings of great scientists around the world; and most of all, it needs a great effort for scientific growth and production, based on self-belief and intrinsic potentials. According to Dr. Naraghi's view It is important to pay attention to his message toward social education domain. As he noted himself, social sciences have connection with society, and students with no social viewpoint are not able to do any social activity. "If the researcher does not know her/his society well, s/he will not be able to conduct a worthy research." A student of social sciences needs to know theory, and learn how to research scientifically. Today, most of students are not ready to use their knowledge in researches and social activities.

Naraghi believes there is a need to connect today's science with our own social needs, and the existing point of view. That is as he said,

"Combining western science and eastern insights."



Scientific Meeting with Professor Kiko Sakurai⁴

Translated by Rozita Beidaghi



Professor Kiko Sakurai is the international vice-chairman and full professor of comparative sociology in the University of Vasudha in Tokyo. In the scientific meeting with Sociology Department in Research Institute for Family in Iran, she declared her view towards the features of educational system in Japan and its differences with the same system in Iran. Here is a summary of her speech:

In Japan, school is not used just for students, for example when the students are not in school yard, the inhabitants of that area use it and for example do their athletic exercises there. Students are taken to the park near their school, and gather the trashes up, and learn how to undertake cleaning public places on their own. One of the other main programs of junior schools and high schools in Japan is teaching of how to eat well. Eating lunch at school is not just a service, but it is one part of nutrition teaching as well. From other programs related to eating, it is mentionable the students make familiar with local and indigenous foods, getting away from fast food. In the compulsory cooking class, a nutritionist in the kitchen controls not only the food schedule but also the amount of the ingredients used in the foods. In these classes food is cooked for



all students in the school as well. The teacher too is responsible for encouraging the students to eat all the food ingredients.

The inhabitants around the school accompany with each other very well. Students go to school on foot in Japan and the inhabitants of that neighborhood control the transportation traffic. Students interview with people of different jobs in order to have a more contact with different jobs and the place in which they live. In Japan, there is more emphasis on experience especially at elementary schools. The main objective of education in this country is education and science for the progress of the society. The students are taught the rules of life, school, traffic, life skills, and Japanese rules as well in schools. Private companies tend to publish school books under supervision of the ministry of education and after getting license from it, but the contents of the books are almost the same and the schools have the right to choose their textbooks themselves. The area, the city or the state have roles in choosing books. The most emphasis is on activity in Japan. At elementary level, one teacher teaches all the courses except music, but at junior school or high school, all the teachers are specialized.

Exams are mostly oral and explanatory at elementary level, and not in the written form, but there is more emphasis on scores at junior schools and high schools. There is no repetition for a course in which a student has failed up to the end of junior school, but in high school level, because of the entrance exam for it, if a student does not study well, the course should be renewed again. The result of the exam is not the objective of the education, but it is the effort of the student which is important and gets the score. Passing entrance exam, too, is very hard in Japan. The level of education is almost the same in all of the schools, but there are many private schools in high school level. There is a month and half holiday in summer, and about a fortnight holiday between Christmas and the New Year's Eve, and there is a three week holiday in spring, too. School principals are chosen among experienced teachers by the ministry of education.