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THE DEVELOPMENT OF
PUBLIC SECONDARY EDUCATION
IN IRAQ (1945-1955)

In the Light of the
Political, Economic and Social
Development in the Country,
With Recommendations for
Its Improvement

By

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A Thesis

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THE ABSTRACT

The aim of the thesis is to study the development of the public secondary education in Iraq in the last decade (1945-1955), in the light of the political, economic, social and cultural progress in the country. This study has been approached in an analytical and a critical way. Both good aspects and defects of such development have been discussed, then suggestions and recommendations have been made for the improvements and development of secondary education in Iraq. This thesis is divided into seven chapters:

Chapter I deals with the factors that have contributed to recent educational development in Iraq, which can be summed up as follows:

1. The awakening of the people. Most of the people under the National Regime have become conscious of the importance of education. They have begun to demand more schools, and improvement in the existing educational system.

2. The influence and outlook of educated people and educators, especially those who were educated in other countries.

3. The present democratic governmental system which aims at educating and developing every individual.

4. The new circumstances of the post-war period which demand suitable revisions of the educational and social systems.

5. The rise of a more functional philosophy of education in the country.

6. The economic development which has brought a tremendous increase in the revenue to the Kingdom.

7. The establishment of the Development Board, which has contributed to industrial, agricultural and social progress of the country.

8. The new projects for improving the agricultural status, such as the Dujaila Project of Land Settlement.

Chapter II surveys the condition of secondary education in public schools in Iraq, and this includes:

A. The earlier condition of secondary education in Iraq.

B. Development of secondary education under the National Government. Its stages have been divided into:

1. Secondary education under the initial stage of the National Government (1921-1931).

2. Secondary education under the second stage of the National Regime (1931-1941).

3. Secondary education during the period of the World War II (1941-1945). Under each of these three periods, the condition of education has been discussed with critical analysis and comments.

Chapter III deals with the present status of the secondary schools in Iraq which includes:

A. The central administration and organization of education, with all its general directories and subdivisions. A critique of this present administrative system, since it is (1) highly centralized, and (2) lacking continuity of educational policy. Remedies for these situations have been suggested by the author.

B. Organization and administration of the secondary schools in Iraq, which discuss the duties of the principals and teachers in these schools and gives a clear picture of their organization and administration. A critique of their existing condition with recommendations and suggestions for improvement is included.

Chapter IV studies educational finance, in-

cluding the following: the annual budget of the Ministry of Education, the economic sources of the educational budget, the per capita cost of education, the chief financial problem related to increased educational opportunities, with suggestions for improvement, such as suggestions related to improving the Development Board projects, and the solution of the problem of land tenure. (There is a strong inter-relation between the reformation of the economic and social aspects of life and the creation of an improved educational system in the country).

Chapter V reviews the expansion of the secondary school system and it contains:

1. The amount and rate of growth of secondary education during the last decade, shown in a statistical and tabular form.
2. Comparison of boys' and girls' secondary schools was made to see how far the former exceeded the latter and the reasons behind this.
3. Careful study is also made of the following items: student school ratio, student class ratio, number of classes per school, teacher school ratio,

student teacher ratio, ration of secondary schools to elementary schools, proportion of intermediate schools to preparatory schools. Detailed statistical calculations and tables were arranged on all these ratios, along with data on the existing facilities and equipment, to see how far, and how properly, the expansion of public secondary education and educational opportunities has been achieved. The problem of dropouts was also discussed, with recommendations.

Chapter VI deals with the present aims of public secondary education, the general aims (social ideals, national and political ideals, civic and personal ideals, health ideals and economic life), and the special aims (providing general education, accuracy in thinking and observation, encouraging artistic values and physical education).

This chapter also critically evaluates the present course of study in these schools, and it presents its defects and nature as follows:

- 1) Domination of the curriculum by extreme emphasis on academic factual information;
- 2) organization of the secondary course into two cycles, intermediate and preparatory;
- 3) overloading of the courses of

study with subject-matter materials; 4) its unsuitability to meet the needs of the country; 5) departmentalization of the course of study; and 6) the fact that the course is tied to a mechanical daily schedule.

Chapter VII deals with proposals for the reconstruction of secondary school education in Iraq with a view to insuring its efficient development and progress, as follows:

1. Education should meet the needs and requirements of the country.
2. Education should be directed toward social aims.
3. Education in school should be correlated with what exists out of school.
4. Education should meet the needs of the individual students.
5. Education in the school should be differentiated according to the needs of the various types of lives and environments in the country.
6. Education should provide for individual differences in ability and interests among students.
7. Education should stress more than theoretic-

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5. Education in the school should be differentiated according to the needs of the various types of lives and environments in the country.
6. Education should provide for individual differences in ability and interests among students.
7. Education should stress more than theoretic-

cal and academic knowledge.

8. Education should provide vocational guidance and teach young people how to be economically efficient.

9. Education should nourish and transmit the best aspects of the national heritage and culture.

10. Education in Iraq should adopt those features of Western civilization and education that are deemed by the educators to be most suitable for development and growth in the culture of Iraq.

Suggestions for improving the educational level of teachers (when they are in pre-service and in-service) are also stated.

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Introduction

A. The Purpose and Importance of the Thesis

This thesis deals with recent development in public secondary education in Iraq (1945-1955) in the light of political, economic, social and cultural progress in the country. This study has been approached in an analytical and critical way. Both the good points and the defects of educational development have been discussed, and then suggestions and recommendations have been made for the purpose of insuring further improvement.

In order to treat the problem adequately, the study has been confined to a certain area. First of all, it is confined to public secondary schools, or government schools in Iraq, where the majority of the students receive their education. Secondly, it is particularly concentrated on the aspect of development and expansion of educational opportunities in these schools, as well as on other related topics. Thirdly, it concentrates on development during the last decade (1945-1955), paying special attention to the situation as it appears at present.

Such a study is of significance for the following reasons:

1. It shows us to what degree public secondary education has developed in Iraq. It emphasizes the desirable aspects of this development and the contributing factors.

2. It reveals to us, at the same time, the defects and shortcomings of the development of such education, and the reasons for these.

3. It enables us to make certain recommendations designed to further the development and progress of the educational system.

4. This study also presents for the first time detailed statistical calculations and tables on the extent of the expansion of public secondary education in Iraq, the degree to which equality of educational opportunity has been achieved in the various districts of the country. Further, these statistics suggest ways of improving the existing educational situation.

B. Procedure

The procedure in this study was as follows:

1. A study was made of the actual situation of education and its development in the public secondary schools in Iraq. The writer's experience for seven years in teaching in some of these schools has been of great help in such a survey. The writer worked and had contacts with many of the secondary school teachers in Iraq, and as a result he has become aware of their opinions and criticisms as they apply to education in these schools.

2. Much basic information has been obtained from educational bulletins, courses of studies, and detailed annual statistical reports on the development of education in Iraq

which were issued by the Iraqi Ministry of Education. All other available literature relating to the development of education in these schools was studied carefully, such as books written by national and foreign educators. Careful study was also made of the educational surveys that were conducted in the country.

3. In addition, books that deal with the modern point of view in the development and improvement of education in secondary schools were examined, and pertinent applicable ideas have been suggested, after being adapted to the existing situation of education in the Iraqi secondary schools.

The bibliography contains a complete list of the pertinent references in this study.

C. Organization

The study has been arranged as follows.

The first chapter deals with the factors that have contributed to the recent educational development in Iraq, such as the political, economic, agricultural and cultural progress of the country.

The second chapter surveys the earlier condition and the background of secondary education in Iraq under the national regime.

The third chapter discusses the present status of the organization and administration of secondary education both in the Ministry and in the schools. A critique of the existing

situation was made, together with recommendation for its improvement.

The fourth chapter describes the condition of educational finance, namely the size of the Ministry of Education budget in Iraq, its sources, and the chief financial problems related to increased educational opportunities and suitable solutions for them.

The fifth chapter presents the expansion of the secondary school system; that is, the amount and rate of growth of secondary education during the last decade. Studies were made on the proportions of boys and girls in the schools, student-school ratio, student-class ratio, classes-school ratio, teacher-school ratio, student-teacher ratio and the ratio of the number of elementary schools to the number of secondary schools. Statistical tables and calculations are presented for all of these.

The sixth chapter studies the present general and special aims of secondary education, and evaluates critically the existing course of study, emphasizing its outstanding characteristics and defects.

The seventh and last chapter presents proposals for the reconstruction of secondary school education in the country with a view to insuring efficient development and progress.

CHAPTER I
THE FACTORS CONTRIBUTING TO THE NEW
EDUCATIONAL DEVELOPMENT

This chapter considers briefly numerous aspects of Iraq's development. An over-all view of these is deemed to be essential to an adequate comprehension of the problems of education, which are the main concerns of this thesis. The problems of education as well as its development cannot be dissociated from the economic, political and social problems of a country. There is interaction and interrelation between them all. In most cases a course of events which affects any one of them, affects all of them.

The recent development which has taken place in education in Iraq is attributed to the following factors:

A. The Awakening of the People: During the recent period of the National Government, most of people and especially writers have become awakened and very conscious of the importance of education and learning, and have started to discuss and criticize the educational policy and system of the Ministry of Education in Parliament, clubs, newspapers and magazines.

All have urged the responsible men in Government to think more seriously when studying the educational status of the country in order to find out suitable solutions and means by which they can get rid of the weakness and confusion that

have been found in the existing educational policy, and to introduce at the same time new means and ways which help to strengthen them. The discussions and criticisms on education were centered in the following spheres:

1. Education was limited in scope and great necessity has arisen for spreading education among all people.
2. Educational goals should be clear and should suit the national ideals.
3. The curricula of the schools have been criticized as being so theoretical¹ and having so greatly neglected the practical and vocational side, many citizens have urged the responsible men in the Ministry of Education to pay attention to the technical and professional aspect of the education.
4. The Ministry of Education has been criticized for not considering carefully the country's needs in sending students on educational missions to study abroad.
5. The people have felt the urgent necessity for educators and experts who should make careful studies in educational affairs and aims.
6. It was felt that in spite of some educational studies which were done in Iraq, there were still many problems which were not studied carefully enough by scientific methods in order to take

1. Abdul El-Hameed Kadhim - The New Educational Trends in Iraq (Arabic) a lecture published in "Lectures on the Educational Systems", p. 182.

further steps towards the creation of educational enterprises of wider scope.

- 7) The Ministry of Education has been criticized as lacking long range educational planning and policy, due to the frequent changes which occur in the higher positions in the Ministry.
- 8) The examinations, especially, the public ones, have been frequently attacked as being futile means of measuring the students' knowledge and abilities, and as being obstacles in the way of the teachers' freedom,¹ and in the way of creating genuine education.

These are the most prominent educational problems which have been discussed and criticized by Iraqis since 1945. I do not mean here that some of these educational matters and affairs were never felt and criticized before, but what I mean is that the number of the citizens who were aware of them and discussed them, has been greater than ever before, and they have been discussed since that year more deeply and frequently. Furthermore, the people who have made criticisms do not do so for the sake of criticism and personal attack, but for the sake of the public benefit.

B. The Influence and Outlook of Educated People and Educators on Education.

Since the establishment of the Ministry of Education under the control of the National Government in Iraq, and since

1. Ibid., p. 182.

this Ministry has started to undertake its educational duties, it has become clear to educated people, that in the existing educational system there are certain weaknesses and shortcomings. Furthermore they have frequently criticized the educational system by saying that it has no clear educational policy nor special educational goals. Although some of these comments have been exaggerated, there was some truth in them.

Among the persons who partook in the establishment of the Ministry and the building of the educational system, there were able educators and administrators who tried to clarify educational goals, and get rid of the vagueness and complication which existed in the curricula. They took advantage of the criticism and comments about the educational system and policy, and it is doubtless due to the efforts of these highly educated people, and due to the political and cultural advance in the country, that the educational philosophy and goals have started toward "crystallization, clarification and improvement.

The responsible persons have felt the lack of education in technical and vocational lines and have begun to pay attention to them.¹ Furthermore, many of the Iraqi students, who had studied in Western and other universities returned to their country from abroad after having completed their higher studies. Such young people have seen and recognized the importance of

1. Ibid., p. 190.

education in raising the standards of the country and its population, and they have started to spread their ideas among people; they have made great efforts to uplift the educational level of their country by their practice and work in the field, and by their criticism and discussion of educational affairs; they have great influence on introducing new Western educational ideas, methods and principles into the country.

C. The system of the Government in Iraq is a democratic system, and the Government is working according to an established constitution, and it is responsible to the Parliament which consists of two Houses, the House of Deputies and the Senate House. Under such a system of government the democratic way of life should be sought, and, as it has been said, "Democracy is the government of the people, for the people, by the people." Under such a way of life, the individual must be paid attention to. Respect for personality should be the major aim of the Government, and in order to secure that, it is very necessary for education to be modified in its goals, methods and curricula in a way that would suit the individual's interests and help him to develop his potentialities.

Education in such a democratic government is responsible for studying the nature of the Iraqi society and environment, in order to be aware of their requirements and capacities and then try to develop and improve them.

Although attempts have been made in recent years to fulfil some of these purposes in Iraq, greater efforts are still needed in order to achieve them all.

Iraqi society is Arabic in its culture, habits, and foundation, and it has become the duty of education to transfer the Arabic heritage and reconstruct it. Iraq is also feeling that it is a part of the Arab World, and education must help to strengthen Arab national feeling, and develop the spirit of cooperation and brotherhood between it and other Arab States. That is why much attention has been paid to the study of Arab history, geography and language at the various levels of education in the country.

Iraq also possesses several rich natural resources, and the duty of education is to improve and multiply them, for the benefit of the country and the world as a whole.

These are the important facts which have been felt and recognized by responsible men in the educational field, particularly in the last ten years, and which have greatly influenced the new educational policy and system. But although attempts have been made in the recent years to fulfil some of these and other purposes in Iraq, greater efforts are still needed in order to achieve them all. Full recognition of the democratic principles especially in the field of education should be maintained. We should always bear in mind that the democratic ideals are based upon two main principles:

1. the right of every individual to achieve a self satisfying and self respecting personal life pattern;
2. the

responsibility of every individual to develop further, rather than to retard through self aggrandizing activities, the welfare and the betterment of every other member of the group.

The whole philosophy of democracy must permeate all aspects of education in a democratic country and be reflected in its various practices. Education has to cherish and inculcate its moral values, disseminate knowledge necessary for its functioning, and spread information relevant to its institutions and economy. It is the essence of a democratic society to keep alive the creative powers and stimulate the initiative for the solution of the specific problems which are by the very nature of democracy the concern of every member in that society. For all these purposes education must spread the knowledge necessary for the solution of specific problems, analyze the various points of views which might be applied in the solution of these problems and illustrate practically through classroom procedures the margin may in which this knowledge can be best applied. It should present knowledge relevant to industry, commerce, agriculture, public health, economic and other fields that are needed by a certain community.

Education also has to coordinate all the processes by which a person develops ability, attitudes and other forms of behavior of practical value in the society in which he lives. This implies, that education as a product is the result of interacting forces including individual insight, intellect, interest and experiences, as these are utilized through education-

al procedures toward the modification of individual purposes, knowledge, behavior, ideals and ethical understanding.

Since all living things, through their interactions, self-initiated or initiated by others, adjust to their environment, the influence of the process of education as it accompanies living and interacting is of daily importance to the individual.

In the planning of an educational program, the most important thing to be considered is that the individual learns 'can' and 'will' profit from the educational offerings by which he is stimulated, that the educational results will be of value to the individual himself and to society.

The democratic philosophy of education embodies the establishment of educational objectives that are conducive to the attainment of human beings having the power to think effectively and critically for themselves. To the extent that such educational aims and objectives are accomplished successfully, individuals will have learned to think clearly and objectively in whatever life situations they may find themselves. They will be stimulated further to transform their thinking into action that will benefit society as well as themselves. Moreover such individual thinking and action will represent personal freedom of choice rather than compulsion.

Not until such personal attitudes and behaviors can be achieved through education can it be said that civilization is progressing truly toward the realization and recognition of completely democratic ideals.

D. New Circumstances of the Post War Period

At the end of the Second World War, in 1945, there arose an opportunity for the leaders in every country to revise the various existing affairs and aspects of life according to the new ways and conditions of living that have taken place in the Post War period. For all that, it was natural and necessary, that great care should be devoted to education in order to study it in the light of recent changes and new conditions, similar to what has been done in the other areas of life, such as political, economic, and social matters, for every one of these aspects has come to need reorganization and reconstruction. And so reorganization in the educational system, goals, and policy has become inevitable and a matter of urgent necessity.

Iraq has been for twenty years under national control, and that has helped greatly the new organization of education at the hands of Iraqi leaders. We can say that after 1945, some of the educational activities and goals have become somewhat clarified and "crystallized", and these will be discussed in a later section.

E. The Foundation of Fundamental Education.

By Fundamental Education, it is meant, providing young persons and elders who are illiterate a minimum of knowledge and education, by which they can learn how to read and write well and work productively. It also attempts to provide them as well, with the necessary capacities which are

related to their vocations. Fundamental Education tries also to strengthen the spirit of cooperation between individuals, and raise their standard of living, as well as their social level.

The pioneer in founding the idea of Fundamental Education was the Chinese philosopher J_ames Yen, who studied in America, and became famous in applying the notion of Mass Education in his country.¹ UNESCO has started recently to apply this concept, and it has been widely practised all over the world especially in the last few years.

The responsible men in the educational field in Iraq, have recognized that the educational problem in the country cannot be solved only by opening schools for all the Iraqi children, and keeping them there to study for a certain period of time, but also by tackling the most important part of the problem, that is, how to educate the illiterate adults, both men and women, and provide them with the necessary education.

For all that, the Iraqi Government has had a great desire to cooperate with UNESCO in this purpose, and so, it has made a kind of agreement with UNESCO according to which the latter has promised to send an educational mission to Iraq in order to establish "Fundamental Education" in various parts of the country, and to drill some of the Iraqis to provide them with the necessary experience and knowledge which will

1. Matta Akrawi - in an Article in the Magazine of the Fundamental Education, UNESCO, Special Volume, 1952, p. 3.

enable them to handle the work after the end of the period of this agreement in 1957.¹ According to this agreement, centers for Fundamental Education have been set up in the following places of the country.

- 1) Dijallah in the South of Iraq.
- 2) Shaklawah in the North.
- 3) Abi Grabe in the Middle part near Baghdad.

In addition to these centers, several summer sessions have been opened for teachers, the purpose of which is to let them recognize the real meaning of Fundamental Education, and to select from among them those teachers who have sufficient experience to fit them to work in one of the mentioned centers, where the combat against illiteracy has been tackled, and where the question of health, social, and agricultural matters have been dealt with. So far, Iraq has also sent three educational missions to the "Fundamental Education" center in the Arab world, which is located in 'Sirs El-Layyan' in Egypt. The first of these missions came back to Iraq, after it completed its study there, and its members are now working in the center of 'Abi-Grabe.'

Although the centres of Fundamental Education are now so few in Iraq, it is hoped that their number will be increased in the next few years, especially, when all the educational missions will return from 'Sirs El-Layyan' in Egypt, after completing their study and experience there.

1. Abdul Hameed Khadhim - a lecture - The New Trends in Education in Iraq, published in the book - Lectures on the Educational Systems, p. 189.

F. Economic Development

The Iraq financial resources for economic development have increased greatly in recent years as a result of increasing progress in the development of several natural sources, the most important of which is:

Petroleum

The first source of income in Iraq is the royalties, which are cultivated from the development of the country's oil reserves. The output of oil in Iraq is rapidly growing, and it is hoped that the royalties will increase the size of the national income quickly.

The great petroleum developments have occurred between the two world wars. But the more considerable increase in oil output has happened in recent years. This has multiplied Iraqi's financial resources. The increase in oil revenue was brought about by:-

- 1) The agreement for 50% sharing of the profits between the Iraqi Government and the Iraqi Petroleum Company, which has been effective since first of January 1952.¹
- 2) The opening of the 30 inch pipeline from Kirkuk in the North of Iraq to the Mediterranean port of Banias in April 1952.
- 3) The recent expansion of the Basra oil field.

1. United Nations Relief and Works Agency. Quarterly Bulletin of "Economic Development in the Near East," No. 11, July 1954, p. 31.

Oil royalties have increased greatly in the last few years. In the fiscal year 1944-45, the petroleum revenue was about I.D. $\frac{1}{4}$ million (or LL 2 million). It has increased from I.D. 3.2 million (or LL 28.5 million) in 1949-50 to I.D. 51 million (or LL 448.8 million) in 1953-54. It was expected to be I.D. 60 million in 1955,¹ while the actual revenue in that year was I.D. 72.7 million (LL 639.8 million) that is, I.D. 12 million more than was expected.

At the beginning, the oil revenue did not have the stimulating effect on economic progress for which both Britain and Iraq had hoped. Although the official policy of each successive government was to utilize the oil revenue in special funds for public works expenditures, in practice this money was often applied to the solution of ordinary budget difficulties caused at first by the depression and later by the disinclination of the department heads to see their bureaus cut off from this source of income. Further, until recently Iraqi governments were disinclined to obtain sizable foreign loans by pledging future oil revenue as security. Thus, although the so-called "capital works budget" was never discontinued, the various "year plans" which were based upon it were usually of relatively small scope and not even wholly confined to economic and social developmental activities."²

1. Ibid., p. 31.

2. Hedleg Cooke - Challenge and Response in the Middle East, p. 183.

But in 1952, a new plan was made, for in February of this year, under Law No. 6, 70% of all oil revenues of the Iraqi Government were allocated to the Development Board for economic development. Thus, the Iraqi Government has available over I.D. 50 million annually for the purpose of economic progress.

G. Development Board and Industrial, Agricultural and Social Progress of the Country.

Since the period after the Second World War, the responsible men in Iraq have been thinking of planning enterprise which would help to raise the industrial, agricultural and social standard of the country. The development of the oil revenues was a great stimulating factor to put such ideas into practice.

So, in 1951, the Iraqi Government invited the International Bank of Reconstruction and Development to make an economic survey of the country which was completed together with a recommended five year plan beginning in 1952. The Iraqi Government then revised its own five year plan. Together with the I.D. 65.8 million expenditure for 1951-1956 a new six year plan was adopted calling for the additional expenditure of I.D. 155.4 million in the period of 1951-1957.¹

The chief purpose of the Six Year Plan is to control floods on the Tigris and Euphrates rivers by storing surplus waters which will then be available for irrigation.

1. United Nations Relief and Works Agency, Quarterly Bulletin: of Economic Development in the Near East, No. 11, July, 1954 p. 31.

Dams to be erected under the six year plan will have an electric power potential of over one million K.W. The plan will finance industries that utilize local raw materials such as cotton textiles, refined sugar, cement, asphalt and refined petroleum products. The plan also includes surfacing of new roads (up to 3500 kms), in addition to the improvement of three thousand kms of already surfaced roads and the construction of secondary earth roads of some thousands kms.

