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THE INFLUENCE OF GERMANY ON CONTEMPORARY IRANIAN ARCHITECTURE (CASE STUDY: SHAHID BEHESHTI CONSERVATORY OF MASHHAD)

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Abstract. With the advent of material technology from the West to Iran, developments in the architecture of the city occurred, which in the late Qajar and early Pahlavi times had a significant impact on our residential and urban architecture. The scope of this influence has been increasing since the beginning of World Wars and the events of the architects and artists of other lands, as well as the arrival of scholars to the West. At the time of entering Mashhad, German architects strived to make those banners that could be a symbol of the consolidation and guarantee of modernity. Such as buildings that had the capacity and capability of the modern educational system in Iran. Among this, the Shahid Beheshti Industrial School should be named as the first Pahlavi era, located in Mashhad, the western side of Dr. Shariati Square (Taghajbad), registered on August 11, 2005 with the registration number 12382 as one of the national works of Iran. This essay, written in the form of descriptive analytic studies, tries to study the architectural features of this building from the standpoint of the approaches of the Bauhaus-Germany School (Weimar), a reminder of the contribution of architects to understanding and interacting in the global information.

Key words: 1st and 2nd Pahlavi architecture, Bauhaus School, Contemporary Schools, Shahid Beheshti Conservatory of Mashhad.

Introduction

Looking at the educational system of recent years in Iran, we are witnessing a changing trend in the educational system that has changed many times in each school year, and the basic question is that what concerns that change the format and the methods of books and educational foundations that we've had from the 60's to today have a half-look at environments and educational schools to improve and update these environments? How urban patterns and German buildings in Iran influenced today's architecture? To what extent are our artistic and industrial schools today equipped with the workshops and environments needed for these sciences? The more modern today's work is replaced by advanced tools and machines, it is the recognition of science as the most important tool in understanding and recognizing the students' basic understanding of their knowledge. Despite the abundance of engineering and technical graduates in Iran, we still see the importation of dental products from Western countries, especially Germany, and with a proper understanding of the history and causes of today's problems, we can take a better tomorrow.

1-Start Transferring Knowledge from Iran to Germany

1-1 The Beginning of Relations between Iran and Germany in World War II

On September 4, 1939, Iran officially declared its neutrality on three days after the German invasion of Poland. In reality, however, it was very aggressive with the Germans. In October 1939, German ambassador to Tehran, Hans Shend, reported: "the environment is in our interest to the Iranian community, while it is heavily against the British and gradually opposes Russia. From the outset of World War II, it was possible that bilateral economic relations would expand on a new basis.

1-2 Germany, Founder of Iran Industries

The foundation of this specialty dates back to the 1920s. When Iran began to extraction of coal with new methods, machinery for the extraction and processing of coal was purchased from Germany. Also, the cement needed for the construction of many of the monuments of the kingdom of Iran, which was designed by German architects, came from Germany. The same thing happened with the growth of paper and textile industries. The Siemens Company has provided the rock to provide electric motors and light production in Iran. Hospitals and laboratories were equipped and optimized by Germany's manufacturing products and weapons and chemical manufacturing industries were also rebuilt. Heinz Glaesner remarks in his doctoral thesis: "It's true that that Germany is the true founder of the emerging industries of Iran.

1-3 the beginning of science entry from Germany to Iran

On April 29, 1936, a hotel in Berlin, was established in the German Chamber of Commerce, and a person named Hans Flach was elected to the secretary's office. At the same time, the German Consulate in Tehran was transformed into an "industrial and commercial chamber". Dozens of technicians, consultants, teachers, university professors and German businessman and businessman flooded to Iran. German executives managed all the telephone and telegraph networks, ports, power stations, and hydro power stations. They also controlled the operation of Iran's foreign railways and overseen the training of a large number of railway workers as well as Iranian engineers. In the same year, in 1953, the mayor of Tehran, with the succession and appointment of the military, changed his journey as a supporter of Germany, while at the same time he became the military commander of Batmanagilich, who was educated at a German-language technical school in Tehran, and had a great tendency toward Germany " He was renowned and famous for all, he was appointed Chief of Staff of the Army.

1-4 The first German industrial exhibition in Tehran

In 1960, with the support of Mohammad Reza Shah, the first German industrial exhibition in Tehran was organized and held. According to Friedrich Kochwasser, a well-known frontrunner of the contemporary Friedrich Kochwasser, the exhibition was by far the largest industrial exhibition in Germany. In the presence of members of the cabinet of the Iranian government and 300 official guests, the economist of the West Germany, Professor Dr. Ludwig Erhard, emphasized: "This exhibit has no economic aspect but a symbol of cooperation between the two nations . According to Khayasar, this was in fact the largest gathering and summit that Iran witnessed at that time. In the exhibition area, three German industrial workshops were built and a library of 2500 specialized books worth twenty million marks from the German industry sectors that were at the exhibition was donated. 75% of this amount was collected from the German economy and another 25% from the general tax revenue.

