

positions as a teacher or principal in Armenian schools in Rasht, Ghazvin, Tehran and Tabriz, at the same time committing time and effort to the activities of the ARF.

In 1931, my father published his first book, «Մանկավարժութեան հիմունքներ, *Principes de pédagogie*» (Principles of pedagogy). It was printed by the Diocese of the Armenian Apostolic Church of Tabriz with the endorsement of the Iranian Ministry of Education. The 420-page tome includes a bibliography of sources in French and Czech and a few in Armenian, as well as an annotated table of contents practically amounting to a summary of the material in Armenian and French.

As I page through the book, I am astonished at the erudition, the scope of the research and the scholarly analysis, all supported by the proper apparatus of footnotes and references. The text begins by defining pedagogy and education, explains the interrelation between the two, lays out the goals of education (moral, individual and social, and national, focusing on Armenian national education), and discusses the problems of co-education and the sexual issues involved, the question of the relationship between the body and the soul, and the importance of physical education. The second part of the book expounds on general methodology in various categories, such as the education of the intellect, the sensibilities and the will. The third part is dedicated to Armenian national education, suggesting reforms and making recommendations that were beyond the Armenian reality of the time. I remember my mom saying