1. The Establishment of the Development Board

The Development Board was established under Law No. 23 of 1951 as amended by Law No. 6 of 1952 and the application of the six year plan was entrusted to it.

2. The Members and Committees of the Board

The composition of the Development Board under the Law was as follows :-

Chairman :	Prime Minister
Member :	Minister of Finance
Executive Members :	There are six of these members, including three experts one in finance and economics, (who is British) and one in irrigation (who is an American) and one in an undesignated field.

The six executive members are nominated by the Council of Ministers from outside the civil service for a period of five years.

In July, 1953 a Ministry of Development was created as the so-called executive arm of the Board. The new Minister is the 9th voting member and executive agent of the Board. He is required to present a new seven year plan, to be prepared by the development Board which must have approval of the Parliament before it can be put into force. The new Minister has four technical committees dealing with irrigation, industry, mining, and electricity, roads and communications, and land reclamation. An economic department was also set up to advise the minister on the economic and financial effects of the program.

3. The Duties of the Board. The duties of the Development Board are mentioned under article 3 of its Law.

The Board makes researches into the potentialities of Iraq, its wealth, its natural resources and its products, and in the light of the findings of these studies it sets up a general program for developing these resources and improving the products by more fruitful methods of cultivation. The purpose is to increase the National Budget of the Country, and to raise the standard of living of its population in such a sequence that each of its programs and plans should be put into practice during a period not exceeding seven years from the outset of the plan. These plans involve the following:-

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1. Jaber Aumer, The Development Board and Its Enterprises, pp. 13-14.

- a) Irrigation projects, drainage system, storing of the water and flood control.
- b) Industrial and electric enterprises and mining.
- c) Construction and improvement of public roads including earth roads, sea roads, river roads and air routes.
- d) Construction of public buildings, and houses for the workers and officials of low income.
- e) Surfacing of secondary earth roads, drying up of the swamps, improving the country and village life in addition to other projects which would increase the National Budget directly or indirectly as preference must be given to those enterprises which have more economic importance.

4. The Financial Resources of the Board. 70% of all oil revenues of the Iraqi Government are allocated to the Development Board for the purpose of economic progress, and that was given under Law No. 6 of February 1952, which is retro-active to April, 1951.¹ Thus, the Iraqi Government has available over I.D. 50 million annually for economic development.

5. The Projects and Works which have been undertaken and completed by the Development Board.

(a) Irrigation and Flood Control

The six year plan involves I.D. 53.4 million for irrigation and flood control but this covers only a small part

1. Government of Iraq - "Compilation of Laws Concerning the Development Board," 1952, under Article No. 4, p. 3.

of the proposed overall irrigation and flood control of Iraq. The total of the overall program which includes ten dams, irrigation and drainage works, roads land levelling related to the irrigation works was estimated at I.D. 335 million.

This program would expand by 75% the total amount of land now annually cultivated.

Irrigation and flood control includes the following projects :

(i) The Thirthar Project : The aim of this project is to control spring floods on the Tigris river by diverting the surplus water of the river to the Thirthar Depression by excavation of a channel located above Samarra.

The work was completed in 1956 within a period of five years. The six year plan allocated I.D. 10.3 million for the project.

This project would save Iraq from the danger of floods which cause great agricultural and other damage and would help to raise the agricultural, economic, and social standard of the country.

(ii) Habbaniyah Project : The aim of this project is to control floods on the Euphrates river by diverting surplus waters into Habbaniyah lake, by construction of a Barrage across the river, and there the water can be stored for re-diversion through the Dhibban outlet channel back to the Euphrates river for downstream summer irrigation of the wide areas downstream, namely, Hilla, Babil and others which total 563 thousand

1
hectares.

The major part of this project was completed at the end of 1955.

(iii) Diyala Project: This includes construction of storage dam at "Derbendi Khan" on the upper Diyala river - a tributary of Tigris - and a barrage is to be built downstream on the Diyala near Baghdad to raise the water level there and develop the lower Nahrawan area, which totals more than one million hectares.

(iv) Drainage Projects: The Board has started drainage works in Dujaila, Musayan and other areas, which involve many hundred thousand hectares.

(v) There are plans for several other projects which will be constructed in the near future, such as the proposed Backhme dam on the Greater Zab, Dokan projects which include construction of a dam on the Lesser Zab. Irrigation projects in Erbil and Mosul area (Eski Mosul), and other drainage projects.

These various agricultural projects which have been undertaken by the Development Board are of great significance for the economic development of the country, as they increase the national income and budget, and will lead to tremendous progress in the social and other affairs. The irrigation and flood control projects will permit greater intensification of water application on presently irrigated land and will permit

1. United Nations Relief and Works Agency -
Quarterly Bulletin of Economic Development
(in Middle East), No. 11, July 1954, p. 37.

the irrigation of wide new areas with the result of expanding by 75% the total regions now cultivated annually. This overall program will increase the net agricultural income in Iraq from "the current level of I.D. 62 million to I.D. 222 million per year".¹ The improvement in agricultural areas would add wide new pastures which would be fertile places for feeding of large herds of cattle of which there are about seventeen million in Iraq, and that would lead to tremendous increase in the products of these animals.

(b) Communications

The Six Year Plan has decided to link major cities and towns in Iraq by highways and to construct secondary roads joining project sites with other parts of the country. It is intended as well to improve telephone, telegraph, wireless and airport facilities. The following projects are undertaken by the Development Board.

(i) Main Highways: Baghdad - Kut - Amara - Basra. This road will link the capital with the Middle and South parts of Iraq. About 4 thousands kms. of road work was completed. Baghdad-Kirkuk. Baghdad-Mosul. These two roads join the capital with the Northern parts of Iraq, and most of work and plans of them have been completed. The others are roads in mountainous areas.

1. Ibid., p. 32.

Hilla - Kufa - Najaf. Hilla - Diwaniya. Improvement and metalling of other public and secondary roads in different parts of Iraq. The construction of all these roads would cost about I.D. 26 million.¹

(ii) Bridges: Ten big bridges and fifteen small bridges have been planned to be constructed in addition to improvement of about twenty other bridges.²

(iii) Telegraph, telephone and wireless - about I.D. 2 million have been devoted for this purpose.

(iv) For the building and improvement of airports about I.D. 2½ million have been spent.

The construction of all these various kinds of communications is of great importance for developing the ways of transportation, and increasing commercial activities in the country, for Iraq is greatly in need of new public roads. Before the six year plan, there were only 2300³ km of earth and surfaced roads in all the country, but according to the new schemes more than this length is planned to be constructed and I.D. 25 million is devoted for this purpose. The same is to be said about Iraq's need for the railway lines, for there are only 1695 km of these roads. In order to meet this shortage, I.D. 15 million are devoted for the improvement of existing

1. Jaber Aumer - The Development Board and Its Enterprises in Iraq, p. 20. (Arabic Edition)
2. Iraq Government - The Development Board - The Annual Report of the Development Board Works for Year 1953-54, pp. 43-44. (Arabic Edition)
3. Jaber Aumer - The Development Board and Its Enterprises in Iraq, p. 54 (Arabic Edition)

railway lines as well as for construction of new ones. All these and other mentioned communication enterprises would facilitate and increase the commercial activities that lead to growing national income which in turn helps to raise educational and other social standard in Iraq.

(c). Buildings

The Board has entrusted certain ministries and technical departments with the task of carrying out a wide building program of hospitals, schools and public edifices, housing for low-income workers. In the first three years of the plan most of the money was spent on building construction of this type.

(i) Hospitals and Health Institutions:

Up to 1954 work was finished on building three large hospitals with a total of 700 beds and nine small ones; 37 clinics were completed; 77 houses for doctors and health officials were built,¹ and all of these are now in use.

(ii) Schools and Educational Institutions:

About 80 schools were completed by 1954; these include 66 elementary, 5 secondary, 2 intermediate, and 3 technical and training schools.

Extensions are underway in some schools and educational institutions such as an Engineering College, the College of Commerce, Rural Training School at Baquba and some others.

1. United Nations Relief and Work Agency - Quarterly Bulletin of Economic Development (in Middle East), number 11, July, 1954, p. 45.

Designs and estimates have been prepared for the construction of four agricultural and Teachers' Training schools with boarding sections.

(iii) Labour and Junior plans to build houses for low income officials and workers. By 1954, 279 houses have been built in Baghdad and 106 houses were built in the Liwas. Designs have been completed for the construction of another 595 houses in Baghdad and 197 in the Liwas.¹

(iv) General Buildings:

Many other public buildings have been decided on such as the parliament, the Royal palace, a museum, army buildings and other constructions.

All these sorts of buildings are of significance to the country, for Iraq is in great need of new buildings for schools, hospitals, and homes. Construction undertaken by the Board will meet most of this need and raise the educational level as well as the standard of living and health in the country.

(d) Industry

The Development Board is undertaking the establishment of the following industries:-

(i) Cotton Weaving and Spinning in Mosul: The textile mill is expected to double Iraq's production of cotton textile and to meet most of the local demand for cheaper cotton goods.

1. Ibid., p. 23.

- (ii) Cement Plants: Two cement plants are planned to be built in Iraq that will double Iraq's cement production for which Iraq is still in great need.
- (iii) Oil Refinery: This was completed in 1955, and has a refining capacity of one million tons of crude oil annually that can be expanded later. This quantity is expected to satisfy nearly all of Iraq's requirement of refined oil products, at prices below those prevailing abroad.
- (iv) Asphalt Factory: This project is to construct a refinery in the north, producing 60 thousand tons of asphalt per annum, as well as 24 thousand of gas oil and 8 thousand tons of crude oil. The need of a factory for tar was keenly felt, for it had to be imported from abroad at seven times the estimated price of the refinery.
- (v) Sugar Refinery: A plant using local beetroot to produce ten thousand tons of sugar per annum. It can also refine 25 thousand tons of imported raw sugar. Iraq is in great need of such an industry, for its total consumption of sugar in 1952 amounted to 90 thousand tons, all of which was imported.
- (vi) Natural Gas Project: This aims at utilizing the large quantities of natural gas from Kirkuk oil wells that are now wasted.

- (vii) A Paper Factory: which uses sugar cane stalks for its raw materials.
- (viii) Glass Factory: This has been established in cooperation with the Industrial Bank.
- (ix) Rayon Factory: There are plans for a 1500 ton rayon plant together with a cellulose plant to produce raw materials.
- (x) The Board intends to exploit the large sulphur resources discovered in the North of Iraq. So, in the industrial field an effective step has been taken, for Iraq is in great need of the development of manufacturing, and the Board plans to achieve quick advance in this sphere. For this reason it has devoted fourteen million dinars for improving manufacturing, though most of this amount has not been spent to date. Industrial enterprises would protect and increase the national budget, and meet most of the local needs by providing the national goods for the purpose of local consumption and that would economize a great deal of money, which is spent on importing these necessities from abroad.

H. New Attempts and Projects for improving Status of Agriculture

In the last few years, there has been a revival among some of the educated and enlightened landowners of the need for the improvement of existing agricultural conditions in their areas, and they have felt the importance of introducing new

scientific methods, techniques and means for the fulfillment of this purpose. Accordingly new ploughing machines and modern tools have been applied in their lands in order to improve their products. Wide areas of land in the rainfall districts which were not cultivated before, are being tilled and sowed by the new mechanical means. Most of these landowners are not absentee landlords, like the sheikhs. They have deep interest in their farms, and have shown active interest in developing the agricultural condition in their land. Some of them are beginning to experiment in the growing of new crops, like American cotton of high quality, and they have had considerable success. Certain of the experimental fields have been organized by the Directorate of Agriculture, and growing interest has been manifested by all who are concerned in this field.

If progress of this sort continues it is undoubted that the agricultural status of the country will be greatly improved. In spite of the fact that most of the agricultural profits and income find their way into the hands of few persons, more taxable wealth is likely to result which can be devoted to the development of educational and other social purposes.

Besides these fruitful individual attempts and efforts for improving agricultural products there are other more fruitful efforts which have been achieved in the form of projects to improve land settlement, the most important of which is the "Dujaila Project of Land Settlement."

1. The Dujaila Project of Land Settlement

Just before few years, the Iraqi Government made a new plan to distribute some pieces of land to some independent farmers. The Government has supplied irrigation and agricultural facilities in these areas to be cultivated by the farmers, who have been allowed to settle with their families near their land. At the beginning of the application of this plan, little success was achieved, owing to certain reasons. First, some of the new tenants were in need of sufficient experience in farming, but an attempt to overcome this problem has been made by providing these cultivators with the necessary agricultural knowledge and instruction. By gaining further experience they were able to improve. Second, due to the lack of establishing an adequate drainage system, there is a risk that much of the land in the settlement region will lose its fertility. An attempt to avoid this danger has been tried in the last few years, by the cooperation of the Development Board which has set up various drainage projects in these settlement areas, as well as in some other agricultural regions of the country.

One of the biggest of such projects which the Government is now organizing is the Dujaila project, in the Liwa of Kut, where it provides more satisfactory and wisely designed plan of land settlement. "In 1945 a large tract of hitherto uncultivated land, roughly seventy kilometers long and about half the distance wide was selected as an area of land settlement. The scheme is being organized by a department known as the

Dujaila Directorate,"¹ to which a reasonable authority has been offered. The qualities of this project may be summed up as follows:-

- a) A piece of land of about sixty acres is provided for each settler who possesses previous agricultural experience in or near the local area. The settler must sign a contract which binds him for a period of ten years to cultivate his land according to advice given by the agriculturalists and other experts attached to the Directorate. At the end of ten years the holding is vested in the settler in a form of limited freehold.
- b) "Each settler is eligible to apply for an initial grant not exceeding ID 100 for the purchase of equipment and material for construction of his house and farm buildings."²
- c) Each settler ought to plant trees around his land, and establish a horticultural plot, and he must maintain a balance between summer and winter planting. He must as well devote a sufficient piece of land for stock pasture.
- d) A "cooperative" is to be formed and managed by the land holders.

1. Victor Clark, Compulsory Education in Iraq, p. 43.

2. Ibid., p. 44.

Up to date 1026 holdings have been established in the Dujaila district with total population of between 12-15 thousand. The new holders should live richer and better life than their neighbours who remain landless farmers. Most of these tenants have built for themselves comfortable and well furnished houses compared to local standards.

This Dujaila project of land settlement has great advantages:-

- i) It is one way of changing the dominating land tenure system. It is a fact that as long as the traditional system prevails in the country, it is impossible that the land will produce sufficient national wealth. Yet to reform this system radically would not be a practical solution. Nor can it be done easily, for the landowners who profit from it have powerful influence in Iraq. So this kind of project is one step toward alteration of some aspects of this 'system'.
- ii) The plan of land settlement is of great importance in relation to future educational and other social development, for it both provides more taxable wealth for public services, and raises the standard of those who participate in it, who should thus have more chance to seek educational opportunities for their children.
- iii) Such a project encourages greater freedom and independence of the people, who will become more able to be articulate in anything relating to social

affairs, and who will be able to play their role in democratic life and local duties.

- iv) Providing a better standard of living for those who participate in the project, and giving them self respect would surely have great influence on raising the level of the rural class, and that would not only bridge the deep gap, that exists between the very rich and very poor people, but it would help them to have their share in local affairs, and to cooperate with the local government and agencies a fact that would strengthen all of them.

2. Projects of this sort are being applied in six other areas of Iraq, although most of these are not at the advanced level of Dujaila project. Some of these projects have been established with the cooperation of "Point Four" such as the agricultural projects and Land Settlement which have been undertaken in Hilla, near Baghdad, and in the north of Iraq, in accordance with the new agreement which has been signed between the Iraqi Government and "Point Four Foundation" which assures Iraq agricultural and other assistance.

CHAPTER II

Secondary Education in Iraq - Introduction

A. The Earlier Condition of Secondary Education in Iraq

Under the Ottoman regime, secondary education was completely neglected for there was not a single secondary school at that period (1917). That was due to certain factors:

First: The social and economic conditions of the country and the people were at low level, and organization was lacking in every aspect of government and life, and all that greatly affected the educational status of Iraq.

Second: Very little care and effort were paid to education and as a result there were few elementary schools. In 1913, there were only eighty of these schools in all the country with an enrollment of 6000 children. Most of these schools consisted only of three or four grades. Moreover, the quality of the education offered in these schools was qualitatively low owing to the following reasons:

1. The Turkish language was the language of instruction in these schools, while the mother tongue was somewhat neglected and considered as a language of secondary importance, a fact that had adversely influenced the spreading of elementary education.

2. Great emphasis was laid on Turkish culture while the rich Arab culture and heritage were neglected.

3. Religious instructions of one sect were imposed on pupils.

4. The students interests and needs and the requirements of their society were not considered.

5. Most of the pupils left these schools before they could complete their study in them. That was due either to inability to support themselves financially or to the fact that most of these schools were incomplete elementary schools and included only three or four grades.

All these factors had adversely affected the advance and the spreading of elementary education in the country. Small numbers of elementary school pupils could graduate from these schools, which accounted for the dearth of secondary education during that period; for secondary education depends on the elementary schools which should be of satisfactory standard qualitatively and quantitatively.

The first nucleus of secondary education in Iraq was planted in 1918 immediately after the First World War in the form of private schools "which had been provided chiefly by Latin Catholics, Protestant, and Chaldean missionary bodies to whom grants-in-aid for educational purpose were offered by the Iraqi Government,"¹ Under official regulations, the non-government schools accepting such grants would place themselves subject to the requirements and supervision of the government

1. Paul Monroe's Report of the "Educational Inquiry Commission", Government Press, Baghdad, 1932, p. 154.

Public secondary education in the country began in a very narrow sphere in 1919 during the British mandate, when the first classes of a secondary school were started in Mosul with twenty seven students (eighteen of them Christian and nine Moslem)¹ and in Baghdad with seven students.

B. Development of Secondary Education under the National Government:

The development of secondary education under the national regime may be divided into three stages.

1. The initial stage of the National Government (1920-1931).
2. The second stage or the stage of tendency toward the American educational system. (1932-1940).
3. The present stage (1941-1955).

1. Secondary Education Under the Initial Stage of the National Government: (1920-1931)

During this stage although a national government was formed, Iraq had not gotten its complete freedom. It had only gained its independence in interior affairs, while the British mandate still had its control on the external affairs of the country.

Under this first stage of the National régime, the state began to give great attention to educational matters owing to these reasons:

First, the new national kingdom had been established on the basis of a modern way of government and life, differing

1. Ibid., p. 154.

from the various old one, which had existed in the country for many years.

Second, the new state had felt that it was in great need for educated officers in order to work efficiently and to help in the running of the government effectively.

Third, the growing appreciation of the importance of education of both sexes appeared during this decade. The girls themselves showed eager interest in the opportunities to become teachers, physicians, social workers, public health nurses, and to enter other profitable and socially valuable occupations.

Fourth, when an Iraqi Ministry of Education was set up during this stage, better educational organization existed. In addition to that, educational affairs began to be transferred gradually from the British officers to the Iraqis and the latter started to pay more attention to improve the secondary education as well as the other aspects of education in the country.

(a) Status and Features of the Secondary Schools during this Stage were as follows:-

(i) Secondary education had been developed quantitatively, At the beginning of this stage, there were only three secondary schools, including 110 students.¹ In 1925, these schools became five having intermediate or secondary grades and with an enrol-

1. Roderic Mathews and Matta Akrawi - Education in Arab Countries of the Near East, p. 140, Table 19.

ment of 583 students.¹ An evening secondary school was opened in that year in Baghdad with eighty-two students, who had completed their elementary education and wanted to continue their study in the secondary school, but for one reason or another could not attend a day secondary school.

The next year, there were two secondary schools (then having only four grades) one in Baghdad the other in Mosul both including 577, besides six intermediate schools with 87 students in other various parts of Iraq.² One each was in: Basra, Hilla, Najaf, Amara, Karkuk and Sulaimani. In all these intermediate and full secondary schools of that year, there were 664 students, in addition to the Baghdad evening secondary school, which included 96 students.

In 1927, two more intermediate schools were set up in Baghdad, one on the west side and the other on the east side of the city to relieve the pressure on the first classes of the secondary school in the capital. Both of these schools enrolled 164 students. In that year, an intermediate school was also opened in Arbil in the north of Iraq, with one grade and 15 students. In all the secondary and intermediate schools of 1927, there were 1058 pupils.

1. Government of Iraq, Annual Report of the Iraqi Ministry of Education, 1924-1925, p. 15. (Arabic edition).

2. Paul Monroe - Report of the Educational Inquiry Commission, p. 154.

In 1929, the secondary and intermediate schools in Baghdad included 776 students, and the secondary school in Mosul 281 students. There were eight other intermediate schools in different parts of Iraq with 10 to 90 students each and a total number of 320. The enrollment in all secondary and intermediate schools in Iraq in that year was 1377 students.¹

At the end of this stage in 1931, there were in all parts of Iraq sixteen intermediate schools for boys, ten of them were in the Baghdad area, three in Basra, one in Mosul, and two in the Kurdish area, with a total enrollment of 2044 pupils. There were also three secondary schools for boys, one in Baghdad one in Basra and one in Mosul with a total number of 480 students. In addition to these, there were three intermediate schools for girls, one in each of Baghdad, Basra, and Mosul, with a total enrollment of 286, while at the beginning of this period there was no intermediate school at all for girls. The total number of all these secondary and intermediate school pupils in that year was 2830, while in 1920 the total of these students was only 110. That is to say, the secondary school students had grown during this decade (1921-1931) about 26 fold, an increase of 2572.7 percent.

(ii) During this period the number of secondary school teachers increased from 34 in 1921 to 119, that is to say, there was an increase of 350 percent. There were two institutions

1. Ibid., p. 155.

for the preparation of these teachers; one was the Higher Training College in Baghdad for men, and the other was the Women's Training School. Other secondary school teachers were trained in the American University of Beirut or in other foreign universities abroad.

(iii) It was known by that time that public opinion especially that of educated people, was "Veering around in favor of a school run on the lines of an English public school."¹ But there was fear that it would be a long time before finances could be found for establishing such a school. For this reason many Iraqis, particularly those who were wealthy and could afford the educational expense sent their sons to the secondary department of the American University of Beirut. There were 170 Iraqi school-boys in that department in 1926.

(iv) The period of study in the secondary schools was extended at the beginning, in 1920 from three years to four years, and later on in 1929, it was increased to five years, and henceforward it was divided into two cycles; the first three years were called the intermediate education devoted to general education, and the last two years called the preparatory stage which was sub-divided into scientific and literary sections. The syllabuses of the secondary schools were changed accordingly to meet this new division.