1-5 Modernization of the city of Tehran by the Germans

Modern design and modernization of the city of Tehran was handed over to Peter Georg Ahrens, a German architect from Hannover. The organization and development of the textile and cotton industries was entrusted to Gustav Winkler, one of Germany's leading textile mills, and one of the senior employees of the Munich Insurance Company (Mincheuer Ruickversicherung) as the Chief Compliance Officer Iran's state-owned insurance company. In the fall of 1955, an agreement was signed between West Germany Post and the Government of Iran in which, in addition to technical advice on completing the construction of the telecommunication and telephone network in Iran, as well as the dispatch of German telecom technicians and engineers for installation, The launch and delivery of 180,000 phone devices worth \$ 25 million were made by a German industrial group. Surely Siemens Germany was the main contractor. The training of Iranian experts and engineers should also be undertaken by the German post office and German companies and companies. Creating and expanding technical vocational schools was the second success of the project. German Chancellor Konrad Adenauer attended a formal visit to Tehran in 1957 with the Shah that Germany would contribute to the formation of vocational schools in Tehran and Tabriz in the future. In the same year, the bilateral agreement on technical vocational schools was ready to be signed. As in the past, a large number of German teachers were hired to teach and serve in Iran, and Iranian mentors were sent to Germany for senior courses. New technical vocational schools were formed and reopened, and even an institution called "Inspectorate of German Technical Teacher Training in Iran" was established in Tehran, where the Ministry of Foreign Affairs of Germany (West) directly charged its costs and expenses. In 1964, the advance of this policy was reinforced by an agreement on the development and support of professional technical vocational schools in Iran, and this year, 22 German employers and trainers were sent to Tehran and Tabriz to reach 700 Teach young Iranian students in vocational schools in German. The deployment of Iranian students to the West German technical universities, which began in 1950, was part of this plan. In 1953, 550 first-year students stayed in West Germany, and by 1960 they had risen to 3,700. This figure reached 6,000 in 1967, accounting for about a quarter of all foreign students in West Germany.

1-6 German cultural exports and German-Iranian schools

Germany not only equipped Iran with goods, weapons, industrial factories and technical technicians, but also issued a special morality and practice. According to a news quote in an American report: "The Germans were hardworking and diligent, and therefore well-liked by the Iranians; the Iranians will soon put them on technical advice and training positions and They wanted help. The training of specialized workers and engineers was also handed over

to the Germans in order to get Iranians to become familiar with this kind of "duty, seriousness and hard work." In 1925, they trained in Tehran's technical technicians, technicians, and craftsmen in Iran for the indigenous industries in Tehran, and also trained them in German for continuing education in Germany and improving their technical and vocational skills. Following this pattern, technical schools were established with German teachers in other major cities of Iran such as Mashhad, Isfahan and Shiraz. (Coonzel, 2012. Page 36). A report from the British Navy's secret service for intelligence services since 1937, praised and supported by German training methods, states: "A large part of the Iranian elite in Germany has been educated and trained by German supporters.

2- Mashhad Industrial School (Shahid Beheshti)

Shahid Beheshti Industrial School is located in the first Pahlavi era and is located in Mashhad, the western side, Dr. Shariati Square, Taghajbad, and this record has been registered as a national monument of Iran on August 11, 2005.

2-1 History of Shahid Beheshti Industrial School (Mashhad Industrial Company)

At the end of the first half of 1930, Mr Theodor Henel (Germany), along with the gentlemen Nasehi and Nusayri, came to Mashhad from the Ministry of Cement and Mines, and began to establish a Mashhad Conservatory. At the end of October 1930, they were able to open the first year of the Conservatory in two parts: metalwork and at the end of Janet Street with a fairly large number. Teaching in the metalworking department with Mr. Nasehi in the Department of Records with Mr. Nasiri which both of whom were highly skilled and valuable students. At this time, the Conservatory did not have a workshop, but by the end of 1915, with local procurement at the gate of Sarab and the arrival of tools, a workshop And the students entered practical work. There was a correspondence between the Conservatory and the General Directorate of the Countah for the provision of land and buildings, and finally it was agreed to provide the Consulate at the appropriate place. After a lot of efforts, the land of the preschool, which covers an area of 16,015 square meters, was purchased from a property and began to be built in October of 1318. During these days the conservatory continued to work, and the men of Mohaghpour and the time were transferred from Tehran to Mashhad and after Those secretaries of physics, chemistry, German, sports, and office were recruited and finally the conservatory came to be honored and the name of the conservatory was respected everywhere.