1. Ibid., p. 154

In the intermediate cycle there were thirty-two weekly class periods of fifty minutes each, and the subjects which were studied in this cycle as well as in the preparatory cycle are shown in the following table:-

TABLE 1
THE SECONDARY SCHOOL PROGRAM OF STUDIES, 1921-1931 IN IRAQ

SUBJECT	Periods Per Week						
	Intermediate			Preparatory			
	1st Year	2nd Year	3rd Year	4th Year		5th Year	
			Literary	Scientific	Literary	Scientific	
Religion	1	1	-	-	-	-	-
Arabic	7	7	6	7	2	7	2
English	8	7	6	7	7	7	7
History	2	2	3	5	2	5	2
Geography	2	2	2	2	-	2	-
Arithmetic	4	2	-	-	-	-	-
Plane Geometry	2	2	2	-	-	-	-
General Science	4	-	-	3	12	-	12
Drawing	2	1	2	-	1	-	1
Algebra	-	2	4	-	-	-	-
Physics	-	4	-	-	-	-	-
Chemistry	-	2	-	-	-	-	-
Natural History	-	-	6	-	-	-	-
Bookkeeping	-	-	2	-	-	-	-
Mathematics	-	-	-	3	8	3	8
Psychology	-	-	-	3	-	3	-
Ethics	-	-	-	2	-	2	-

As we can see, more attention was given to the scientific studies such as mathematics and science, and these studies were included even in the literary sections of the secondary education.

(b) Critique of Secondary Education During this First Stage (1921-1931)

Although some progress in the sphere of the secondary education was achieved during this stage of the National Regime, there was still great need of reform and improvement owing to the following reasons:

(i) Education in the secondary schools was not related to the actual life of the students.¹ Their needs and interests as well as the requirements of their community were not considered. Hygiene and health education was not provided in any period of this education.

(ii) The education in these schools was chiefly concerned with the preparation of the students for government Offices,² while technical and practical education was neglected. There was only one engineering school which accepted students after the intermediate stage, but even this insufficient technical school was closed at the end of the academic year 1931-1932.³

Agricultural education was neglected as well. The scheme to set up several agricultural schools of secondary level was not put into practice, besides the only existing agricultural school at that period had been closed.

1. Jaber Aumer - Opinions and Trends on Education in Iraq, p. 61. (Arabic Edition).

2. Ibid., p. 61.

3. Ibid., p. 39.

(iii) The curriculum was overcrowded with many difficult academic subjects, which were above the educational level of the students. The pedagogical and psychological points of view were not applied. There were thirty-four class periods a week of fifty minutes on a wide range of compulsory subjects prescribed in the time-table, which were too heavy for a week of five and a half teaching days. The overcrowding of the curriculum did not leave sufficient time for students during school hours for the proper preparation of lessons which is very essential. With so many subjects and syllabuses which were broad in content, and with the lack of well trained teachers, it was not easy for the secondary school to meet the students abilities and demands, and develop their potentialities mentally, socially, physically, and emotionally.

(iv) In the methods of teaching which were used in the secondary schools, there was uniformity and a lack of variety. They greatly depended on lecturing and questions, without taking into account the students' participation and activities. The instruction was limited to prescribed textbooks and syllabuses, and as a result learning became a sort of memorizing and recitation, and it could not provide the pupils with training in social, economic and political problems of the country. Initiative, creative work, and independent judgment, could not be developed in the students. The spirit of testing by experience was not created in them, because of the great lack of laboratory work and experiments.

(v) The secondary and intermediate schools were in great need of adequate laboratories with scientific instruments and

tools which could be used for various kinds of experiments, other teaching aids and materials such as maps, charts, diagrams and globes were not sufficiently provided for. The libraries of these schools were poor and the books which were found in them, besides being few, were not useful to the students. There was a shortage of supplementary readers as well.

(vi) Little attention was given to the extra-curricular activities. The students were deficient in social and recreational activities, and there was great necessity of introducing into these schools: athletics, debating, student societies, dramatics and clubs, as well as directing these activities towards educational goals under the guidance of the teachers.

(vii) There was great need for higher teacher training institutions in the country, to prepare the necessary number of secondary school teachers. There were only one Higher Training College for men in Baghdad, which was closed in 1931, and another institution for training of women teachers in Baghdad. These were too few to provide a sufficient number of teachers to meet the necessity of the increasing pressure of secondary education.

2. Secondary Education Under the Second Stage of the National Regime or the Tendency Toward the American Educational System: (1931-1941).

At the beginning of this stage Iraq gained its complete independence, and better political, social, economic and

educational development took place.

This stage is the stage known for its tendency toward the American educational system for the following reasons:-

First:- Many of the young Iraqis who had completed their higher studies in American universities abroad returned to their country. They had observed closely the new life and the modern American educational system and practices, and were attracted by them. And so when they came back to their country, they tried to apply some of these innovations in the Iraqi schools. What helped those attempts to be put into practice was that some of the men took high positions in the Ministry of Education. The others endeavoured to show the significance of American education by writing articles in magazines and books.

Second:- By the progress of the various ways of communications and inventions, and means of publications, the educators, and other people who were interested in educational matters became acquainted with modern trends of the American and Western education. They felt its significance, and so began to call for the application of some of its practices in Iraq.

Third:- Owing to the two previous factors, the Iraqi Ministry of Education in 1932 invited an American Educational Inquiry Commission under Dr. Paul Monroe as head, to make an educational investigation in all parts of the country. After a study of about three months, it made a valuable report, which tackled the various aspects of education in Iraq, and one of these was secondary education. The chief recommendations of the Commission

on such concern were as follows:-

First, "That the secondary school curriculum, which is both a preferential scheme and overcrowded with compulsory subjects, be reduced and that fewer subjects be required and more options allowed in fields other than those that are now considered necessary for every boy to study; that parallel courses alternative to the present academic course be provided, - a commercial course, a technical course, and a language course; that more attention be given to such great human interests as the improvement of the economic life, health, the family, and the advancement of civic interests, and that work of the girls' schools be differentiated from that of the boys' and more provision be made in them for effective instruction and training especially in household arts, dietetics, first aid, home nursing, the proper care of children, preparation for parent-hood, family relations, sanitation and hygiene, and similar subjects."¹

Secondly, "That more attention be given to the social training of the pupils, that in both the boys' schools and the girls' schools provision be made for more social and recreational activities, in which they are now quite deficient, by introducing into the schools athletic, health, social, ~~illiteracy~~, dramatics, debating and clubs, social and recreational gatherings, and directing these activities toward educational aims that the teachers be trained for leadership in such work and given responsibility for stimulating an interest in the advising about

1. Paul Monroe - Report of the Educational Inquiry Commission, p. 56 and 132.

it, and that the pupils be taught and given opportunity to assure responsibility for organizing and managing such activities."¹

Thirdly. "That more attention be given to the professional as well as the academic preparation of the teachers for these schools and to their training and supervision, for upon the improvement of the teacher depends the improvement of the school, and he is the most important part of the school."

Fourthly. The examinations:- "The roots of the weakness of the curriculum and the methods of teaching in part run back to the system of examination which are uniform throughout the kingdom under the direction of the Ministry of Education. The work of both the teachers and the pupils appears to be concerned mainly with preparation for these tests. Much memoriter work is necessary. Also the system prevents the adaptation of the work of the schools to local needs or to the individual needs of the pupils. Under the pressure to prepare for the examinations the teachers cannot do much more than make an effort to finish the syllabus on time. And the larger the number of subjects to be covered the greater the demand upon the memory of the pupils.

But the criticism falls less upon the examinations themselves than upon the numerous subjects that the teachers expected to cover more in the tyranny of the curriculum than in the examinations on it. To abolish them suddenly might prove

1. Ibid., p. 162.

disruptive to the school system and do more harm than good. Yet, it should be noted that while teaching is the primary function of the school, testing is also one of its responsibilities; and any system that encourages intelligent, initiative and experimentation by teachers is more useful than that which tends to restrict and repress the teachers resourcefulness and enterprise."¹

a) The Features of this Second Stage:

Although this report of the American Commission was criticized by some educators and writers, it was of great significance for it showed the weakness of the educational system and policy, that existed in Iraq at that period, and it had some influence on some aspects of education in the country, and furthermore, what helped the application of the American concept at that time was that the First Teachers Conference organized by the supporters of this concept was held and a lot of educational discussion took place in favor of American education. Another factor that aided the adoption of this sort of education was that some of the Iraqis, who believed in this school, took good positions in the Ministry of Education. Thus education in that period had the following features:-

(i) Attempts were made to introduce a variety of subjects in secondary education. So in 1931-32, a new program for the upper two years was formed. This program attempted to avoid the earlier type of specialization in either the literary

1. Roderic Mathews and Matta Akrawi - Education in Arab Countries of the Near East; p. 166.

or the scientific section by permitting four types of specialization - literary, social studies, science, and mathematics. "There was also an innovation in the form of a course to study Iraq in all phases of its political, economic and social life."¹

(ii) Attempts were made to change the period of study in the elementary and secondary schools, to make it similar to the American system.

(iii) New changes were achieved in the administrative system of education, in such a way that new specialized departments for secondary education, rural education, women's education and elementary education were created in the Ministry of Education, as well as departments for Provincial Directors of Education in each Liwa (district). All that was done in order to lessen the rigid centralization of education, to make the change correlate with the modern trend of education, and facilitate the work in the educational field.

(iv) "Some greater freedom was given to the students,"² in school life and discipline, as well as to the teachers in the educational life of the secondary schools. Such freedom was a result of the influence of the prevailing new American trend in educational theory and practice.

(v) During this stage the secondary education was advanced quantitatively, for public secondary schools were

1. Roderic Mathews and Matta Akrawi - Education in Arab Countries of the Near East; American Council on Education, Washington, 1949, p. 166.

2. Jaber Aumer, Trends and Opinions on Education (Arabic Edition) p. 63.

increased from 19 with an enrollment of 2522 in 1931 to 56 with an enrollment of 13939¹ in 1941, that is to say, the secondary school pupils have increased about five and a half fold during this decade, with an increase of 552.3%.

During this period girls' secondary education progressed considerably, for girls' secondary schools grew in number from 3 with an enrollment of 286 school-girls to 18 with an enrollment of 2475, an increase of 1406%.

(vi) The number of secondary school teachers has increased as well during this period (1931-1941), from 129 to 472. This increase was due :

First. To the re-opening of the Higher Teachers College, which was abolished in 1931 as being of a low standard and having an inadequate staff. The great need for secondary school teachers caused the Ministry of Education to re-open this college in 1935, and raise its academic and educational level, by lengthening the period of study in it from two years to three years in 1935, and to four years in 1939.

Second. A greater number of secondary school teachers were educated and trained in the American University of Beirut and in other universities and higher institutions abroad - in America, England and other foreign countries. They were sent on educational missions supported wholly or almost wholly by the government to study various sciences and subjects necessary.

1. Government of Iraq, Ministry of Education - Report on the Development of Education in Iraq, 1940-41, p. 4.

to teaching, such as English, Arabic, physics, mathematics, chemistry, biology, history and geography. The number of those students increased from 9 in 1921 to 93 in 1928-29, and reached 238 in 1939-40, which was a very high number when compared with that of previous years. This shows us that educational missions for the purpose of secondary school teaching increased during that decade by 255.9%.

b) Critique of Secondary Education during this Second Stage of the National Government

This stage of tendency toward the American educational system lasted for about ten years from (1931-1941) but it did not end with success. Most of the points of Monroe's report were not put into practice and were neglected after the end of that period. This was due to the following reasons:

First, the opponents of this new American trend were men of wide practical experience and knowledge in educational matters, and the most prominent among them was Mr. Sati el-Hosri, who was a famous national educator, who became Director General of Education for a period of time during the first stage of the National Government. He was a man, who would not easily give up. He attacked Monroe's report in a series of letters. On the suggestion of the Commission concerning

1. Roderic Mathews and Matta Akrawi: Education in the Arab Countries of the Near East, p. 166.

introducing optional subjects in Iraqi secondary schools, he commented by saying "I do not agree with Monroe's Commission in such proposals."

(i) "Because I do not believe that the American elective system would be suitable to be adopted in our schools, owing to the different needs of our country, and different characteristics of our youngsters, for the scope of specialization in Iraq is so narrow in all aspects of life, that the necessity of the youths of this country for general knowledge has become ¹ greater than it would be to the Americans."

(ii) "Secondary education in our country is not as wide in scope as it is the case of America. Accordingly, the small number of secondary schools that existed in Iraq must take into account the varied needs of the students, as well as the many possibilities and opportunities open for them at the same time.

"Besides" the writer continued, "I do not believe that the secondary school is a place for specialization, and vocational preparation. It is rather a place for general ² preparation and direction."

Second, most of those who carried the responsibility of applying the new American educational trend in the secondary schools of Iraq were men who still lacked wide experience in

1. Sati El-Hasri - Criticizing the Report of Monroe's Commission, (Arabic edition), 1932, p. 120.

2. Ibid., p. 121.

practical and local educational matters and in the application of the new educational theories in these schools.

Third, this stage was one of trial in the application of new educational theories, without being sure of their success in the country. The attempt to introduce a variety of subjects in the secondary schools, and a new course for the upper two years was formed in 1931-1932. This tried to avoid the earlier type of specialization in either the literary or the scientific section by permitting four types of specialization, that is, literary, social studies, science, and mathematics. There was also an innovation in the form of a course to study Iraq in all phases of its political, economic, and social life. But these four "parallel courses, and the study of contemporary Iraq aroused a great controversy" and resulted in a revision of the secondary school program in 1936 which both returned to the two parallel curriculums of scientific and literary subjects and abolished the study of contemporary Iraq as being too controversial.¹

Fourth, the attempts which were made to change the period of study in the elementary and secondary schools to make it similar to the American system did not meet success.

Fifth, the freedom which was given to the students and teachers in the secondary schools was attacked as being a sort of "laissez-faire"² policy, that was lacking both control and

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1. Roderic Matthews and Matta Akrawi "Education in the Arab Countries of the Near East", p. 166.
 2. Jaber Aumer, "Opinions and Trends on Education in Iraq, (Arabic edition), p. 63.

order which would not be convenient to the Iraqi social environment, and consequently it would neither protect the education nor develop it in the country.

3. The Secondary Education Under the Present Stage of the National Regime

This stage can be sub-divided into two periods:

- (a) The period of the Second World War (1940-45).
- (b) The period of the Post-War or the New Era in Education (1945-1955).

(a) The Period of the World War II (1940-1945)

This period began at the middle of the Second World War, and Iraq, like other countries of the world, was greatly influenced socially, economically, and politically by this War.

During this period the secondary education had the following features:

(i) This education, like other types of education in the country, was affected by the confusing conditions of the war. Qualitatively it was without clear goals. Educational purposes were rather vague, and in great need of stability. The absence of clear national goals in the educational system of the country had a bad influence on education; for education was not directed toward proper and straightforward target. This fact led to great waste in effort and time.

(ii) During this period, there was no educational research or inquiry, as had been the case in the previous stage and because of this absence of educational experimentation no significant advance was achieved in this field, to show degree of suitability of the educational system that existed in the country.

(iii) Alongside this lack of advance in the quality of education there was a retardation in the quantity as well. The number of the students decreased, though there was some increase in the number of the secondary schools. For in 1940-41,¹ there were 56 secondary and intermediate schools, with a total enrollment of 13,969,² while in 1944-45, there were 71 of these schools, but with a total enrollment of only 11,309; that is to say the number of students in secondary schools declined during the five years of the war period, by 2660. That was the only period under the National Régime when such decrease in number of secondary school pupils took place.

Such a decrease happened especially in the secondary schools for boys, for in 1940-41, there were 11,494 schoolboys in secondary and intermediate schools, while in 1944-45, this number dropped to 8,848, that is to say, there was a decrease of 2,646 in the number of the male students.

The secondary education of girls declined as well, though the ratio of decrease in the number of the secondary schoolgirls was much less as compared with the decrease in the number of schoolboys. During the period (1940-45), the number of schoolgirls decreased from 2475 to 2461 resulting in a total decrease of 14 schoolgirls only.

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1. Government of Iraq, Annual Report of the Iraqi Ministry of Education, 1940-41 (Arabic edition).
 2. Roderic Mathews and Matta Akrawi - Education in Arab Countries of the Near East, p. 144, Table 23.

(iv) There was no proper distribution of educational facilities or equality of opportunity in education in all parts of the country; for most of the secondary and other schools were concentrated in Baghdad while in the other areas of Iraq, there was an obvious shortage of these schools. In addition, the schools of the capital were the best schools in the country quantitatively as well as qualitatively, for they were provided with the best classrooms, laboratories, equipment, teaching aids, and teachers, while most of the schools that existed in other parts of Iraq were in great need of adequate facilities and teaching staff. The academic standard of Baghdad Secondary schools thus became higher than the standards of the secondary schools that were located in other regions of the country. The majority of the secondary school students were concentrated in this city to the extent that "two-thirds of the candidates who entered the public secondary examination were from Baghdad secondary schools, while the other one-third were from the schools of the country."¹

(v) The night secondary schools were opened during this period without preparation or plan beforehand. Even before the educational agencies were ready to open them, they were in great need of proper buildings, equipment, and teachers. Most of these night schools used the day-schools buildings and provisions. As a result these night secondary schools were founded on low standards which greatly affected their academic

1. Jaber Aumer, Opinions and Trends on Education and Learning in Iraq, p. 70, (Arabic edition).

and educational level. Most of them remained on such a standard for several years. It is not surprising therefore that the examination results of their graduates were always the lowest among all schools of the country. Most of these schools were set up in Baghdad. By 1945, the number of the night secondary and intermediate schools in the country had become eighteen, all of them for boys, with an enrollment of 3,496. All the other day secondary and intermediate schools for boys in that year were 14, with an enrollment of 2,072, that is to say, the former exceeded the latter by four schools, and 1,424 students.

(vi) The number of students who were sent and supported by the government on educational missions decreased during this period, for while such a number reached the peak figure of 238 in 1939-1940, it declined to 114 in 1943-44,¹ because of the World War II; but it began to rise after that date.

The budget for educational missions was also decreased. It reached its highest peak of sixty two thousand dinars in 1939, then it declined to forty-five thousand dinars during the war years.²

The budget of all education in the country, although increased from 810,477 dinars in 1939-40 to 1,335,475 dinars in

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1. Roderic Mathews and Matta Akrawi - Education in Arab World of the Near East, p. 207.
 2. Ibid., p. 207.
 3. Government of Iraq, Annual Reports of the Iraqi Ministry of Education of 1940, p. 2.
 4. Government of Iraq, Annual Report of the Ministry of Education for year 1944-45.

1944-45, its ratio to the General National Budget decreased from 12.9% to 8.6%. This is due to the fact that more attention was paid to the military and other purposes of defense during that period than to educational matters.

(b) The Period of the Post-War or the New Era of Education (1945-1955). This period will be discussed in detail in the next chapter.

CHAPTER III

THE CENTRAL ADMINISTRATION AND ORGANIZATION OF SECONDARY EDUCATION IN IRAQ

A. Administration and Organization of Education

Public secondary education (as well as the other sorts of public education) in Iraq is a function of the State. It has been entrusted to the control of the Ministry of Education, under the supervision of the Minister of Education who is a cabinet member, and the highest authority in the Ministry. He is responsible for everything pertaining to education. He issues rules, regulations, instructions and orders connected with education. He appoints, promotes and dismisses teachers, headmasters, and other officers in his Ministry. He also maintains authority for establishing public and private schools, closing them, as well as for providing financial assistance for them. The determination of the curriculum and textbooks, the training of teachers, and the formulation of the public examinations are under his supervision.¹

The Minister of Education is assisted in running the educational affairs of the country by the Director General of Education, the Director General of Antiquities, the Director General of Inspection, and the Deans of the Colleges.

1. These duties of the Minister have been mentioned by the Iraqi Ministry of Education Laws of 1953 (No. 53) and of 1955, (No.5), Article I.

1. Director General of Education

The system of the general directorship of education in Iraq has been undergoing several changes, the last of which was in 1955 when an extensive reorganization in the Ministry took place. All the existing posts of Directors General have been abolished, (there were a Director-General of Cultural Affairs, Director-General of Technical Affairs, Director-General of Secondary Schools and Director-General of Elementary Schools), but only one post Director-General of Education has been retained besides two other Directors-General for dealing with other affairs of the Ministry, one is the Director-General of Inspection, and the other is the Director General of Antiquities.

The duties of the Director-General of Education are to handle executive affairs. He is responsible to the Minister. He has to put into effect the educational policies and matters that have been initiated by the Minister or by the Councils and Committees of the Ministry. Under the Director-General of Education there has arisen (according to the new change) two assistants, one is called the Assistant-General of Educational Affairs, and the other is called the Assistant-General of the Cultural Affairs.

(a) Assistant General of the Educational Affairs: The duty of this assistant is to deal with the affairs of various kinds of schools - secondary, elementary and pre-primary - and be responsible to the Director-General of Education. There are some sub-divisions under his authority:-

(1) Directorate of Secondary Schools:- which deals with all the affairs of secondary schools, as well as the appointment

and the transfer of secondary school teachers.

(ii) Directorate of Elementary Education:- It manages the affairs of the elementary and pre-primary schools to a limited extent. Since 1951¹ the administrative local authorities in each province (Liwa), have been given the power to control the elementary and pre-primary schools in their areas, including the provision of finance and buildings to these schools, the appointment and the transfer of elementary school teachers in their own districts. Henceforth, the function of the Directorate of the Elementary Education in the Ministry has become advisory. It also sends instructions and rules to the schools concerning elementary education.

(iii) The Directorate of Technical Education which manages the affairs of the industrial and commercial schools.

(b) Assistant-General of Cultural Affairs. This assistant is responsible for educational missions, fellowships, scholarships, textbooks and curriculums of the schools.

There are also some sub-divisions under the control of this assistant.

(i) Directorate of the Educational Missions: which deals with the selection and sending of the students abroad to study in the foreign universities on the account of the Government.

(ii) Directorate of Cultural Relationship: which deals with the cultural relation between Iraq and other countries, such as accepting some educational assistance or grants from

1. In accordance with Law No. 38, of the Year 1951.

them, and sending students or officials to study abroad at the expense of some foreign cultural foundations.

(iii) Directorate of Textbooks and Curriculum: It is responsible for the selection and printing of all textbooks for public elementary and secondary schools, as well as for setting up the material of the curriculum for these schools. It has to consider the recommendations of the committees which have been founded for such purposes.

(iv) Directorate of Examinations: which has charge of all public examinations conducted at the end of the sixth grade of the elementary school, and the third and fifth grades of the secondary school. It keeps records of the examination results.

2. Provincial Directors of Education: Iraq is divided into fourteen provinces or Liwas, in each of these, the Ministry of Education has appointed a provincial director of education who is responsible to the General-Director of Education for the functioning of all secondary and elementary schools within the area. The other higher and vocational institutions are under the direct responsibility of the central authority of the Ministry. The duties of these provincial directors of education are to make sure that the teaching in the schools of their districts is following the prescribed syllabuses, to supervise the behavior of the teachers of these schools, and to carry out the instructions of the director-general of Education.

"In 1945, a provincial advisory council for education was created in each Liwa, which reviews the educational condition

in the district"¹, and gives suggestions and advice for the improvement and expanding of education.

"In 1946, a general provincial council was provided by law in each province to meet once a year, to levy local taxes"², to assist the various local services such as the establishing of technical, instructional and agricultural schools that suit the local needs, and to be responsible for the supervision of the elementary schools and of schools for illiterate.

In 1951, a new educational law, was passed according to which the local authorities under the head of the governors of the provinces were given the charge of the elementary schools, in their own areas. They have to provide the finance and buildings for these schools, and to supervise them, as well as to appoint and transfer the teachers in them. The provincial directors of education have become responsible to these authorities, and they receive order and instructions from them concerning elementary education.

3. Director-General of Inspection:

Before 1955, there was only a chief of inspection who was responsible to the Director-General of Education, but according to the new changes in the administration of the Ministry, the inspection has become as a separate unit under the control of the Director-General of Inspection, who is responsible to the Minister for all the inspectorial service in the country.

1. Roderic Matthews and Matta Akrawi, Education in Arab Countries of the Near East, p.124.

2. Ibid., p. 125.

Under his charge there are three kinds of inspectors:

- a) The specialized Inspectors
- b) The Provincial Inspectors, and
- c) The Women Inspectors.

a) The Specialized Inspectors: There are two sorts of such inspectors. First, those who are specialized in subject matter, each of them is a specialist in inspecting one subject such as Arabic language or mathematics in the secondary schools. They visit teachers in the classes in the subjects of their own fields in these schools, and after inspection they send their reports and suggestions about the teachers to the Director-General of Inspection, and copies of which are sent to the concerned teachers.¹

The second type of these inspectors is the specialized administrative inspectors, who are responsible for the inspection of the administration in the intermediate and secondary schools in the various parts of Iraq. They send their reports and recommendations about the administration, the textbooks, the libraries, stores, finance and laboratories of these schools to the Director General of Inspection.

b) Provincial Inspectors: One or more of these inspectors are found in each province (Liwa) of the country. No one is appointed in this position unless he has obtained a licence degree (B.A.) and has had an experience of six years at least in

1. Government of Iraq. The Law of the Ministry of Education No. (5) for year 1955, Article II

teaching, or he has graduated from a teachers' training institute, and spent ten years at least in teaching profession. Each of them has to inspect the public and private elementary schools in his area, and to guide and supervise the teachers of these schools. He has to submit a report on the condition of each school, its administration, the work of its staff and its necessities, with recommendations for raising the standard of education in it. ¹

c) The Women Inspectors : They inspect the different kinds of girls schools, and send their reports about the various aspects of these schools to the Director General of Inspection.

The Provincial Directors do not have any authority over these different kinds of inspectors. They are responsible directly to the Director General of Inspection, and send their reports about their inspection to him, and he in his turn makes annual reports to the Minister of Education concerning the state of education and administration in various kinds of schools in all parts of Iraq.

4. Director General of Antiquities :

He is the chief who is responsible for the management of the different museums in Iraq, and he is directly responsible to the Minister about the affairs of these institutions. Under his authority there are several departments which are responsible to him for the various aspects of these establishments.

1. Ibid., Article 11, item 3.

5. Councils and Committees

In addition to this administrative system of the Ministry, there are different councils and committees which deal with various educational activities and affairs and make recommendations on them. All of them are working either under the presidency of the Minister of Education or the Director General of Education.

a) The Advisory Council : This council includes the Minister as its president, the Director General of Education. The Director General of Inspection, the Director General of Antiquities, the Deans of the Colleges as well as six other members who are appointed by the Minister of Education for three years, and they should be very learned men, interested in educational matters. This advisory council meets twice a year to discuss the general educational basis and affairs and give advice and recommendations on them to the Minister in order to follow a certain educational policy concerning the various stages and kinds of education.¹

b) The Permanent Educational Council : which is a sort of executive board for the Ministry. It meets once a week at the request of the Minister of Education to discuss the general affairs and policy of the Ministry such as : the budget, the curricula of the schools, the regulations, the purchase of different kinds of books for the libraries and schools. The

1. Ibid., Article 12, item 1.

chairman of this council is the Director-General of Education. The other members are the Director-General of Inspection, the Director General of Antiquities, and the Deans of Colleges.¹

c) The Committee of Authorship, Publication and Translation: This committee includes an indefinite number of members, between ten and twenty who are highly learned men. The president of this committee is the Director-General of Education. The duty of the committee is to deal with the translation of modern books on science, literature and general culture. It encourages researchers by offering grants to authors and translators.

d) The Council of the Provincial Educational Directors: This is another important council which is composed of the Minister of Education as chairman, the General Director of Education, the General Director of Inspection, their two Assistants, the fourteen provincial directors of education, the deans of the higher colleges, and some other officials and professors in the Ministry of Education that are assigned by the Minister of Education to participate in the Council meeting.² This council meets once a year in the summer to study the conditions and problems of education in the various provinces of Iraq, and to give recommendations concerning the expansion of

1. Ibid., Article 12, item 2.

2. Ibid., Article 12, item 3.

education and the plans of opening new schools and classes. It also attempts "to correlate the work of the central office with that of the regional offices". At its meetings the annual budget is apportioned among the provinces, the new graduates of the teachers colleges are assigned to several provinces, transfers of teachers from one province to another are arranged.¹

B. Critique of the Present Administrative System

I. A Highly Centralized System:

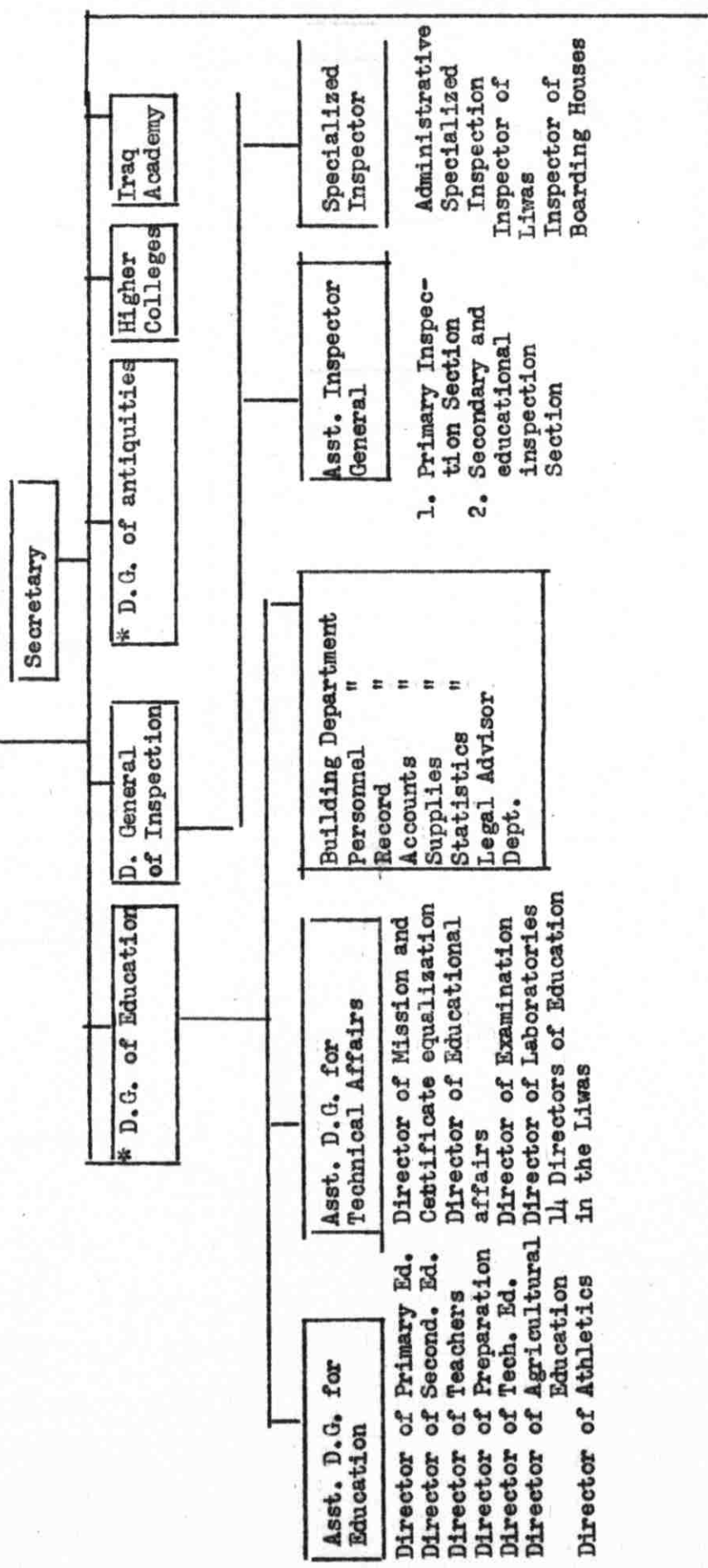
Like other departments of the Iraqi Government, the educational administration in Iraq is highly centralized. This is a result of the influence of the French system, which was carried to the country through the Turks, during their regime, and which still exists in some aspects of the government and education.

As we have seen, educationally, everything is centralized in the hands of the Minister of Education and his Director-General. All the curricula of the elementary, intermediate and secondary schools are created and prescribed by this central authority. The textbooks of these different schools are chosen by such authority, and they are uniform in all the same grades of these schools. Although various committees and councils have been created in the Ministry, such as the advisory

1. Roderic Matthews and Matta Akrawi - Education in Arab Countries of the Near East, p. 126.

Table II
The organization of the Ministry of Education In Iraq at present

MINISTRY OF EDUCATION



- Higher Educational Council
- Education Council
- Council of the Director of Education of the Liwas
- Central Purchasing committee
- Mission Committee
- Certificate equalization committee
- School leaves committee
- Promotion committee

* D.G. - Director General

council, the permanent council, the central educational committee, the committee of authorship and others, which we have mentioned previously, to make recommendations on various aspects of education in the country, the final decision on these depends on the concession and approval of the Minister or his Director-General.

The teachers of the elementary and secondary schools are trained by the central authority and under its direction and supervision. The public final examinations at the end of the term elementary, intermediate and secondary schools are set by the Ministry, and the examination papers are corrected by a committee created and supervised by the same authority. Most of the rules, regulations, instructions, letters and orders connected with the educational matters especially the important ones, are issued either by the Minister or by one of his Director Generals, or under their supervision, and it happens that ten thousand or more of these letters and orders are signed yearly by one man, the Director-General.

Financially, the system of the Ministry is centralized as well, for the salaries of all the officers, the directors, headmasters, teachers are paid from the central treasury. The provincial directors of education are given limited power in connection with expenditure for they can spend no more than fifteen Iraqi dinars on any single item without securing the approval of the Director-General of Education. The government schools have no budgets of their own, and no principal of a

school is allowed to spend money for buying books, equipment or on repairs and other things, which he thinks to be necessary for the schools without getting the permission of the Director-General of Education or the provincial Director of Education of his area.

The disadvantages of such rigid centralized system of education are obvious for:

- a) It does not give teachers much chance to experiment and investigate in the field of their specialization.
- b) Teachers have to follow certain prescribed instructions, curricula and textbooks, and thus their initiative tends to be destroyed.
- c) The suitable adaptation of education to the needs of local environment and community is hindered.
- d) Uniformity in such a matter as education is harmful and may lead to stagnation.

In recent years educators and some of the responsible men in government have become conscious of the disadvantages of such a highly centralized system and they have tried to limit it. So in 1951 a law¹ was passed, by the parliament according to which the control of the elementary education was handed to the local authorities which have become responsible

1. According to Law No. 38, of 1951.

for the supervision of education in the elementary and pre-primary schools in their own areas, as well as providing them with the proper buildings, equipment and finance. They were given the authority as well, to appoint and transfer teachers of these schools within their own provinces. Such a new system would facilitate the provision of the elementary and pre-primary schools with the necessary building equipments, finance and teachers, but if we examine it carefully, we can see that it is not in the real sense a decentralized system, for only the external aspect of the elementary education have been decentralized, while most of the essential aspects of the internal educational matters such as the curriculum, the textbooks, the methods of teaching, are still under the control of the central authority in the Ministry which formally prescribes them.

Undoubtedly, the desired system of education is the decentralized system, which is based on a philosophy of education in which effective public intelligence rather than mere literacy is our goal, or as Kandel said, "Formal education is not the only means by which the individual is molded, and that the school is an institution deliberately created to attain certain social and national ends. Nations, in other words, have the type of schools which they desire and define in a sense the "experience" which individuals are expected to acquire." ¹ "The task for the educator is to interpret the culture for which a

1. I.L. Kandel - Comparative Education, pp. 866-867.

nation stands and to devise the best methods, based on the contributions of psychology, whereby the individual acquires that culture". Furthermore, "State interference in education, in the broadest sense of the word, would put an end to experimentation and therefore to the progressive development of social institutions. Uniformity in education would lead to uniformity of character and outlook; freedom and experimentation would encourage that "variety of original characters", which is the basis of progress, for the more liberty is given to everything which is in a state of growth the more perfect it will become."¹

The writer's suggestions for the improvement of the existing rigid centralized educational system in Iraq are as follows:-

First, To give the local authorities more power to deal with both the external and internal aspects of elementary, intermediate and secondary schools, this would lead to these advantages:

a) It will secure the desirable participation of these local authorities in the educational policies and conditions of the schools.

b) The desire of the local authorities will be aroused and they will be greatly interested to work for the progress of these schools.

c) Local initiative and creativity will be secured in the education of their own areas, and that will help to make

1. Ibid., p. 51.

educational experiments which will improve and raise the quality and standard of the education.

d) These local authorities are more conscious than the central authorities of the needs of their own areas and so they will adapt the education of their schools according to the needs and necessities of their districts, such as providing agricultural, technical, commercial or any other sort of education that suits the needs of their own environment.

e) The chief purpose of education is the improvement of living conditions in the whole community. This can be secured only if the local authorities feel trusted and responsible in participating in the education of their own provinces, and in the direction of their local schools.

Second. The principals with the cooperation of their teachers should be allowed to make suggestions of any educational plan or experiment that they would desire to attempt, pertaining to methods of teaching, subject matter of study, supplementary reading, school or classroom discipline, training of teachers in service or any other plan connected with the improvement of the educational condition in their schools. Such plans should be submitted with details to the Minister of Education who would discuss with the advisory council their suitability or utility, and put them into practice if it is the former. That will greatly urge headmasters to cooperate with their teachers to make various creative educational experiments which suit the environment wheretheir schools exist, and raise the educational standard of these schools qualitatively.

3. The various councils and committees that exist in the Ministry of Education should be given more authority to decide on the various educational policies, and to put them into practice, when they seem to be suitable and wise to them. That will limit the power of the central authority, and lead to wiser decisions.

2. The Problem of Continuity in Educational Policy.

The Minister of Education is the supreme head of the Ministry of Education, and he is politically appointed, for he is a member in the cabinet, and his stay in this rank depends on the political changes of the government, that is to say, if a new cabinet is formed, this would mean a change for him. Such changes would certainly cause lack of stability in educational affairs and policy, and hinder long range formation of educational planning.

Another factor which decreases stability in educational administration is the absence of a permanent administrative division, in the Ministry. To tell the truth, even the position of Director General of Education often depends on change of the Minister, for in most cases the new minister appoints a new Director-General. The result is that most of the time of the newly appointed minister is spent in directing and arranging the system of administration in the Ministry as well as in administrative routine, and so very little of this time is left for the important planning of educational policy.

Certain suggestions may lead to reform in this respect and help to create stability and continuity in educational policy and administrative matters.

(a) Creation of a permanent administrative position under the head of what is called "Vice-Minister of Education" which is found in the Western countries. The position of this vice-minister is not subject to change according to the political change of the cabinet as is the case with the position of the Director General and as a result of his long and continued experience in the Ministry he would become a specialist in educational and technical matters. Every Minister of Education would depend on his advice, before dealing with any educational question or reform.

(b) The other high officers below the Minister, especially the Director General of Education, should not be subject to political shifts.

(c) The Minister must take into account the point of view of every official who is responsible for a certain division in the Ministry, before making any plan or dealing with any matter concerning that division.

(d) The work and every detail cannot be centred in one person; otherwise delay and inefficiency are sure to result. The test of an administrator and democratic leader lies in making others carry a portion of the responsibilities and carry it well. This will let the leader have sufficient time to coordinate the work and supervise activities. A feeling of responsibility on the part of the other officers will lead to cooperation and participation in an activity to attain a certain goal, and it implies also the development of self-respect.

(e) The duties of each unit in the Ministry should be defined, whether one person or a group should be held in charge of the efficient fulfillment of their duties, and the maximum energy and effort of each should be utilized.

(f) The Minister of Education himself should be an educator, or at least greatly interested in the educational matters. This will help him have clear ideas about the educational situation, and his policy and reform would be based on experience and wisdom.

C. Organization and Administration of the Secondary Schools

The government secondary schools in Iraq are divided into two cycles: (1) The intermediate cycle consisting of a three-year course of study, and (2) the preparatory cycle consisting of the two higher secondary years.

Most of the intermediate schools are found in the small towns, while the majority of the preparatory and secondary schools of higher grades are situated in the larger towns, such as Baghdad, Mosul and Basra.

a) Admission Requirements

The students who have completed the six years of elementary education are accepted in the first grade of the intermediate schools. The admission into the preparatory school depends on passing the public final intermediate examination, and in addition to that, the student must fulfil the following requirements in order to be accepted in either of

these schools.

1

(i) He must be of good manner and behavior.

(ii) He must present a medical certificate which certifies that he possesses no disease. He must carry also a certificate of vaccination against small-pox.

2

(iii) He must not have passed the age of sixteen in order to be admitted to the first year of the intermediate schools, and must not have passed the age of twenty in order to be accepted in the first year of the preparatory schools. The secondary night school students are exempted from this last condition.

3

(iv) He must possess Iraqi nationality. Foreign students are accepted only with special permission from the Ministry of Education.

4

(v) He must fill out a special sheet of paper in which he should mention his name, his nationality, the place of his birth the date of his birth, the name of his father and his title, the name of his guardian, his profession and his address.

5

b) Administration and the Duties of the Principal.

The administration of secondary schools, similar to the general administration of education is highly centralized. As it was discussed previously, the most essential internal and

1. Government of Iraq - Ministry of Education - The Law of the Secondary Schools, No. (54), for year 1954, Article 1, item 2 (Arabic edition).

2. Ibid., Article 1, item 1.

3. Ibid., Article 1, item 5.

4. Ibid., Article 1, item 3.

5. Ibid., Article 1, item 4.

external matters of secondary education such as: the curriculum, the methods of teaching, the textbooks, finance, equipments, teachers-training, appointment, promotion, and transfer of the secondary school teachers are controlled by the central authority. Even the daily time-table and periods of weekly class hours are prescribed in the Secondary School Regulations and must be followed literally.

Within the sphere of the secondary school, administration is managed by the headmaster, and if the school is of large size, he may be assisted by one or more assistants and clerks. The duties of the principal are as follows:-

(i) To supervise the teaching as well as the attendance¹ of the teachers in his school.

(ii) To distribute the lessons among the teachers each according to his specialization.

(iii) To appoint a form teacher for every class or section who acts as an adviser to the pupils.

(iv) To submit various reports to the Ministry of Education about monthly attendance of the students, daily schedule, results of the examination, and yearly report about the general aspects of the school as well as about the works² of his teachers.

(v) He should keep all the records and accounts of the school.

1. Ibid., Article 14, item A

2. Ibid., Article 14, Items (A) and (G)

f) Besides his administrative duties he has to teach six periods a week (G). Any communication from the secondary school teachers to the educational authorities should be carried out through the principal of the school.

C. The Duties of the School-teacher

As to the secondary school teacher he has to perform the following duties:-

1. To teach up to twenty-two class-periods a week as a maximum number. He may teach six more additional periods and receive extra payment for them.²
2. He must be efficient and punctual in his attendance to school.
3. He has to keep good discipline in his classroom.
4. The teacher's duties are not confined to teaching subject matter but to pay great attention to the creation of good character and behavior in the students, to arm them with favorable attitudes, feelings, love of the nation as well as with proper thinking.³
5. He should follow the instructions of the Ministry concerning either the prescribed course of study, or any other rules relating to school and education.

1. Ibid., Article 15, item (A)

2. Ibid., Article 16, item (A)

3. The Iraqi Ministry of Education - The Course of Study in Intermediate Schools for year 1949-1950, p. 1 (Arabic Edition).

- 7) He has to be appointed as a form teacher for a class or a section to act as adviser to the students.
- 8) The teacher must supervise and share in the extra-curricular activities of the school for besides the general teacher council which meets once a week at least to discuss the various aspects of the school, there are different committees, which are in the charge of purchases, discipline, school activities, and for studies and examinations. In every secondary school, there are five committees for studies and examinations, one each for the Arabic language, English, social studies, science and mathematics. One teacher should be the supervisor of one committee and each of these supervisors meets according to his own schedule to discuss the activities and the works of their own committee. The general teachers council in every school should meet once a month or at least once every two months to discuss and consider means of improving the various aspects of school, such as discipline, teaching, and activities.

D. The Assistant-Principal

In regard to assistant-principal of the school, the regulations of the Iraqi Ministry of Education state that: one assistant-principal is to be appointed in the secondary school,

if it contains two hundred and fifty students or more. Another additional assistant principal will be appointed in the same school, if the number of its students reaches more than two hundred students,¹ that is to say, two assistants for principals will be found in a secondary school that includes four hundred and fifty students or more, and three assistants in a school that contains six hundred and fifty students and so on. The duties of this assistant are:

- 1) To teach ten periods a week.²
- 2) To act in the place of the school principal in case of his absence, and to carry out his duties.
- 3) To perform the administrative and other duties that are assigned to him by the principal of the school, such as assisting him in the discipline of the school, or being a supervisor of a certain school committee.

In connection with the discipline of the school, the first person who is responsible for it, is the principal, but there is also a discipline committee in every school consisting of the headmaster as a chairman and several other teachers as members.

1. The Government of Iraq - The Ministry of of Education - The Law of the Secondary Schools, No. (5) for year 1954, Article 12 items (A) and (B).

2. Ibid., Article 10, item (B).

The question of discipline has been stated in the regulations of the secondary schools. Various kinds of punishments are prescribed ranging from oral warning if the mischief is slight to the expulsion of one year or unconditionally if the misdeed is serious.¹ The last penalty is valid only if it meets with the approval of the Ministry of Education, for it might reconsider the matter with a view to reinstate the student. In order to encourage good behavior and learning in the school, the best student in every class and the best class in the school are awarded prizes, and the best students are appointed as monitors of their classes.

Registration in the secondary schools starts on the first Saturday in every September, and classes begin on the third Saturday of the same month. No pupil is accepted after the first of October except in case of sickness or transfer from other secondary schools.