On January 1, 1930, Mr. Ali Mohammadi, who was a painter of fine art, was appointed to the presidency of the Higher School and was able to make the situation good. In 1931, this conservatory was moved to the garden of the deceased Haj Nazar in Ferdows Street, and at the same time the first floor of the building was stopped. And finally, on 20/2/1323, the Conservatory began to visit the newly appointed garden, on the street of Kouhsangi, the University of Tehran (Taghi Abad) is located. In 1936, the construction of the second floor of the Conservatory began and was completed after one year. At the end of the academic year of 26-27, Mr. Taymiori was appointed to the presidency of Mashhad, and in 1328, he was appointed to the presidency of Mashhad conference by transferring the technical schools to the Ministry of Culture, Mr. Eng. Tabrizi, who was one of the great young people of Mashhad and graduated from high school. Dear Mr. Engineer Yousefi - Engineer Navi - Engineer Zolfaghari - Engineer Sharifian - Engineer Bastanestan - Engineer Bidad - Engineer Shakeri - Engineer Tahmasebi - Engineer Afzali - Engineer Mahdizadeh - Forozan Engineer - Mr. Mir Bazal - Engineer Sakavati - Engineer Ahmadi Kamal appointed and presided over have been in the affairs. During all these years, professors and great people, as teachers and teachers, came to the field of education with great fidelity and tireless severity, suffered, worked, and did not make any effort in the awarding of art and techniques. What has been mentioned in the teaching of the high school of Shahid Beheshti at that time is that the combination of craft and science and how can the traditional principles of traditional Iranian technology of that time, which came from the master to the pupil and at least The most recent changes in industry have been taking place over the centuries. By integrating it with the principles of science, the foundations of the industry in the global competition were so far off that our industries turned towards a renaissance in the field of providing national needs at that time, such as the new and magnificent factories that engineers Young and technical Iran was founded at that time. For example: The Arj Factory was founded in 1926 in a small workshop located on Tehran's Street with 8 simple workers led by Khalil Arjmand, a professor at Tehran University's Technical College, which had a staff of 2,300 employees in 1935.

3- Bahamas school

Walter Gropius founded the Bauhaus School in Weimar in 1919 with the merger of the Academy of Fine Arts and the School of Arts and Crafts. In his first statement, he merged William Maris's view of the elegance of handicrafts with the idea of the unity of all arts (with the primacy of architecture), and rejected the delineation between the decorative and applied aspects of the arts. Later, in 1923, he emphasized the importance of a designer-industrialist in large-scale industrial production, which was regarded as the main principle of the Bauhaus doctrine. Subsequently,

Bauhaus workshops became prototype manufacturing labs for machine manufacturing, and many products from these workshops (in particular tables and chairs, textiles and electric lights) were agreed upon by industry owners in the factory production line. The style of the Bauhaus products was of a geometric and simple nature, and because of the savings in the materials and the study of the quality of materials, there was a line refinement. Bauhaus moved from Weimar to a new location by designing a number of new buildings in Dessau (a result of group work by Gropius, teachers and students). After this shift, Bauhaus's influence on European architecture and applied arts was sustained until the end of the Second World War. In 1932, Mies van Bauhaus was transferred to Berlin, but his activities in Berlin did not last long, because a year later, on April 11, 1933, the Nazi government shut down Bauhaus. Shortly thereafter, Golgoli Nagi and some other school teachers of the same name in Chicago set up. Until the late 1960s, most European and US design and architecture schools accepted at least part of the Bauhaus training program. Some of the great twentieth-century artists such as Paul Kell, Vasily Kandinsky, Walter Gropius, Mougli Nagi, Joseph Albers and others at this art school taught.

Conclusion. The most important issue that is being studied today from the history of each building is the attention to the nature of its location. Given the lack of water resources for future agricultural needs and the availability of fossil fuels for the purpose of financing the proceeds from its sale, Iran needs to pay attention to places that, apart from acquiring science, theoretically, the practical and technical principles of science in it Students will not touch on the fact that in the future the main source of income for Iran will be the export of technology and technology. As a result of this study, we are witnessing the modeling of the German education system in the vocational schools of Iran. According to two case studies of Mashhad Industrial School (Shahid Beheshti) and Baha's School, it is important to determine to what extent the environment of schools and professors can be The growth of industry and the training of young people and future-oriented countries are important for their future anticipation of industrialization. Unfortunately, today, the buildings that are located as a conservatory in Iran, many of them are old residential buildings that lack the workshops and training classes needed in this environment, and here is a study of buildings built on the basis of educational needs. Like the Shahid Beheshti Conservatory of Mashhad, it also responds to the need for students to make the most of the tangible educational environment and its richness is worthwhile, reflecting the national, scientific and cultural history of the country. The reasons for entering technological engineering products can be answered in two ways: First, the best and most highly skilled engineers in our students have emigrated extensively due to problems such as instability of the administrative and economic system of the country, if they could have been the best teachers And Iranian craftsmen, and secondly, neglecting educational and scientific places has disrupted students' learning efficiency. Today due to economic problems and lack of funds and equipment shortages and the lack of schools in the whole of Iran, the fact that the curricula of the size and the level of the buildings of this design period is less designed but the impact of such educational spaces is visible, such technical schools with the integration thinking Crafting with theoretical lessons. The Shahid Beheshti Conservatory reminds us that attention to the educational environment and the appropriate atmosphere for the audience's needs can be the funds for the development of science and technology, and notes that today we need places that have been responsible for the raising of students, many of them Professors and craftsmen have been struggling with their course, and are the result of neglecting the place of engineers who, as in today, have found no relation between the theoretical and the tangible truth of technology.

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