D. Critique of the Organization and Administration of the Secondary Schools with Suggestions for their Improvement

In reviewing the organization and administration of the secondary schools we can see that:

1. The administration of education in these matters is highly centralized, that the most essential internal and
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external matters of education are controlled by the central authority, such as the curriculum, the methods of teaching, the textbooks, the finance, the teacher's training and others. All that does not encourage initiative and creativity, and destroys confidence and self-reliance as well as the spirit of responsibility in the teachers and the principals and does not help to lead to much improvement in the educational conditions of the school. It is recommended that the teachers should share in all major decisions. Their opinion must be considered in the formation of the curriculum and they should be given freedom in using methods of teaching and choosing textbooks.

2. The principals as well as their teachers are not permitted or encouraged to make educational experiments pertaining to improving methods of teaching, subject matter, supplementary reading, school or classroom discipline, as well as other educational practices.

We recommend that the principals with the cooperation of teachers should be allowed and urge to make suggestions of any educational scheme and experiment relating to all these matters, and such plan should be submitted with details to the Minister of Education, who would discuss it with his Advisory Council to decide its suitability or utility, and to put into practice if it is worthwhile. That would greatly encourage the headmasters and their teachers to make various creative educational experiments which suit the environment where the schools exist, and raise the standard of these schools qualitatively.

Although there is a General Teachers Council in every secondary school to discuss and consider means for improving the various aspects of the school such as discipline, teaching, activities and others; the final executive step is in the hands of the principal. Such councils should be more powerful to discuss and determine these matters and put into practice those things which seem convenient and wise to it. That would lessen the centralization of the schools' affairs by the principals, and lead to wiser and more suitable decisions.

4. The educational authorities usually promote good classroom teachers to principalships and henceforth, his business becomes chiefly mechanical routine administration. The proper work of the school headmaster should involve mainly teaching demonstration lessons, and in observing the teaching of his teachers, and then discuss with them his point of view about their work. That is to say, the most important duty of the principal should be the improvement of teaching in his school by training and instructing his teachers while they are in service.

5. The local authorities are not given any opportunity for participation in the secondary schools either administratively or financially or in any other aspect of the education at this level. This policy is in need of reform, for these local authorities should share effectively in the educational policies of these schools, because that would let them feel

self-confidence and a sense of responsibility. Their interest would be aroused in the education of their schools, and accordingly they would pay attention to their own development and improvement. Furthermore, these authorities are more aware than the central authorities about the educational peculiar needs to their own areas, and so if they were given a share in the control of these schools, that would encourage their initiative to provide the sort of secondary education that is more suited to the needs and requirements of their own community.

CHAPTER IV

EDUCATIONAL FINANCE

A. The Account of the Ministry of Education Budget

The percentage of the general budget devoted to education has increased greatly under the National regime. It started with 2.3 per cent of the total national budget in 1920-21, and consisted of 130,360 dinars and reached 16₁ per cent in 1954-55, and amounted to 8,517,568 dinars. That is to say it has multiplied about 65 fold since 1920.

The Ministry of Education usually ranks third among government departments in Iraq. Its budget is exceeded only by that of the Ministry of Defense and the Ministry of Interior.

Although the percentage of the educational budget has been increased gradually under the National government, yet it has showed certain fluctuations in some years, especially during the Second World War for, while it reached 12.9 percent in 1938-39, it declined in the following years to 7.8 per cent in 1944-45, and showed a slight rise to 8.6 per cent in 1945-46.² In absolute figures the amount of money devoted to the Ministry of Education has risen consistently during all

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for year 1954-55, p. 4, (Arabic Edition).
 2. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for year 1946-1947, p. 2, (Arabic Edition).

the years of the National regime.

The following table shows the increase in the educational budget during the last ten years and its percentage as compared to the total National budget of the Iraqi Government.

B. Sources of Educational Expenditures:

The sources of the educational expenditures in Iraq may be divided into the following sorts:-

1. Revenue from taxes, which is 50% of the income tax of the land.

2. 50% of the petroleum revenue after the Development Board has taken its share.

3. Fares for passage on bridges which belong to the province.

4. Escheats of people who possess no heirs.

5. The income from any project or enterprise which the district organizes.

6. The special grants which are offered by the Central Treasury for establishing of certain enterprise.

7. The amount of funds from the National budget which is provided for every local area.

8. Other grants and donations. ¹

Sometimes, a school or a part of a school is established by local subscriptions and people give donations for education in some provinces of the country, but such funds are voluntary and do not form any part of the public taxation.

1. Sati El-Hosri - The Educational Yearly Book, Vol. III, p. 195.

Table III

Fiscal Year	General Budget I.D.	Educational Budget I.D.	% of Educa- tional Budget	Notes
1944-1945	15,487,752	1,335,475	8.6%	Not including the special allowances.
1945-1946	17,563,230	1,611,843	9%	" " " " "
1946-1947	18,428,567	1,737,604	9.4%	" " " " "
1947-1948	18,742,657	2,157,315	11.5%	" " " " "
1948-1949	21,947,994	2,572,625	11.7%	" " " " "
1949-1950	20,840,907	2,597,048	12.5%	" " " " "
1950-1951	25,717,229	3,599,231	14%	" " " " "
1951-1952	30,820,427	4,092,917	13%	" " " " "
1952-1953	44,480,289	4,946,731	11%	including elementary education expenses, amounting 2,722,133 ID.
1953-1954	50,157,017	6,786,927	13%	including elementary education expenses, amounting 4,092,544 ID.
1954-1955	53,798,028	8,517,568	15.8%	including elementary education grant, amounting 6,250,000 ID.

A few principals have tried to extend their school libraries by soliciting contributions from pupils using libraries, but most of the schools confine themselves to the limited provision of the Ministry for such purposes.

C. Educational Expenses

The Ministry of Education provides funds for all phases of education in the country with the exception of elementary education. The funds for this stage of education has been since 1951 administered by the local authorities according to a new law which was enacted for the purpose. These latter funds form more than one half of the total expenses for all other educational activities.

In 1953-54, the total expenses for all educational purposes in all the country were 6,786,827 dinars. Out of this amount 4,092,544 dinars were spent for elementary education, while the rest, 2,694,383 dinars, were spent for other educational purposes. That is to say, 70% of the total funds for education have been spent for elementary schools. This amount from two sources:

1. 3,249,998 dinars were a grant from the National budget to the local authorities, for the purpose of financing elementary education.

2. 842,546 dinars were part of the special budget of the local authorities for elementary schools. This large proportion of expenditure of funds on public elementary education shows that most of the educational efforts have been devoted to educating the common people.

The total educational funds in 1953-54 were distributed among the various educational services as follows:¹

TABLE IV

	<u>I.D.</u>	<u>Percent</u>
Central and Local Administration	292,359	4.3%
Higher Institutions	416,958	6.1%
Technical schools	83,443	1.2%
Secondary schools, Elementary teachers Institutes, Educational sessions, Institution of Fine Arts and Domestic Arts School	1,838,056	27.1%
Elementary Schools	4,092,544	60.3%
Directorate General of Antiquities	63,567	0.9%
	<hr/>	<hr/>
TOTAL	6,786,927	100 %

Expenditures on the central and local administration amount to only 4.3%, while 94.8% have been spent on various kinds of schools themselves. There has been a gradual decline in the percentage spent on administration lately. In 1945-46, 7.5% was spent for administrative purposes. This was reduced to 4.4% in 1951-52² and to 4.3% in 1953-54.

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education, 1953-54, p. 5.
 2. Government of Iraq, Ministry of Education, Annual Report on the Development of Education, 1951-52, p. 3.

There has been a gradual increase in the percentage spent on teaching and schools during the same period. In 1945-46, 92% was spent on such purposes. This was raised to 94.5% in 1951-52¹ and to 94.8% in 1953-54.²

This shows that the Ministry of Education is trying to do its best to use the funds for more direct educational purposes, such as providing schools, teachers, and school equipment, while allowing only a small percentage of the total educational budget for administration. This policy might affect the smooth running of the administrative machinery and hamper the accomplishment of its duties in adequate ways. As a matter of fact, there has been a feeling during these years, that the officers and other administrators of the Ministry of Education are already over-burdened with heavy work and duty.

Expenditure for educational purposes is arranged according to instructions from the Ministry of Finance. Within the bounds of these instructions, the Ministry of Education can sanction expenditure up to 500 Iraqi dinars on any single item, the deans of the colleges and the Director General of Education up to 37.5 dinars, and the provincial directors of education up to 15 dinars. The headmasters of secondary

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1. Government of Iraq, Ministry of Education, Annual Report of the Development of Education for year 1951-52, p. 3.
 2. See Table IV, p. 88.

schools are permitted to spend 1.5 dinars and those of elementary schools 300 fils for miscellaneous expense monthly. These principals have no authority to spend more than this allotment except in case of getting permission from the provincial directors of their own areas, or the General-Director of Education. School furniture, equipment, stationery, books for the libraries, textbooks for the poor pupils in the secondary schools, all come from the Central authorities, and those of the elementary schools come from local and provincial authorities. The principals of these schools are not allowed to spend money on these items.

One of the most important financial aspects of the Ministry of Education in Iraq, is that teachers' salaries and cost of living increments have come to be governed by general government regulations that these salaries and increments have felt by men in responsibility to be low and inadequate particularly as inflation has caused living costs to rise sharply. For this reason certain changes were made to raise salaries. The most significant raise was made in June 1956.¹

In addition to the funds which are spent every year by the Ministry of Education for all purposes of education in various kinds of public schools, the Ministry also provides grants in aid to private schools and institutions. This is according to a special law enacted in 1926. Distribution of

1. See the New Law of the Iraqi Government of June 1, 1956.

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1. See the New Law of the Iraqi Government of June 1, 1956.

such grants, among private schools depends on the standard of the school, the number of classes in it, the quality of teaching, the number and qualifications of the teachers, and the similarity of the syllabus and curriculum to those of the public education system. Account is also taken of the degree of the participation and success of the school in public examinations, and the revenues and expenditures of the school. The recommendations of the inspectors of private schools as well as the reports of the provincial directors of education are considered in providing such grants to these schools. The Ministry of Education has the right to designate a special sum for salaries to be paid to one or two teachers chosen by the Ministry to teach in these private schools. In 1954-55, the total amount of financial aid which was offered to private schools was 30,000 dinars.

There has been a gradual increase in the amount granted to private schools during the last ten years. In 1946-47 only 12,950 dinars were offered to these schools. This was raised to about 30,000 dinars in 1954-55¹ as shown in the following table:

TABLE V

THE YEAR	THE AMOUNT OF EDUCATIONAL GRANT TO PRIVATE SCHOOLS
1946-47	ID. 12,950
1948-49	ID. 18,000
1949-50	ID. 17,080
1950-51	ID. 17,950
1951-52	ID. 18,100
1952-53	ID. 22,600
1953-54	ID. 23,870
1954-55	ID. 29,715

The per pupil cost for a year, can be determined by dividing the total funds spent on educational purposes by the number of pupils in all public schools and educational institutions controlled by the Ministry of Education. In 1953-54, the total expenses for such educational purposes, was 6,723,350; and the total number of the students in all these schools was 300,233.¹ Hence we can see that each pupil costs 22.394 dinars per year. The following table shows the cost of each pupil in the various kinds of schools and institutions as well as the cost of average student.

It is not possible to estimate accurately what the education of secondary school students costs per annum, as it has not been possible to secure separate budgetary figures for secondary education. Therefore the calculation on secondary education can only be estimated approximately. In 1954-55, the total amount of money which was spent on all secondary schools in Iraq was about 884,700 dinars,² and the number of the students in these schools in the same year was 41,371; there according to these figures we can see that each secondary school pupil costs 21.4 dinars per year. This calculation does not include the funds which were devoted for the purpose of the central and provincial administration of education, the charges of the examination committees and expenses of educational magazines, as these expenditures are

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for year 1953-54, p. 5.
 2. Report of USOM/Iraq Committee of 1954-55, p. 20.

TABLE VI

LEVEL OF STUDY	NO. OF THE STUDENTS	ACTUAL EXPENDITURES		EXPENSE FOR EACH PUPIL	
		Dinars	Fils	Dinars	Fils
The Higher Institutions	4,131	416,332	--	100	783
Technical Schools	604	83,443	--	138	150
Secondary Schools, Teachers Training Schools, Educational Sessions and Institute of Fine Arts, and School of Domestic Arts	37,165	1,261,308	--	33	938
The Elementary Schools	258,333	4,092,544	--	15	842
Other Expenses for Educational Purposes		933,300			
Total	300,233	6,786,927			
Average Expense				22	394

included in the expenses spent for all purposes of education in the country.

D. The Chief Financial Problem as Related to Increased Educational Opportunities with Suggestions

There is a great expansion in educational opportunities in Iraq, and the record of increase in the national budget for the purpose of education is a clear evidence of such development. In 1921, there were only 85 elementary schools for boys, and only three elementary schools for girls, including 8000 students in all. But in 1954-55, the number of elementary schools for boys had become 1154, and for girls 270. The total number of pupils in the secondary schools increased to 41,371 in 1954-1955.¹

Iraq's educational budget has multiplied about eighty fold since 1920. This was necessary to meet the tremendous increase in the various kinds of schools. These facts show the great faith of educational leaders in education and their determination to provide free democratic education to all youth.

In spite of all these efforts, the rate of literacy in Iraq is still far from being adequate for the percentage of illiteracy in Iraq is more than 75%. Thus tremendous efforts are needed in order to raise the education of the country to a satisfactory level.

1. Government of Iraq - Ministry of Education.
Annual Report on the Development of Education
For year 1954-1955, p. 6.

In 1940, a law providing for compulsory education was enacted, but it could not be enforced owing to certain economic and social reasons, as well as to the lack of sufficient trained teachers.

The application of compulsory education as well as spreading opportunities and raising the standard of elementary and secondary education depend on the following factors:

First, sufficient financial provision: The number of children of elementary school age is about 750,000 and only 295,000 of these were in schools in 1954-55. To provide education for all of these children, the Iraqi Government must educate the remaining 455,000. To do this, a greater increase in the educational budget must be made. It has been estimated that the cost of offering elementary education is about ID 21 per pupil annually. So, the cost of providing education for all the children of the elementary school age would amount to about 16 million dinars per year; i.e. two and two-thirds times the total current educational budget. This estimate does not include the cost of construction of the new schools, and increased expense of the greater number of trained teachers, who would be needed for such expansion. Moreover, this estimate does not take into account the fact of rapidly increasing school population. Nor does it include the funds which are needed, if Iraq would adopt the principle of equality of educational opportunities for all youths during both the elementary and secondary stages. We do not know exactly the number of the boys and girls at this

age (between 12-18 years old) as there has been no exact census for such persons until recently.¹ Accordingly, we cannot tell what amount of money is needed in case of expanding secondary education for most or all of the youngsters.

In 1954, the ratio of secondary school pupils to the total population of the country was about 1%. The funds which were spent in the same year for the purpose of the secondary schools were about 884,700 dinars.² This amount does not include expenses needed for the purpose of the central and local administration of education as well as charges for examinations and examination committees. If educational opportunities are to be given to all youths of secondary school age, this amount of money set in the budget for secondary education must be multiplied at least three or four times.

As a matter of fact, the problem of providing sufficient money for educational purposes was more urgent at the time of the Second World War and ten years before that, than it is now; for the wealth which comes from the natural resources of the country has been growing rapidly in the last few years, as we have previously discussed. The most

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1. This fact was mentioned by the Iraqi Delegate Report, p. 19, delivered in the Conference of the Secondary School Education in the Arab world, which was held in July 1956 in the American University of Beirut.
 2. Report of USOM/Iraqi Committee of 1954-55, p. 20.

prominent of these resources is the revenue from petroleum which has increased by rapid strides from 3.2 million dinars in 1949-50 to 51 million dinars in 1953-54 and then jumped to 72.7 million dinars in 1955.¹

Besides, considerable increase has taken place in the revenue from agricultural resources such as dates and cereals in as much as greater quantities of these products have been exported in recent years.

Second, What is needed in order to protect and raise the financial income of the country are the following:

1. We need a wiser policy in cultivating the various kinds of natural resources and products as well as in using the revenue which comes from them for more fruitful projects and purposes in turn which would lead to the development of education. I dare to suggest this, because most of the income of the country, especially before the establishment of the Development Board, has been used unwisely and without carefully designed plans. Even the recent enterprises which have been undertaken by the Development Board have been criticized severely by several national writers and newspapers, for the following reasons:

a) Most of the works and projects of the Development Board have been undertaken without sufficient planning or study. For this reason, many changes took place in many of the enterprises, before they were completed.²

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1. United Nations Relief and Work Agency - Quarterly Bulletin of Economic Development in the Near East - p. 31.
 2. Jaber Aumer, The Development Board and Its Enterprises, p. 27.

The absence of an "Economic Survey" in Iraq has caused most of the Board's projects to be as independent units, instead of being integrated with one another. "The plans for example for new settlement, for drainage, irrigation and dams, for roads and transport, for industrial development and housing need all be carefully and skilfully adjusted to each other so that the whole fits into a consistent and coherent pattern"¹ Furthermore, "some critics believe that the duty of the Development Board is not merely to undertake certain projects, but also to have a clear idea of the standard of living, the individual will reach after the completion of these projects. All that needs sufficient economic statistics and careful detailed studies."² Such critics are influenced by the new concept of life, which does not only care for the increasing of production, but also for the equality of distribution which must precede production. Accordingly they believe that the real duty of the Development Board is to consider and secure both equality of distribution and increase of production.

b) Some other critics comment that the Development Board does not possess adequate technical and administrative staffing, which is suited with its size and importance. Insufficient appropriations have been devoted to this purpose when compared to the huge projects and technical needs which constitute the Board's program.

(1) Lord Salter - The Development of Iraq, p. 36.

(2) Jaber Aumer - The Development Board & Its Enterprises, p. 27 (Arabic Edition).

Furthermore, most of the technicians who are appointed to the Board are foreigners, and it has been said "that such a foreign technical assistance cannot produce fruitful results without being assisted by efficient local administrative staffs composed mainly of Iraqi officials."¹ This criticism has already been levelled against the Board, and it is likely that it will be again.

c) Some other critics have said that the "responsibility of the Development Board should include projects and people, that is to say, a certain balance must be maintained between the 'long term' enterprises and the 'short term' enterprises, or in other words, 'fundamental productive' enterprises and enterprises which will promote the welfare of the people,"² which affect and improve their living directly. Every individual wants to feel that some sort of progress has taken place in his own living. Thus if the majority of the people have become conscious of the change in their lives which results from these new projects, it would be a great factor in stimulating them to assist and cooperate with such undertakings, and would give them hopes and expectations that their own living would be greatly improved and advanced. These critics believe that most of the people have not yet felt that any direct change has occurred in their living, and for this reason, they become desperate because their activities

1. Ibid., p. 28.

2. Ibid., p. 28.

and capacities have not been stimulated. Hence they see the necessity of changing the basis of the Development Board in order to secure this aim.

If we really understand the nature of our society, and the human need which exist in it, we must give careful attention to these criticisms. By doing so we will influence opinions of the citizens towards the enterprises of the Development Board.

The substantial expenditure of the Board must be of a kind which will bring quick and clearly visible benefits. All that will help to assure sufficient popular support to its policy and will enable it to be carried out without interruption either through parliamentary or extra parliamentary methods of protest and resistance. There is a strong and widespread resentment against the Development Board among many sections of the population¹.

(d) There must be a careful distribution of the Development Board expenditure among the various areas of the country. This is very essential for several reasons. It would be obviously unjust if the benefits of the new oil revenues, to which no region has any special or preferential claim, were not spread, and spread fairly, throughout the country. It would also cause social discontent and political unrest.² There are complaints now in Iraq that the large petroleum revenues "are bringing no benefit to the country as a whole"³.

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1. Lord Salter - The Development of Iraq, 1955, p. 37.
 2. Ibid., p. 36.
 3. Ibid., p. 37.

e) A further suggestion for the improvement of the Development Board enterprises, is that its development policy must be adjusted to the needs and resources of the present and prospective population of the country. The real problem is not only to develop its total size of the population but also to increase (whether by training or special importation, or by practising abroad) those aptitudes and skills upon which the general standard of all will largely depend."¹

f) Some other critics "Compare the projects of the Development Board with similar projects, that have been undertaken in some other countries, such as "The Five Year Plan" in India. They have found that the results of the Board projects are not commensurate with the huge amount of money that has been spent on them; and that results of greater significance have been achieved in the projects of these other countries."²

Such critics believe that such enterprises must lead to quick and broad change in economic and social aspects of life, like the improvement of prices, encouraging marriage, decreasing disease and crime, spreading cooperative societies and economic companies. For example, in India where famine is a great enemy of the people, the aim of the new project has been to increase the planting of wheat in such a way that it

1. Ibid., p. 32.

2. Jaber Aumer - The Development Board and Its Projects in Iraq, p. 29. (Arabic Edition).

will meet the needs of the population. Similarly, it could get rid of most of the causes of hunger, so that the individual will feel his way of living has improved, and his health has become better. So every Indian citizen has become conscious of the goals of his five year plan which has stimulated him to assist it and cooperate in any work that leads to its success.

2. The system of taxation is inadequate and in need of reform. Effective efforts should be made to "increase the country's revenue by bringing taxation into line with higher prices and changing the economic conditions of the post-war period."¹ For most aspects of the tax system remain the same as they were in the pre-war time. "The income tax is practically confined to government officials and a minority of merchants,"² while it should be expanded to other forms of income which should include all the traders and other richer citizens to those who possess wide areas such as the wealthy landlords. No provision for the inheritance tax has been made. Such a provision should be made for it provides a new income to the country. The customs and duties should be well adjusted to the prices of the post-war period, It is recommended also that "the consumption or sales tax which has

1. Victor Clark, "Compulsory Education in Iraq", p. 31.

2. Ibid., p. 32.

a fixed rate of 12.5% on products sold should be replaced¹ by a sliding scale tax on land value or use made of land."

3. The centralization of educational finance in the hands of the central authorities leads to rigid control by these authorities on most aspects of education in the country. Such financial centralization does not encourage the effective participation of local authorities which in turn leads to the following results:

a) Negligence of the local educational system and other needs.

b) Local and civil interests are not aroused.

c) Local initiative, responsibility, self reliance, and freedom are not encouraged.

d) No effective efforts or attempts are paid by these local authorities to improve the various phases of education in their areas.

In most of the well-developed countries, the local authorities give "assistance to provide school sites, buildings and gardens. In some cases, funds for boarding expenses of pupils are found in a similar way."²

Since 1951 and according to Law No. 38,³ the local authorities in Iraq have become responsible for provision of finance and buildings for the elementary schools in their own

1. Ibid., p. 32.

2. Paul Monroe: The Educational Inquiry Commission - Report, p. 23.

3. Law No. 38 of 1951.

areas. Although, this is a good step toward the decentralization of educational finance, it should be expanded to include the secondary schools, the vocational and technical schools in each province. That would facilitate financing buildings, equipments, furniture, books, and other necessities for these schools in quicker time, and greater quantities, also it would encourage local authorities to be interested in every aspect of these schools and exert considerable effort for their development. Furthermore, "in many communities well-to-do and generous citizens were contributing to the support of the local schools. And in some localities general subscriptions and contributions for schools were made by interested citizens."¹ Such a phenomenon should be encouraged in the country, by forming special societies or agencies for this purpose. For in Iraq there are many wealthy people who could afford contributions and donations for this purpose. One can see that "whenever such general interest in school support is being encouraged and developed the problem of local educational support is being solved and in time will take care of itself."²

4. Although the size of the educational budget has gradually risen under the National Regime, especially in the last five years, it should be greatly increased. The proportion of 14% or even 16%³ of this budget as compared to the total

1. Paul Monroe, The Educational Inquiry Commission, Report, 1932, p. 23.

2. Ibid., p. 23.

3. This is approximately the highest ratio to which the educational budget has reached in Iraq, and that is in 1954-55

National budget is not sufficient for such fundamental matters as education in such an educationally backward country as Iraq, where illiteracy comprises more than 75% of its population.

Now, "the Ministry of Education usually receives the third largest budgetary provision of all the Iraqi Government departments; being exceeded by the army and police." ¹ Really education should come first or second in size. What should help increase the educational budget is the richness of the country and the rapidly growing revenues from its various natural resources (as has been previously mentioned).

The comparatively limited funds which are devoted for educational purposes have caused thousands of children and youngsters to remain illiterate, and to be deprived of education which is their natural right.

"It may be pointed out that some economically prosperous countries devote substantially fifty percent of all government revenues," ² for education. Porto Rico is a country which provides more than thirty four per cent of its general budget for education and that in addition to a substantial amount of local revenues. In previous years it used to spend more than forty per cent for the same purpose.

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1. Roderic Mathews and Matta Akrawi, "Education in Arab Countries of the Near East", p. 127.
 2. Paul Monroe, "Educational Inquiry Commission - Report", p. 22.

"The Philippines devote eighteen percent of their general budget and at times in the past as much as fifty percent on education".¹ If we compare the Iraqi educational budget with that of other Arabic countries, we will find that some of them have exceeded Iraq in this respect. In 1953-54, Jordan devoted 25% of its general budget to education, while the Iraqi educational expenses in that year were only 13.5 percent of the total general budget. In the same year, Syria provided 17.8 percent of its total national budget for education.² Though both of these Arab countries are far from being as rich as Iraq. For the purpose of spreading and raising the standard of education in the country, we should devote most of our effective efforts and resources, because the development of every aspect of our country greatly depends on education.³ As some western educators have said, the evidence collected, shows very clearly that spending on education is a most fruitful way of improving any society. If children represent our most precious possession, then how can funds be spent better than on them. Their improved growth may bring to the world which begets them innumerable advantages.

1. Ibid., p. 22.

2. Lectures on educational systems in Lebanon, Syrian, Egypt, Jordan and Iraq, (Arabic Edition), 1956, p. 66.

3. Daniel R. Danies and Fred W. Hasler, The Challenge of School Board Membership, p. 82.

5. Under the present prevailing system of land tenure, the feudal system, most of the country's wealth has become concentrated in the hands of a few rich persons, who do not contribute enough for educational and other social purposes. As a result of the domination of such a system most of the economic revenues of Iraq remain at an unsatisfactory level. This fundamental problem must be discussed.

E. The Problem of Land Tenure and Land-ownership

We should confess that the problems of education in any country cannot be isolated from the general economic, social and political problems which exist in it. Very often, the effective solution, is found by the coordination of these several fields.

In Iraq, a large amount of the cultivated land is in possession of a few very wealthy people, who are very rich landowners, possessing wide fields which have come to them by inheritance; they are usually absentee land-owners living in big towns. Then there are the landowners or sheikhs, who hold their lands according to a feudal system. They usually have a great deal of authority in their tribes. Both these kinds of landowners possess very wide areas of cultivated lands which came to them through inheritance. They receive the lion's share from the agricultural products, while the farmers who cultivate and till the land receive only a small percentage, resulting in great extremities of wealth and poverty. While the standard of living and comfort of

these landowners are very high, we find the standard of living of these farmers completely the contrary, for they live at a very low standard of life, and ignorance aggravates their state, for they do not receive any sort of education. The existing social conditions have tribal origins. Some tribes are still in a nomadic state or a transitory stage from semi-nomadic to settled life, and so the adjustment of these people to the new environment, particularly during the transitory period, is one of the major problems which has been still unsolved and no effective efforts have been undertaken in order to solve it.

The improvement of this situation is of great importance for raising the social and economic standard of the country, for the following reasons:

1. These people compose the majority of the inhabitants, for they are about 78% of the total population, forty per cent of them are in settled rural communities, thirty per cent in semi-settled rural areas, and eight per cent are nomadic.¹
2. Land is the chief source of the present and future wealth of Iraq, and the social, economic and educational reforms greatly depend on its improvement.
3. The effective democratic institutions, cannot properly develop among people who have such a low standard of living.
4. We have to take into account that land reform and improvement, such as selling or giving land to peasants by the

1. Victor Clark - Compulsory Education in Iraq - UNESCO, p. 14.

Government would certainly result in a higher standard of their living.

5. We have also to consider if these landowners will help or hinder the democratization of education because most of them believe that the spread of education would lessen their dignity and their traditional authority.

6. We must consider as well whether those landlords help or hinder the improvement of the methods and condition of agriculture under the existing feudal system. For these sheikhs "have no value in relation to the management of production."¹ The sheikh "in fact is too big a man to be a farmer and too indolent, corrupt and uneducated to make himself anything else. As regards agricultural activity, the sheikh is completely unimportant; he takes little interest in seed or ground preparation, is more ignorant than his farmers about such matters and performs his large-scale water-sharing functions at the request and on the representations of his farmers and through his agents. Thus the bulk of the land has come into the hands of a class from whom no leadership in agricultural methods can be expected and which is tyrannous, callous, and oppressive."²

We must, however, state a fact, that the power and prestige of the sheikhs or the feudal landowners, is diminishing

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1. Doreen Warriner - Land and Poverty in the Middle East, p. 113.
 2. Ibid., p. 113.

gradually, especially in the last recent years, and that is due to certain main reasons:

First: "The economic reason to which we alluded above. The tribal members suffering from poverty do not look favorably at an exploiting sheikh."¹

Second: "The increasing influence of the government amongst the tribes. The government is dominating the sheikh more and more so that his very position, in certain cases, is in its hands. Moreover, even the minor government officials go to the tribe nowadays, without paying due respect to the sheikh or much heed to his complaints. This, no doubt, weakens the sheikh's prestige in the eyes of his followers".²

Third: "The changed relationship between sheikh and tribes. Many a sheikh is attracted to towns and cities, and a number own homes in towns and cities. Some, even, married wives from settled areas. In other words, the luxuries of the settled areas have made the tribal sheikhs self-centered rather than tribal-centered. This, of course changes his relation and his attitude toward the tribal members".³

Creating and encouraging, the projects of "Land Settlement" such as "Dujaila Project" that was discussed in Chapter I, is one of the most effective ways toward improving the existing system of land tenure.⁴

1. Mohammed Fadhel Jamali - "The New Iraq: Its Problem of Bedouin Education" p. 72.

2. Ibid., p. 72.

3. See pp. 29-34.

4. Ibid., p. 72.

CHAPTER V

EXPANSION OF THE SECONDARY SCHOOL SYSTEM

When we discussed the advance of the schools since the establishment of the National Government, we had an opportunity to observe the expansion of secondary education. Here, we want, to deal with the subject by analyzing it in a comparative study, hoping to find out some deeper facts.

A. The Amount and Rate of Growth of Secondary Education

If we take the system of secondary education as a whole we notice that a remarkable growth has taken place in it, in number of schools, student enrolment, and in number of teachers. The student enrolment, only 110 in 1920-21, has jumped to 41,424 in 1954-55, an increase of 37,610 per cent (Table VII, p. 112).

During the same period the number of government secondary school teachers has risen from 34 to 2776, or with an increase of 5,697 per cent, the number of secondary schools has jumped from 3 to 215 or to 5,166.6 per cent increase.

The rapid rate of growth in all these phases of government secondary education has taken place during the last ten years (between 1945-1955), when the student enrol-

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education, for Years 1945-55, p. 47.

Increase in the Number of Public Secondary Schools, Teachers and Students, Boys and Girls,
In Iraq (1920-1955)

Year	Schools				Students				Teachers						
	No. en- ce	Increase percent over 1920-21	No. en- ce	Increase percent over 1920-21	Dif- fer- ence	Increase percent over 1920-21	No. of classes	Stu- dents per School	Dif- fer- ence	Increase percent over 1920-21	No. of classes	Stu- dents per Teacher	Tea- chers per School	Stu- dents per Class	Classes per School
1920-21	3	100	110	100	34	100	-	36.7	3.2	11.3	-	4.3	-	4.3	-
1930-31	16	633.3	2,082	1,818.2	129	95	81	109.6	16.1	6.8	25.7	5.1	6.8	25.7	5.1
1940-41	56	1,866.6	13,969	11,886	1,472	1,388.2	286	249.8	29.6	8.5	48.8	5.1	8.5	48.8	5.1
1944-45	71	2,366.6	11,309	2,660	10,28.9	539	67	159.3	21.0	7.7	31.0	-	7.7	31.0	-
1945-46	78	2,600.3	12,372	1,063	11,124.7	592	53	158.6	20.9	7.6	-	-	7.6	-	-
1946-47	83	2,733.3	13,983	1,611	12,711.8	669	77	168.5	20.9	8.1	35.5	4.7	8.1	35.5	4.7
1947-48	88	2,933.3	14,745	762	13,444.5	717	48	167.6	20.6	8.1	34.2	4.9	8.1	34.2	4.9
1948-49	93	3,100.0	16,740	1,995	15,218.2	789	72	179.8	21.2	8.5	32.4	5.5	8.5	32.4	5.5
1949-50	108	3,600.0	19,453	2,713	17,684.6	871	82	180.1	22.3	8.1	32.5	5.4	8.1	32.5	5.4
1950-51	121	4,033.3	22,706	3,253	20,641.8	1001	130	187.6	22.7	8.3	33.3	5.6	8.3	33.3	5.6
1951-52	104	3,466.6	24,078	1,372	21,889.3	1170	169	231.6	25.5	11.3	31.8	7.3	11.3	31.8	7.3
1952-53	125	4,166.6	29,908	5,830	27,189.1	1457	287	239.3	20.5	11.6	32.8	7.3	11.6	32.8	7.3
1953-54	134	4,466.6	34,810	4,902	31,645.4	1720	263	259.7	20.2	12.8	31.0	8.1	12.8	31.0	8.1
1954-55	159	5,166.6	41,484	6,669	37,712.7	2012	292	266.9	20.5	12.5	32.6	8.2	12.5	32.6	8.2

ment jumped from 12,309 in 1944-45 to 41,371 in 1954-55, an increase of 344.3 per cent.

During the same decade the number of secondary school teachers has risen from 539 to 1937¹, an increase of 359.3 per cent and the number of the secondary schools from 71 to 159 or an increase of 253.6 per cent. Thus the increase in the number of teachers has kept up with the increase in the number of students. This was due to the development of economic, social, agricultural and cultural factors, which we have previously mentioned.

But the expansion of the secondary education in Iraq is still at an unsatisfactory stage, for many of the youngsters who are of secondary school age are not attending schools, though we do not know the exact number of these youths, due to the absence of accurate census of such young persons in Iraq.²

The proportion of the secondary schoolboys and school-girls to the total population of the country is 0.9 per cent, which is very low, compared to the proportion of these students in the Western countries. It is even below the ratio of such pupils, in other Arab countries such as Egypt, Jordan, Syria

1. Ibid., p. 7.

2. The most recent census of the total population which was made in 1947 has neglected such statistics.

and Lebanon for in Egypt the proportion of secondary school pupils to the total population is 2.1 per cent; in Jordan it is 1.9 per cent, in Syria, it is 1.6 per cent and in Lebanon 1.5 per cent (as shown in Table VIII, p. 115).

The total ratio of children in secondary and elementary schools of both sexes to the whole population of the country is 6.4 per cent (in 1953-54, Table VIII, p. 115). This ratio is considered low even if it is compared to the ratio in some other Arab countries. In Jordan it is 15.6 per cent, in Lebanon 13.4 per cent, in Syria 10.4 per cent (Table XIII, p. 115).

If the ratio of children in secondary and elementary schools to the total population in Iraq is compared to the same ratio that is found in some Western countries, such as the United States of America, Canada and England, it will become obvious that our efforts are far behind. In the United States of America, this ratio is 18.6 per cent of the total population and in Canada it is 18.4 per cent.

1. Comparison of Boys' and Girls' Secondary Schools

By comparing Table IX with Table X, we can discern the comparative progress in boys' and girls' secondary schools. These tables show that the real beginning of the girls' secondary education was in 1930-31, and that the girls' secondary

Statistics on Education in the Arab Countries (1954-1955)

Name of the Country	No. of Population	Academic year	Ratio of the school - boys and girls schools to the population		Ratio of school boys to the total population		Ratio of school girls to the total population		Ratio of boys and girls in school				Reference of statist.			
			Pri- mary %	Sec- ondary %	Tot- tal %	Pri- mary %	Sec- ondary %	Tot- tal %	Boys %	Girls %	Boys %	Girls %				
Jordan	1,400,000	54-55	13.7	1.9	15.6	9.5	1.6	11.1	4.2	0.3	4.5	69	31	83	17	Ministry of Education
Lebanon	1,325,000	53-54	11.9	1.5	13.4	7.3	1	8.3	4.6	0.5	5.1	61	39	67	33	Arab League Report 1955
Syria	3,807,000	54-55	8.8	1.6	10.4	6.2	1.2	7.4	2.6	0.4	3	70	30	76	24	Syrian Ministry of Education 1954-55
Egypt	22,500,000	54-55	6.6	2.1	8.7	4	1.65	5.65	2.6	0.45	3.05	60	40	79	21	"Egypt Revolution in three years"
Iraq	5,100,000	53-54	5.5	0.9	6.4	4.1	0.7	4.8	1.4	0.2	1.6	75	25	80	20	Arab League Report 1955
Kuwait	200,000	54-55	7.2	0.5	7.7	4.6	0.5	5.1	2.6	0.05	2.6.05	67	33	83	17	Kuwait Department of Education Report 1954-1955
Saudi Arabia	6,000,000	54-55	0.73	0.03	0.76	0.73	0.03	0.76	--	--	---	100	--	100	--	Arab League Report 1955

Table No. IX

Yearly Increase in Secondary Schools, Students and Teachers, in Boys' Schools

Year	Schools				Students				Teachers				Stu- dents per Schools	Pupils per tea- chers
	No.	Increase in per cent	Per cent from all Schools	Dif- fer- ence	No.	Increase in per cent	Per cent for all students	Dif- fer- ence	No.	Increase in per cent	Per cent for all students	Dif- fer- ence		
1930-31	16	100	84.2	1906	-	100	91.5	107	100	82.9	119.8	6.7	17.8	
1940-41	38	237.5	66.7	11494	9588	603.0	82.3	376	269	351.4	302.5	9.9	30.3	
1944-45	--	--	--	--	--	--	--	--	--	--	--	--	--	
1945-46	51	319.4	65.4	9480	497.4	75.8	451	451	420.2	76.2	185.9	8.8	21.0	
1946-47	55	350.0	66.3	10700	1920	561.0	77.6	495	66	462.6	194.5	9.0	21.6	
1947-48	58	362.3	67.4	11292	592	592.3	76.1	523	28	488.8	198.1	9.0	21.4	
1948-49	62	387.5	67.7	12833	1541	668.1	76.7	549	26	513.1	207.0	8.9	23.4	
1949-50	74	462.5	68.5	14942	2109	783.3	76.8	601	52	561.7	201.9	8.1	24.9	
1950-51	85	531.1	70.2	17594	2652	923.1	77.5	700	99	652.1	207.0	8.2	25.1	
1951-52	73	456.3	70.2	18553	959	968.2	77.1	814	114	760.7	254.2	11.2	22.8	
1952-53	86	537.5	68.8	23031	4478	1280.2	77.0	1027	213	959.8	274.2	11.9	22.4	
1953-54	92	575.5	68.7	26666	3635	1400.1	76.6	1185	158	1107.5	289.8	12.9	22.6	
1954-55	109	681.3	70.3	32036	5370	1680.1	77.3	1350	165	1261.7	293.9	12.4	23.1	

Yearly Increase in Secondary Schools, Students and Teachers in Girls' Schools

Year	Schools			Students			Teachers			Student per teachers			
	No.	Increase in per cent from all Schools	Dif- fer- ence	No.	Increase in per cent from all students	Dif- fer- ence	No.	Increase in per cent from all teachers	Dif- fer- ence				
1930-31	3	100%	15.8	176	100	8.5	22	100.0	17.1	58.9	7.3	8.0	
1940-41	18	600.0	32.3	2475	1406.2	16.7	96	436.4	20.3	137.5	5.9	25.5	
1945-46	--	--	--	--	--	--	--	--	--	--	--	--	
1945-46	27	900.0	34.6	2892	1643.2	24.2	141	640.9	23.8	107.1	5.2	20.5	
1946-47	28	933.3	33.7	3083	1751.7	22.4	174	790.9	26.0	110.1	6.2	17.1	
1947-48	28	933.3	32.6	3553	470	2018.7	194	20	881.8	27.2	126.9	6.9	18.3
1948-49	31	1033.3	32.3	3907	354	2219.9	240	46	1090.9	30.4	126.0	7.7	--
1949-50	34	1133.3	31.5	4511	604	2563.1	270	30	1227.3	31.0	132.7	7.9	16.7
1950-51	361	1200.0	29.8	5112	601	2904.5	301	31	1368.2	30.1	142.0	8.4	16.9
1951-52	31	1033.3	29.8	5525	413	3139.2	356	55	1618.2	30.4	178.2	11.5	15.8
1952-53	39	1300.0	31.2	6877	1352	3907.4	430	74	1954.5	29.5	176.3	11.0	15.1
1953-54	42	1400.0	31.3	8144	1267	4627.3	535	105	2431.8	31.1	193.9	12.7	15.2
1954-55	46	1533.3	29.7	9448	1304	5368.2	662	127	3009.1	31.9	205.4	14.4	14.3

schools had a somewhat "checkered" growth till 1940-41, when they started to grow steadily, though not rapidly, in number. In 1930-31,¹ girls' secondary schools represented only 15.8 per cent of the total number of secondary schools. This ratio had risen to 32.3 per cent in 1940-41 and it reached the maximum in 1945-46, when it had become 34.6 per cent of the total secondary schools. After that year the percentage of the girls' secondary schools has somewhat fluctuated from year to year, but in general there was a little decline in this percentage as the number decreased to 33.7 per cent in 1946-47, to 32.3 per cent in 1948-49, to 31.5 per cent in 1949-50, to 29.8 per cent in 1951-52, to 31.3 per cent in 1953-54, and finally it decreased to 29.7 per cent in 1954-55.²

Girls' secondary education has manifested relatively a better showing than boys' education when we consider the increase in the number of students. While in the girls' secondary schools, the increase in number of girl students in the last twenty-five years has been 5,368.2 per cent, it has been only 1,680.1 per cent in boys' secondary schools. The number of secondary school-girls in 1930-31 represented only 8.5 per cent of the total enrolment in public secondary

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1. The number of the secondary schools for boys in 1930-31 was 16, while those for girls was 3. See: Iraq Ministry of Education, Annual Report on the Development of Education, 1930-1931, p. 33.
 2. The number of the secondary schools for boys in 1945-46 was 109 while those for girls was 50.

schools, while it has risen to 22.7 per cent in 1954-55. This comparatively higher rate of advance in secondary girl students was more prominent during the years of the Second World War, when the percentage in the number of boy students decreased from 603 per cent in 1940-41 to 497.4 per cent in 1945-46, while the percentage in the number of girl students rose during the same period from 1406.2 per cent to 1643.2 per cent. The yearly rate of increase in students in girls' secondary schools was a few hundred a year at first, but it has exceeded a thousand girls in each of the last three years.

However, the total increase in male secondary students is still much higher than the total increase in female students. In 1952-53,¹ the former was 4478, while the latter was only 1352. In 1954-55,² the former was 5296, the latter was only 1265.

In comparing the number of teachers in girls' and boys' secondary schools, we find that the teachers in girls' schools have increased by 3009.1 per cent in the last quarter century, while the teachers in boys' schools have increased only by 1261.7 per cent. In 1930-31, women teachers represented only 17.1 per cent of the total number of teachers in public secondary schools, but this percentage has risen to 31.9 per cent

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1. The number of the secondary schoolboys in 1952-53 was 23,031 while the number of the secondary schoolgirls was 6877; See Iraq Ministry of Education, Annual Report on the Development of Education, 1952-53, p. 9.
 2. The number of the secondary schoolboys in 1954-55 became 32,036 and schoolgirls became 9448. See Tables IX and X.

in 1954-55 and their number has increased from 141 in 1945-46 to 662 in 1954-55 or with an increase of 469.5 per cent; while the number of men teachers has risen from 451 to 1350 during the same decade, with an increase of 299.3 per cent. The average increase in women teachers in public secondary schools for the last nine years has been 56.7 teachers a year, while the average increase in men teachers has been 102.3 teachers a year.

These comparisons have shown that the growth of public secondary schools for girls in the last ten years has been slow, but the rate of increase in girl students and women teachers has been faster than that in the number of girls' secondary schools. The above comparisons also show us that the number of girls' secondary schools, girl students and women teachers is still far behind the number of the boys' secondary schools, boy students and men teachers, and the average growth in each year of the latter is still greater than the average growth of the former. In 1954-55,¹ the number of boys' secondary schools has exceeded the number of girls' secondary schools by 2.2 times, and the number of boy students has exceeded the number of girl students by 3.4 times, and

1. See Table IX, p. 116 and Table VII, p. 112, and the Annual Report of the Iraqi Ministry of Education, 1954-55, pp. 51 and 53. The number of the boys' secondary schools at this year was 109, and the number of boy students in them was 32,036, while the number of the girls' secondary schools was 50, and the number of girl students in them was 9448.

the number of men teachers has surpassed the number of women teachers by 2.1 times.

The retarded condition of the girls' secondary education is due to certain reasons:

First, in the Iraqi community, especially in earlier years, the boys have been given much more educational opportunities and freedom than the girls and so secondary schools for boys were opened several years before the secondary schools for girls. The first secondary school of the former was opened in 1919, while the first school for the latter was opened in 1925.¹ The greater educational opportunities and freedom which have been given to boys is due to the social traditions, that exist in Iraqi society. These traditions tend to oblige the girls, particularly when they are grown up, to stay at home. As their freedom to leave it is usually limited, most of them are prevented from starting their secondary education, after the completion of the elementary stage; because from the point of view of many parents, especially the conservative ones, their daughters have arrived at a forbidden age to be absent from home and it is a commonplace expression one can hear from such parents that "my daughter has become a woman, I should not let

1. Paul Monroe, Educational Inquiry Commission Report, p. 154.

her go to school any more but should stay at home." This fact was more obvious twenty years ago.

Secondly, another reason for the retardation of girls' secondary education is the absence of coeducation in Iraqi secondary schools. This is also due to the prevailing social dogma and traditions which "segregate" men from women in most aspects of life. These have found their way into the school system where schoolboys and schoolgirls study in separate institutions and as a result no coeducational secondary schools exist in the country. No men teachers are usually appointed in girls' secondary schools and no women teachers are appointed in boys' secondary schools. The financial, administrative, and educational implications of such a system impose heavier expenses and harder efforts on the country than would have been the case if Iraqi secondary schools followed the coeducational system. Under such existing conditions Iraq has been obliged to maintain two parallel secondary school systems, and accordingly, two secondary schools of usually insufficient number of students have to be opened in every town or locality one for boys and the other for girls. The nature of such a system is responsible to a certain degree for the retardation of the girls' education in the country. For if coeducation has been tolerated the girls would be admitted to any secondary school

that is found in the town or locality, and thus the gap that exists between the number of the secondary schoolboys and schoolgirls, could be narrowed.

Thirdly, another reason for the retardation of the girls' secondary education is the unsuitability of the courses that are given at this level to the actual life of the girl pupils. They are discouraged from studying most of the courses in the program because these courses are purely academic and not related to the particular needs of girls. With the exception of a few courses, the curriculum of the girls' secondary schools is similar to that of the boys'. It is mainly composed of Arabic and English languages, social studies, mathematics, and natural sciences;¹ while the fundamental knowledge and education connected with women's actual life such as vital training in domestic science, the proper care of children, hygiene, sanitation, prevention of disease, and in civic matters is neglected. Such courses should be introduced in the curriculum of the girls' secondary schools and provision should be made for more social training. In the training of teachers for girls' schools attention should be given to the preparation of young women for leadership in such activities.²

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1. See Syllabuses of the Iraqi Ministry of Education in Intermediate schools of year 1949-50; p. 3, and in Secondary Schools of year 1947-48, pp. 3-8 (Arabic edition).
 2. Paul Monroe, The Educational Inquiry Commission Report, p. 133.

The education of girls is of great importance for the "life of a community or people cannot be enlightened and modernized without the adequate education of its girls and women. To expect a modern school to translate scientific knowledge into habits and customs of people without the education of women is a vain hope."¹

"Nor can social life be modernized when the school instructs in one set of ideas and the home in another. The fixing of habits by training is always a more fundamental process in education than the imparting of ideals through instruction, more fundamental than training in the skills of reading, writing and arithmetic which is practically all that the conventional school does."²

"If modern ideas are to be advanced concerning health, diet, care of children, the prevention of disease, forms of healthful amusements and recreation, useful forms of employment, more forms of scientific agriculture and economically more valuable kinds of employment, more rational ideas concerning social activities, even the skills of reading and the habit of reading then, the education of girls and women must be encouraged and developed."³

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1. Ibid., p. 133.
 2. Ibid.
 3. Ibid.

2. The Average Size of the Secondary School:
or Student-School Ratio

A comparison of Table IX (p. 116) with Table XI (p.131) will show that the average boys' secondary school in 1930-31 contained about 120 students, while the average girls' secondary school had only 59 students. By 1954-55, a boys' secondary school contained about 294 students on average, while a girls' secondary school included about 205 students, that is, the average boys' schools came to exceed the average of girls' schools by 89 students, while in 1945-46 the former exceeded the latter by about 79 pupils on average. The reason why in earlier period the girls' secondary schools seem to be on the whole somewhat better attended than the boys' secondary schools is due to the fact that they were mostly concentrated in the big towns and large centres and were fewer in number than the boys' schools. Boys' secondary schools were found in larger numbers and distributed over the different parts of the areas and towns, where they were frequently not well attended.

If we take the girls' and boys' secondary schools together, we will find that the average enrolment per secondary school has risen from 109.6 in 1930-31 to 266.9 in 1954-55, with an increase of about 157 students per school (as shown

in Table VII, p. 112). This fact has shown us that the secondary school system has been expanded not by the addition of new secondary schools, but also by numerical increase in the number of students per school. In other words, we can say that the demand for secondary schools has been greater on the whole than the capacity of the Iraqi Ministry of Education to set up new ones. The secondary schools in Iraq exhibit a very wide range of difference in the enrolment of their pupils. The two largest secondary schools in Iraq in 1953-54 were in Baghdad and both of them are for boys, one with an enrolment of 825 (in Kurkh side) and the other with an enrolment of 816. The smallest boys' secondary schools were in a small town in the far south within the Amara area, with an enrolment of 40 students only, and the other was in a rural district in Abi Grabe near Baghdad with an enrolment of 51.¹ The two largest girls' secondary schools in Iraq in the same year were one in Baghdad containing 653 students, and the other in Mosul with an enrolment of 529, while the two smallest girls' secondary schools were: one in a small town within Karbala area (holy place) with an enrolment of 10, and the other in the far south in a small town also within the Basra area, with an enrolment of 18 girl students.²

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for the Year 1953-54, p. 44 (Arabic edition).
 2. Ibid., pp. 47-48.

3. The Student-Class Ratio

Another ratio to be considered is the student class ratio or the size of the classes in the Iraqi secondary schools. Taking the ratio of boys' and girls' schools together, we find that the average number of students per class has been fluctuating in the last fifteen years between 25.7 and 48.8, and this largest figure was reached in the year 1940/41, when such a large average number of students per class was due to the great demand of large number of students who wanted to enter the secondary schools when the Ministry of Education was not ready to accept them because there was an insufficient number of buildings, and other facilities. Although the Ministry of Education was not prepared to receive them, yet it was obliged to accept these students and crowd them into the classes of schools existing at that time. This high average per class, however, dropped to about 35 students during the period of the Second World War.

In the last nine years, (between 1945 and 1955) the average number of students per class has been rather constant, fluctuating only to a small degree, between 31 and 35.5 (Table VII, p. 112). The average is deceptive because the majority of secondary schools in the three larger towns, namely, Baghdad, Mosul and Basra, contain crowded classes, particularly in the

lower grades. One secondary school in Basra in 1953-54 had an average of 45 students per class, and of two other schools in Baghdad one had an average of 43.4 and the other had an average of 41.2 per class.

4. The Number of Classes per School

Another ratio to be studied is the class-school ratio, or the average number of classes per secondary school (Table VII, p. 112). This had risen in the last nine years from 4.7 to 8.1 classes per school. The average secondary school in Iraq, then consists of about eight grades at present. There was an increase on the average of 3.4 classes per school during the period. This seems a somewhat favorable rate of increase, and is due to the relatively greater attention which has been paid by the Ministry of Education to the secondary education.

5. The Number of Teachers Per School or Teachers-School Ratio

Still another ratio to be studied, is the teacher-school ratio or the number of teachers per secondary school for, in taking this ratio, we can have an idea about the adequacy of the school staff. The average secondary school in Iraq, whether for girls or for boys, had a little less

than seven teachers in 1930-31.¹ This number began to rise² gradually to about eight and a half teachers in 1940-41, but during the years of the World War it declined to about seven and a half (1945-46). That shows us that comparatively little care was given during that period to the education, while greater attention was paid to matters of defense.

After 1945, this average started to rise gradually and steadily, though not rapidly³ till it became about eight teachers per school in 1949-50. Since that year, this ratio began to increase more rapidly until it reached a little more than eleven teachers per school in 1951-52, and twelve and a half teachers per school in 1954-55.

This growth in the ratio of teachers per school in Iraq, especially in the last ten years, shows us the comparatively greater efforts which have been made by the Ministry of Education toward the preparation of teachers for secondary education, and toward expanding the size of secondary schools.

Comparing the staffs of the boys' and girls' secondary schools, we find that while the average girls' school in 1945-46,⁴ had about five teachers, henceforward it began to increase

1. See Table VII, p. 112.

2. Ibid.

3. Ibid.

4. See Table X, p. 117.

steadily and rapidly until it became about thirteen teachers per girls' school. Meantime, the average boys' school in 1945-46¹ had about nine teachers and started since that year to rise steadily, but less rapidly than the average of the girls' school, until it reached twelve teachers per school. The reason for this difference in the growth of the staff, between the girls' and boys' secondary schools is the same as that for the concentration of the girls' secondary schools in the big towns. Concerning the difficult problem of extending and spreading female education into the smaller towns and distant regions, the Ministry of Education, has had to strive not only with local dogma and traditions, but also with the difficulty of getting sufficient women teachers to leave their homes, which are mostly in the large towns, to accept openings in the small towns, and far off districts. As a result, a concentration of women teachers has occurred in the capital and other large towns, a fact reflected in the rapid increase in the teacher-school ratio of the girls' secondary schools, and in a higher rate of increase in the teacher-school ratio as compared to boys' secondary schools (Table VIII, p. 115 and Table IX, p. 116).

1. See Table IX, p. 116.

Table No. XI

Increase of Students by Grades in the Public Secondary Schools 1924-1955

Year	First Grade	Increase in per cent over 1934-1935	Second Grade	Increase in per cent over 1934-1935	Third Grade	Increase in per cent over 1934-1935	Fourth Grade	Increase in per cent over 1934-1935	Fifth Grade	Increase in per cent over 1934-1935	Total	Increase in per cent over 1920-1921
1924-25	240		86		55		24		--		405	
1930-31	1063		600		262		157		--		2,082	
1934-35	1,731	100	1208	100	1,065		424	100	254	100	4,682	100
1940-41	3,931	227.1	3,996	330.8	3,942		1,115	262.9	985	387.8	13,969	298.1
1941-42	3,624	209.4	3,772	312.3	3,413		1,329	313.4	988	388.9	12,926	269.7
1944-45	3,629	209.6	2,544	210.6	2,421		1,425	336.1	1,290	507.8	11,309	241.5
1945-46	--		--		--		--		--			
1946-47	4,554	263.1	3,218	266.4	2,490		1,937	456.8	1,584	623.6	13,783	294.2
1947-48	--		--		--		--		--			
1948-49	5,701	329.4	3,805	314.9	2,866		2,318	546.7	2,050	807.1	16,740	357.5
1949-50	7,058	407.7	4,467	369.8	3,678		1,872	441.5	2,382	937.8	20,457	436.9
1950-51	8,722	503.9	5,157	426.9	4,133		2,398	565.6	2,297	904.3	22,605	481.9
1951-52	8,351	482.3	6,112	505.9	4,640		2,505	588.4	2,470	964.6	24,078	514.2
1952-53	--		--		--		--		--			
1953-54	1,3066	754.8	8,380	693.8	6,724		3,037	716.3	3,603	1418.5	34,810	743.4
1954-55	1,6285	940.8	9,363	775.1	8,036		4,165	982.3	3,635	1431.1	41,484	886.3

6. The Student-Teacher Ratio

Another ratio we have to consider is the student-teacher ratio or the average number of students per teacher in the secondary schools. If we take the boys' and girls' schools together, we find that the number of students per teacher has risen on the average from 16.1 in 1930-31 to 20.5 in 1954-55,¹ and thus a difference of more than four students per teacher has occurred during this period of fifteen years. This shows us that secondary schools not only developed by the increase in the number of teachers, but also each teacher has come to teach on the average about five students more than he taught in 1930-31.

Taking the boys' secondary schools separately, we find that the student-teacher ratio has been somewhat constant, rising in the last ten years only from 21 to 23 with an increase of a little more than three students per teacher.

In the girls' secondary schools, we find the condition reversed, for there has been a decline from 20.5 students in 1945-46² to 14.3 students per teacher in 1954-55. It is obvious that girls' secondary schools were relatively understaffed in the earlier years of their establishment, but they have begun to reach the normal level. This higher average of schoolgirls per teacher reflects the previously mentioned

1. See Table IX, p. 116.

2. Ibid.

fact of the concentration of the girls' secondary schools in large towns which are usually crowded with women teachers.

7. Proportions of Students in the Various Grades

Looking at Table XI, one can see the increase in student registrations in each of three grades of the secondary schools during the thirty years beginning with 1924-25, and student registrations in each of the five grades of the secondary schools, during the last twenty years starting with 1934-35. Each column of figures in the table gives the number of students in any one grade, which is followed by two other adjoining columns. One shows the difference and the other shows the yearly increase in percent in the first three grades over 1924-25, and in all the five grades over 1934-35. The students who were enrolled in the first grade increased from 1731 in the year 1934-35 to 3931 in the year 1940-41¹ with a net increase of 2200 students or with an increase of 227.5 per cent during the five years period. With the exception of the years of the World War II, the student registrations in the first grade as well as in the other grades of the secondary school similarly increased both gradually and steadily. Thus, the student registrations in

1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for Year 1940-41, p. 22 (Arabic Edition).

the first grade rose from 4,554 in the year 1946-47,¹ to 16,285 in 1954-55,² an increase of 11,731 students or 357.6 per cent during these last nine years.

The table shows us that this continuous and consistent increase not only took place in the first grade, but also in the rest of the grades over the period of the last ten years. This fact is shown by the absolute number of students in each grade and by the percentages of increase given in the adjacent columns. Another important fact which the table manifests is that the **higher** grade the greater has been the increase as compared with the year 1934-35. In this way, while in 1954-1955, we find the first grade of secondary students increased to 940.8 per cent, those in the fourth grade increased by 982.3 per cent; and those in the fifth to 1431.1 per cent.

Another estimation which proves the truth of this phenomenon can be found by a comparison of what percentage the number of students in each grade constituted of the total number of students in all grades in 1934-35 and in 1951-52.

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for Year 1946-47, pp. 41 and 43.
 2. Government of Iraq, Ministry of Education, Annual Report on the Development of Education for Year 1954-55, pp. 46 and 48.

The results are as follows:

	<u>1934-35</u>	<u>1951-52</u>
First Grade	36.9	34.7
Second Grade	25.8	25.4
Third Grade	22.8	19.2
Fourth Grade	9.1	10.4
Fifth Grade	5.4	10.3
Total	100.0	100.0

The above figures show that while the fifth grades of the secondary schools in 1934-35 constituted only 5.4 per cent of the total number of students, in 1951-52, ¹ they rose to constitute 10.3 per cent. The percentage of this grade has almost doubled during this period of seventeen years. Some gains are also revealed for the fourth grade while the other lower grades show a loss. Although the rate of increase in the percentages of the higher grades during such a long period, is not comparatively great, especially in the fourth grade, but however, it ascertains the previously mentioned fact that the higher grades show greater increase than the lower ones. For a while the percentages for the lower secondary grades dropped slightly during this period those for the last two grades together have risen from 14.5 to 20.7 per cent of the total en-

1. See Table VIII, p. 115.

Table No. XII

Ratio of the Secondary Schools, Students and Teachers, to those of the Elementary Stage (1920 - 1954)

Academic Year	Schools	Ratio of Secondary schools to elementary schools	Students	Ratio of Secondary students to elementary	Teachers	Ratio of Secondary schools to those of elem.
1920-21	88	3.4%	8001	1.4%	486	7.0%
1930-31	316	6.0%	34513	8.1%	1325	9.7%
1940-41	735	7.6%	90794	15.4%	3525	14.6%
1944-45	902	7.9%	100988	11.2%	4491	12.0%
1950-51	1101	8.6%	180779	12.6%	6367	15.7%
1953-54	1451	9.2%	258333	13.4%	8819	19.5%
			294997	12.3	41484	

rolment of the secondary schools. It is obvious that more students are entering the secondary schools, and many more of them are trying to complete their study in these schools to the end now, than did a decade or more ago.

8. Ratio of the Number of Secondary Schools to the Number of Elementary Schools

"At one time responsible authorities at the Ministry of Education named the ratio of 1:10, as proper between secondary and primary schools¹". Although this is not considered now a proper ratio, it has been approximated, especially recently, by the National Government. "In 1930-31 the number of secondary schools and of secondary school pupils amounted to 6 per cent of primary schools and pupils. In 1944-45 these percentages had increased to 8.1 for schools, and 11.6 for pupils. In 1930-31 the number of secondary-school teachers equalled 9.7 per cent of primary-school teachers. In 1944-45 secondary teachers equalled 12 per cent of the total of primary teachers."²

In 1950-51, these percentages rose to 8.6 for secondary schools, to 12.6 for secondary school students, and to 15.7 for secondary school teachers.³

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1. Roderic D. Matthews, and Matta Akrawi, Education in Arab Countries of the Near East, p. 143.
 2. Ibid., p. 143.
 3. See Table XVI, p. 150.

In 1953-54, these percentages, have increased to 9.2 for secondary schools, to 13.4 for secondary school students and to 19.5 for secondary school teachers.¹

This ratio of secondary education was accomplished in spite of the rather rapid growth of elementary education, which proves that good efforts have been made by the Iraqi Ministry of Education toward spreading secondary education at the ratio of 1:10. This ratio has been approached and exceeded especially in the last few years, as for instance in 1953-54. But this ratio is not now considered the proper one. Perhaps the most proper ratio between the secondary and elementary schools and students is 1:5. The status of secondary education is still far behind this ratio and in order to accomplish it about double the present efforts and buildings are needed.

As we have seen, the increase in the number of secondary school teachers has kept up with and rather exceeded the increase in the number of the secondary school pupils due to the relatively greater care which has been given to the preparation of the teachers, although, there is still a great need for providing a larger number of them.

1. Ibid., p. 151.

Table No. XIII

The differences of increase, between the average secondary and elementary schools' students. Between 1945-1955.

Academic Year	No. of sec. school students per school	No. of elementary school students per school	The difference between them
1944-45	159.1	112.2	46.9
1945-46	158.6	125.5	33.1
1946-47	168.5	136.3	32.2
1947-48	167.6	148.1	19.5
1948-49	179.8	143.5	36.3
1949-50	180.0	158.8	21.2
1950-51	187.6	170.9	16.7
1951-52	231.6	164.8	66.8
1952-53	239.3	169.9	69.4
1953-54	259.7	178.1	81.6
1954-55	266.9	186.8	80.1

The average secondary school had about fifty children more than the average elementary school in 1944-45, and since that year, this average began to decrease with fluctuations, but in the last four years, since 1951-52, it started to rise rapidly and steadily, till it reached about eighty children in 1954-55 (Table X). But this does not indicate that the secondary schools are unduly large. Nor are their classes crowded, for the average number of students per class is 31.¹ "The secondary school regulations require that the classes shall not exceed forty students."² A few of the secondary school classes are that large, while many of the classes have no more than thirty students. And although the "maximum number permitted in a class by the regulations is forty students, the Ministry of Education is instructed to reduce this number gradually to thirty"³, as a highest number in any secondary school class.

9. The Ratio of the Number of Intermediate Schools to the Number of Preparatory Schools

The term 'secondary school' is ambiguous. It may mean either an intermediate school or a preparatory school, or it may mean both of them combined. But usually the term 'intermediate' school is given to those secondary schools which

1. See Table IX, p. 116.

2. See Table XII, p. 136, and also Annual Report on Development of Education in Iraq, published by the Iraqi Ministry of Education, 1945.

3. Roderic Matthews & Matta Akrawi, Education in the Arab Countries of the Near East, p. 164.

include only the first three grades of classes, and a term 'complete' secondary schools is given to those schools which contain the whole five grades of the secondary education and the term of 'preparatory' school is given to those secondary schools which involve only the upper two grades, that is, the fourth and the fifth grades of secondary education.

Table XIV shows that in the year 1944-45, there was a total number of 71 secondary schools, out of which there were 49 intermediate schools. The remaining 22 schools were preparatory schools, 12 of these were complete secondary schools of five years, and the other 10 were preparatory only containing the last two grades of the secondary education. This reveals that the ratio of the intermediate schools to the total number of the secondary schools was about 69 per cent, that is why they outnumbered the preparatory schools by more than two times.

In the same year, the total enrolment of all the secondary schools was 11,309. Out of this, there were 8594 students in the intermediate schools, while the rest of the students were in the preparatory schools, that is to say, the ratio of the intermediate school students to the total ratio of all students of the secondary schools was 75.9 per cent or they outnumbered the students of the preparatory schools by three times.

Table No. XIV

Ratio of the Number of Intermediate Schools to the Number of Preparatory Schools. In 1944-45 and 1954-55.

Academic Year	Secondary Schools	Number of Schools		Enrollment			
		Boys	Girls	Total	Boys	Girls	Total
1944 -	Intermediate Schools	32	17	49	6,579	2,015	8,594
1945	Preparatory Schools	18	4	22	2,269	446	2,715
Total		50	21	71	8,848	2,461	11,309
1954 -	Intermediate Schools	61	30	91	16,280	5,094	21,374
1955	Complete Sec. Schools	45	18	63	14,398	3,714	18,112
	Preparatory Schools	34	2	5	1,358	640	1,998
Total		109	50	159	32,036	9,448	41,484

Table XIV also shows us, that in 1954-55,¹ the total number of all secondary schools had become 159. Out of this number there were 91 intermediate schools. The remaining 68 schools were preparatory schools, 63 of them were complete secondary schools of five years, while the other five schools were preparatory, including only the last two grades of the secondary education. This reveals that the ratio of the intermediate schools to the total number of the secondary schools in 1954-55 was 59.1 per cent, that is, their ratio has decreased by 10.1 per cent since 1944-45. An important fact can be noticed here; it is the comparative increase in the number of complete secondary schools of five years, for in 1944-45,² there were only 12 of these schools out of the total number of 71 secondary schools, but their number jumped to 63, out of the total number of 159 secondary schools. That is to say, their ratio has risen from 16.9 per cent to 39.6 per cent during this decade.

This phenomenon tells us that more attention has been given by the Iraqi Ministry of Education to the establishment of complete secondary schools, which contain all the five grades

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education in Iraq, for year 1954-55, p. 47 (Arabic edition).
 2. Roderic Matthews and Matta Akrawi, Education in the Arab Countries of the Near East, p. 143.

of the secondary education, in order to give more educational opportunities to students to complete this stage of study. Providing all the grades of secondary education in one school would facilitate such education for the students and would encourage them to continue their education throughout the secondary schools.

B. The Facilities of the Public Secondary Schools

1. Buildings

The majority of secondary school buildings are public, while the others are rented. In 1953-54, about sixty-five percent of the secondary school buildings were public and thirty-five percent rented. The former are relatively better than the rented ones, which are mostly old buildings, needing repair and adjustment. Originally, they were built to be homes and are therefore lacking in playgrounds, gardens, classrooms of suitable size, and other facilities which are necessary for a school. With the new program of the Development Board, the ratio of public school buildings is going to increase. In 1953-54,¹ seven secondary schools were built by the Board, in addition to the repairs which were made in some other existing schools.

1. Government of Iraq, Ministry of Education, Annual Report of the Development Board, 1953-54, pp. 48-49.

On the whole, the secondary schools have better buildings than the elementary. "Whenever there is a building program, the secondary schools usually hold the priority over primary schools. If a good building is vacant it is usually the secondary school that gets the preference. Thus, in all parts of Iraq most intermediate and preparatory schools are housed in comparatively new buildings with fairly large classrooms of $16\frac{1}{2}$ x $23\frac{1}{2}$ ft."¹

The secondary schools are also provided with laboratories of a relatively larger size. They have wider space for playgrounds.

Regarding the policy of opening new schools, in different areas of Iraq, the usual procedure in the earlier stage of the National Regime was that the provincial Directors of Education "upon the request of the Ministry of Education prepared a list of the places where they thought new schools could be opened. These lists were submitted to the Ministry and were discussed at the Council of Area Educational Directors held in the summer of every year. The directors based their lists and estimates partly upon their own experiences and on their knowledge of their areas, partly upon the

1. Roderic D. Matthews and Matta Akrawi, Education in the Arab Countries of the Near East, p. 169.

reports of school inspectors, and partly upon the demands of administrative officials. Aside from the small plan mentioned above, there were no clear-cut criteria for their choice of the localities where schools were to be opened.¹

This policy was criticized as being inadequate because it was not based on exact estimation of the educational demand of each district, nor did it consider the size of population in each Liwa. This led to the unequal distribution of schools in the various provinces of the country. Much criticism has been raised in the past, chiefly by the members of the Iraqi Parliament, by the newspapers, and by private citizens. "This has not been said only as regards the schools, but also as regards the adequate provision of classes in these schools."²

Since 1932-33, the Council of Educational Directors has been "able to open more new schools (elementary or secondary) more than usual, and it began to distribute them among the Liwas (provinces) on the basis of the population in each Liwa."³ Since then, more schools have been opened in several of more populous provinces such as Amara, Muntafiq,

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1. Matta Akrawi, Curriculum Construction in the Public Primary Schools in Iraq, 1942, p. 171.
 2. Ibid. See also the Report of the Finance Committee on the Budget of the Ministry of Education, for 1932 published in Al-Alam Al-Arabi, March 27, 1932 under the title of "The Affairs of Education".
 3. Matta Akrawi, Curriculum Construction in the Public Primary Schools in Iraq, 1942, p. 171.

Diyala, and Diwaniyah, which were behind in number of students in their few schools. This was achieved to a considerable extent in the last ten years, and it was an attempt to raise the education in these provinces to the level of the more advanced Liwas, like Baghdad, Mosul and Basra. During the period, the three years between 1951-54,¹ the number of the secondary schools in the Liwa of Diyala has risen from five to nine, in Amara from two to seven, in each of the Liwa of Muntafiq and Diwaniya from five to seven.

2. Laboratories

The laboratories which are found in the secondary schools of Iraq are usually larger in size and greater in number than those which are in the elementary schools. Every intermediate school usually has one common laboratory or science room, where the school experiments for all branches of science such as physics, chemistry, and biology are made. The good preparatory schools like the Central Preparatory School in Baghdad, have separate laboratories for every section of science such as one for each of chemistry, physics and biology with storerooms attached to the laboratories and with a machine for producing gas.

1. See Table XV, p.150.

The laboratory equipment is supplied to intermediate and secondary schools "from the Central store of the Ministry of Education, according to a standard list drawn up by the Ministry."¹ Greater collections of laboratory tools and equipment are usually sent to the preparatory schools. The older secondary schools are "better equipped than others, while some of the schools that were started during World War II or shortly before are meagerly supplied."²

As no central workshop exists in any secondary school for repairing laboratory instruments, and as the majority of the teachers have no practical experience in repair work, most of the laboratory tools and equipment may get out of order. As a result of that a great deal of waste and damage takes place. Owing to this reason, and because of the great quantity of dust that is found in Iraq air, the equipment of the school laboratories acquires a disorderly and dillapidated appearance which requires much care on the part of the teacher in order to be avoided. "The fact that teachers change frequently is an additional factor in the lack of care that is apparent in laboratory equipment."³

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1. Roderic Matthews and Matta Akrawi, Education in Arab Countries of the Near East, 1949, p. 169.
 2. Ibid., p. 169.
 3. Ibid., p. 169.

3. Supplies and Equipment

The public secondary schools are supplied with furniture, different kinds of equipment, books for libraries, stationery, and textbooks, by the central authorities in the Ministry of Education. Most of the equipment and furniture which are provided for secondary schools are also comparatively better, and greater in amount than those which are sent to the elementary schools.

In the secondary schools, there are three types of classroom furniture -- desks with seats attached either for one or two students, and a tablet armchair for a single student similar to the ones that are used in "American advanced classrooms though not as good in quality."¹

The blackboards which are used in the classrooms of the secondary schools are made of wood, are usually small in size and inadequate, and are mostly not good to write on. Anyhow, a new sort of plaster built in blackboard, large enough to fill the entire front wall, and sometimes the side walls too, was first used at the Higher Teachers College, and its use is spreading in the secondary schools",² especially those which exist in Baghdad.

1. Ibid., p. 169.

2. Ibid., p. 169.

Distribution of Secondary and Elementary Schools Students Among the
Liwas, as compared with the Population

Population (1953- 1954)	Elementary Education			Secondary Education			Total Number											
	Number of Pupils	Pupils per 1000 Population	Total	Number of Students	Pupils per 1000 Population	Total	Number of Students	Students per 1000 Popu- lation	Total									
										Government Schools	Private & Foreign Schools	Total	Government Schools	Private & Foreign Schools	Total	Government Schools	Private & Foreign Schools	Total
Mosul	34957	59	37477	59	4	63	5528	901	6429	9	2	11	40549	3421	44906	68	6	74
Kirkuk	12905	45	14409	45	5	50	1777	599	2376	6	2	8	14682	2103	16785	51	7	58
Arbil	6520	27	6520	27	--	27	768	14	782	3	0.01	3.01	7288	14	7302	30	0.01	30.1
Sulmaniya	6855	30	6903	30	0.2	30.2	891	163	1054	4	1	5	7746	211	7957	34	1	35
Baghdad	72940	89	85950	89	16	105	11987	7899	19886	14.7	9.6	24.3	84927	21909	106936	103.7	25.6	129.3
Diyala	15103	55	15103	55	--	55	1349	39	1388	5	0.4	5.4	16452	39	16781	60	0.4	60.1
Dilaim	11497	60	11497	60	--	60	1650	64	1714	8.5	0.3	8.8	13147	64	13211	68.5	0.3	69
Kut	9562	43	9562	43	--	43	946	72	1018	4	0.07	4	10508	72	10580	47	0.07	47
Hilla	13221	51	13503	51	1	52	1609	187	1796	6	1	7	14830	469	15299	57	2	59
Karbala	10554	38	11994	38	5	43	1472	214	1686	5	1	6	12026	1654	13680	43	6	49
Diwaniya	15299	40	15299	40	--	40	1436	148	1584	3.7	0.3	4	16735	148	16883	43.7	0.3	44
Muntafiq	13437	36	13437	36	--	36	1263	123	1386	3.2	0.3	4	14700	123	14823	39.2	0.3	40
Aumara	12659	41	12659	41	--	41	1248	131	1379	4	0.4	4	13907	131	14038	45	0.4	45
Basra	22824	62	26065	62	9	71	2886	1099	3985	7.8	2.9	11	25710	4340	30050	70	12	82
Total	22045	53.7	280378	53.7	4.5	58	34810	11653	46463	7.2	4.4	10	33698	70	33698	70	12	82

C. Critique of Certain Features of the Expansion of
Secondary Education

1. The Present Unequal Distribution of Educational
Facilities

Although a fairly good advance has been achieved during the last ten years in the number of secondary schools and other educational facilities provided in the various parts of Iraq, there still exists unequal distribution of educational opportunities and facilities in the different areas of the country.

Tables XVI and XV have been arranged to show the distribution by provinces or Liwas of secondary schools, students and classes, in relation to the population each Liwa. Statistics for all these phases have been taken for the years 1951-52¹ and 1953-54, as that will help us notice the progress which has been made in the secondary system in the last three years.

The two tables give a clear picture of the distribution of secondary school education all over the country. While the Liwa of Baghdad in 1951-52 had one secondary school for every 27,240 inhabitants, the Liwa of Diwaniya had one school for every 75,624, that of Sulaimaniya, one for every 75,467, and

1. Government of Iraq, Ministry of Education, Annual Report on Development of Education in Iraq, for Year 1952, p. 7 (Arabic edition).

one for that of Muntafiq 75,373. Obviously, the ratio in Baghdad outnumbered the ratio in the other three Liwas by about three to one. By 1953-54,¹ although Baghdad remained far ahead and advanced to one secondary school per 22,700 people, the three mentioned provinces have achieved some progress relatively. The Liwa of Diwaniya advanced to one school per 54,017 inhabitants, the Liwa of Sulaimaniya to one school per 56,700 people, and the Liwa of Muntafiq, one school per 53,124. All the other provinces also revealed progress though in varied degrees. Among the other Liwas which showed good progress during this period are the Liwa of Diyala which advanced from one secondary school per 54,483 people to one school per 30,268 people, and the Liwa of Karkook which advanced from one school per 47,668 people to one school per 35,751 people.

Nevertheless, the school may not be an accurate measure of the unequal distribution of educational facilities, for a secondary school in Iraq may contain anything from two or three classes to five. Looking at Table XIII, we can see that the average secondary school in the Liwa of Mosul in 1952-1953 had 12 classes, while the average school in the Liwa of

1. Government of Iraq, Development Board, Annual Report on the Development of Education for Year 1953-54, p. 9.

Muntafiq had only about four classes, that is to say, that the former exceeded the latter by three times. With the exception of the Liwas of Baghdad and Amara, the other provinces included on the average between seven and five classes. In 1953-54, although there has been some similarity, within a slightly smaller range, there has been some advance in number of the average classes in most of the Liwas' schools. Although the Liwa of Mosul remained ahead with an average of 11.3 per school. Some other Liwas have achieved even more progress. The Liwa of Baghdad advanced from an average class of 8.9 per school in 1951-52, to an average of 10.3 in 1953-54. The Liwa of Kurkook has advanced from an average of 6 classes per school to 8.1 and the Liwa of Hilla from 5.7 to 8.8, during the same period, but there still exists a wide gap between the average classes of the secondary schools in the various Liwas of Iraq. In 1953-54, the average class per school in the Liwa of Mosul outnumbered the average class per school in the Liwa of Diyala by about three to one. The schools of most of the other Liwas in the same year, with the exception of Basra and Amara, had on the average less than seven classes.

The ratio of the number of secondary school students to the total population also shows a wide range of variation among the Liwas. In 1951-52, while Baghdad was ahead with

10.5 students per thousand of population, the Liwa of Muntafiq had 1.7 students per thousand of population, Duwaniya had 2, Arbil had 2.1, Sulaimaniya had 2.5, and Amara had 2.6. Progress in this ratio is also noticeable in 1953-54.¹ Baghdad has risen to 14.7 students per thousand of population, and although some advance takes place in the other backward Liwas, there has been still a wide gap between them and the other more advanced Liwas like Baghdad, Mosul and Basra. In the same year Arbil trained three students per thousand population while each of the Liwas of Diwaniya, Muntafiq and Amara trained four, and Sulaimaniya, 5. That is, Baghdad outnumbered Arbil by about five times to one and the other mentioned Liwas such as Diwaniya, Muntafiq and Amara by about four times, and the Liwa of Sulaimaniya by three times. In the same year, Mosul and Basra had 11 students per thousand.

The wide difference, however, in the ratio between the number of students and the population among the provinces is not always due only to unequal educational facilities, but may also be due to the fact that the people of the district, do not take full advantage of all the educational facilities that have been provided for them. This can be determined by

1. See Table XVI, p. 151.

the average number of students per school, and per class in each district or Liwa. Here also a great difference has been found among the provinces. The average number of students per secondary school in 1951-52 varied from 131 students in the Liwa of Arbil to 416.2 in the Liwa of Mosul and in 1953-1954, from 149.9 students in the Liwa of Diyala to 425.2 students in the Liwa of Mosul. Thus, the average secondary school in the Liwa of Mosul was attended by about three times as many students in a school as in the province of Diyala. Here, again, progress is noticeable in the year 1953-54. During this period of three years, this average per school has risen from 161.8 students to 268.2 students in the Liwa of Hilla, from 163.1 to 206.3 in Diliam, from 151 to 205 in¹ Diwaniya and from 124.8 to 180.4 in the Liwa of Muntafiq.

In a similar way, classes in the secondary schools of the various provinces in Iraq, show a wide divergence in size. In 1951-52, while the average class in the Liwa of Basra had 46.6 students, the Liwa of Arbil had only 16.9 students. In 1953-54, an average class in each of the Liwas of Basra and Mosul had 37.5 students, while an average class in Liwa of Kut had only 25.6 students. We can notice that

1. Ibid., p. 151.

the wide gap that existed three years ago or more in the unequal average class size of secondary schools in the different districts of Iraq, has been somewhat narrowed now.

2. Proposals for Correction of the Unequal Distribution of Educational Facilities

The previous discussion with the guidance of Tables XV and XVI can help us to suggest certain bases for a policy of educational expansion in the country.

First, the educational authorities must consider the population as measured by the total number of inhabitants in each province, and they have to distribute the number of schools among the various Liwas in just proportion to the total population in each Liwa. These authorities have to study carefully the number of students per thousand population in each Liwa, and give more attention to those districts where the provision of educational facilities is comparatively low in order to raise the education in these areas to the level of the more advanced Liwas like Baghded and Mosul. An adequate and detailed census of the population is of great importance in getting significant results in this direction. An accurate census of all youngsters who are of secondary school age should be made as soon as possible. Such a census is not found now in Iraq,

and as a result, we do not know exactly the number of the youth¹ at this age, who are now out of schools.

Second, the next important consideration is the demand on secondary schools in each Liwa. Such demands are expressed in the average number of students per school and in the average number of students per class. Obviously, the over-crowded schools and classes in some Liwas, like Baghdad, Mosul and Basra, indicate the necessity of setting up new secondary schools to meet the existing demand of these provinces. Another factor which underlines the great educational demand, may be the request of local inhabitants for schools and their readiness to provide buildings as well as equipment for the new schools to be set up in their area.

Third, a carefully studied scheme for the expansion of educational facilities in the various parts of Iraq should be made which aims at making the secondary schools in most of the districts, 'complete' schools, as far as possible including all or most of the grades of secondary education. This would encourage the students to complete their study to the end of this stage of education in their own districts.

1. Such fact was also mentioned by a member of the Iraqi Ministry of Education, at the conference of the Secondary Education which was held in the American University of Beirut, June 1956.

3. The Problem of Elimination of Students in
Secondary Schools

Although at present more students tend to stay longer in the secondary schools than they did a decade ago, nevertheless, the number of students declines sharply as the classes move upward. The number of students who enter the first year in any year, decreases steadily and gradually as they pass up to the higher years until only a small proportion of their original number remain in the final year.

Take for example, "the first year class of 1940-41. It numbered 3,931 students. Five years later, in 1944-45, the class was reduced to 1,290 in the fifth year or 32.8 per cent of those who had entered the first year." ¹ The highest rate of elimination in the secondary schools takes place at the end of the third and fifth years, and this is due to the existence of the public examination in these years. "Of the 1,290 students who were in the fifth year in 1944-45, only 1,248 entered the public secondary examination and of these 911 students passed. So, only 23.2 per cent of the students who had entered upon secondary education five years earlier, ² actually graduated."

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1. Roderic Matthews and Matta Akrawi, Education in Arab Countries of the Near East, p. 145.
 2. Ibid., p. 145.

Take another example, the first-year class of 1949-50, which numbered 7,058.¹ Five years later it had been reduced to 3,603, in the fifth year 1953-54,² or 51 per cent of those who were in the first year. And, as has been just mentioned, the greatest ratio of elimination in the secondary school takes place at the end of the third and fifth years. This is due again to the existence of the general public examinations in these two years. Out of the 3,603³ students who were in the fifth grade in 1953-54 only 3,426 entered the public preparatory examination, and of these only 1,940 students succeeded. So, only 27.5 per cent of the students who entered the first grade of the secondary education five years earlier, actually graduated. By that time, however, the students who were in the fifth grade, were not the original group that started in the first grade, for many had dropped out through failure or other causes, and were replaced by failures from the classes of the previous years, or by entrance from private schools.

4. The Causes of Elimination in the Secondary Schools

The causes of elimination in the secondary schools of Iraq are due to the following reasons:-

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education in Iraq for the Year 1949-50, p. 42 (Arabic edition).
 2. See Table XI, p. 131.
 3. Government of Iraq, Ministry of Education, Annual Report on the Development of Education in Iraq for the year 1953-54, p. 105, (Arabic edition).

(a) The Economic Needs of the Parents:

One of the chief reasons for the dropping out of the youngsters from the secondary schools, is doubtless economic. Although education at the secondary stage is free,¹ most of the students' parents are unable to afford to provide their children with the necessities of school. These parents also frequently need the help of their children to support the family. A school-boy or a school-girl usually needs to be better clothed than the rest of his brothers or sisters who stay out of school; besides needing the textbooks, notebooks, pencils, and the other necessities which are required at school. The expenses of all of these things often become a heavy burden on the parents, especially those who have several children in their families and those who have low incomes. This economic factor is more obvious in the small towns and rural regions. Yet its influence is not unnoticed among city youths, though to a comparatively less degree.

(b) The Absence of a Compulsory Education Law:

Although legal provision for compulsory education in the elementary stage was made in the General Education Law of 1940,² it is not enforced in most parts of Iraq, and that

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1. This free provision of the secondary education has been secured by the General Education Law of 1940, No. 57.
 2. Ibid., also, Compulsory Education in Iraq by Victor Clark, p. 16.

is chiefly due again to economic factors and to the shortage of teachers.¹ This has adversely affected the condition of education in the elementary schools, and incidentally influenced the secondary education which largely depends on the level of the former. Besides, there is no legal provision for compulsory secondary education, all of which 'aggravates' the educational situation, for it lets the parents be free to send their children to school or not and, in case of sending them to the school, they are free to withdraw them at any time they wish, depending on the value which they place on education and on their ability to afford it. Due to the fact that the majority of parents are ignorant and more than half of them are tribal, it is not surprising to find that many withdraw their sons and daughters prematurely from the schools.

(c) Incomplete Schools:

A third reason for elimination is due to the fact that the majority of secondary schools in the country are 'incomplete' schools or what is called 'intermediate' schools, consisting of three classes, and sometimes of only two. Table XIV has shown us that in the year 1944-45 there was a total number of 71 secondary schools, out of which there were 49 intermediate schools, and the rest are preparatory schools,

1. Victor Clark, Compulsory Education in Iraq, p. 16.

that is to say, that the ratio of the incomplete secondary schools was 69 per cent of the total number of the secondary schools.¹

In 1954-55, the total number of secondary schools became 159,² and out of this number there were 91 incomplete schools. Although, the ratio of these schools has declined from 69 to 59 per cent during these ten years, they still compose the majority among secondary schools.

It is obvious that if so many secondary schools remain incomplete, many schoolboys and girls will tend to leave schools before they complete their education for they are obliged to be satisfied with whatever degree of education that is provided by their towns or local schools. Most of the complete secondary schools are usually found in the large towns. It often happens that most of those students, who study in the intermediate schools of the small towns, are not encouraged after completing their study in these schools, to continue their courses in the preparatory schools, which exist in other big towns. This is due to the fact that many of them are unable to afford to live in large towns. Another reason which discourages these students from continuing their secondary education in the preparatory schools in big towns, is the fact that

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1. Roderic Matthews and Matta Akrawi, Education in the Arab Countries of the Near East, p.143.
 2. Government of Iraq, Ministry of Education, Annual Report on the Development of Education in Iraq for the Year 1954-55, p. 47 (Arabic edition).

their parents feel it is unsafe for them leave their homes and live in other places far away from their families. This is particularly true concerning schoolgirls. Local traditions play an important role in such matters.

Reasons for not completing these secondary schools are given now and then by the educational authorities which imply that the demand of the school in the small town or locality is too small to justify adding new and higher grades to it to make it complete and that whenever such grades are opened, it means more new teachers and additional facilities have to be provided for the schools.

It is interesting to notice that in many small towns and localities the people have started to complain against the Ministry of Education for not offering adequate educational facilities, blaming it for not setting complete secondary schools in their areas. While the Ministry of Education finds an excuse for not opening such schools in these places in the lack of attendance of students, many people of these towns do not agree and claim that attendance would be sufficient and greater if a complete school would be established in their localities so as to give greater opportunity and assurance to their youths to complete their secondary education. It is not easy to decide which side is right. Both sides may be partly

right for, in some localities and small towns, the educational demand may be limited in such a way that providing facilities and schools in them leads to such waste that it would not be justified while the case in the other towns would be the contrary. A careful and detailed study must be made by the Ministry of Education in every place in order to be sure about the degree of educational necessity in each.

It is suggested that in some localities and small towns, a system of consolidated schools containing all the five years of the secondary stage be created. This would help the students who have completed the intermediate stage to continue their secondary education within the district itself. This is becoming more and more possible at present because of the increasing availability of the transportation facilities, which enable the students to reach such schools easily.

(d) Failures of Students in the Various Grades:

Another chief reason for elimination in the secondary schools is the failure of many students to pass their studies. Such failures are due to the following factors:

(i) The difficulty of the examinations, especially general public examinations. These are directed and controlled by the Ministry of Education at the end of the third and fifth years of the secondary schools. They are administered twice a

year, the first in June at the end of every academic year, for all students of these grades who have passed the final school test, which is given by all school staffs for the students of their respective schools. The other is called the second term examination and is given for the delinquent students who receive below 50 in one or two subjects, or who fail in one subject and whose general average is below 50 per cent, or to those who were absent from the examination for some valid reason. The great difficulty of these public examinations is attributed to the following reasons:

First, they are uniform for all students of the same classes in the Iraqi secondary schools, namely, the third and fifth year.¹ Consequently, they do not consider individual differences and varied capacities and standards of the students and schools.

Second, the subjects which are required in these examinations are too broad in scope and unduly long. The intermediate public examination covers all the subject-matter that was studied during the whole three-year course of this stage.

The questions which are set in this examination may include any topic which was given during this period of study. The same is to be said about the public preparatory examination, which covers the programs of the fourth and fifth years.²

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1. According to American system, they are called the 7th, 8th, and 9th school grades.
 2. According to American system, that means the 10th and 11th school years.

Subjects of such wide scope are too heavy for the students to digest, and they involve extremely exhausting material.

Third, these public examinations are preceded by other kinds of examinations, called 'Final School Examinations' which are managed by the staffs of every school, for their own students and only those students who pass the school tests are allowed to enter the general public examinations. Most school principals, fearing lest their students make a poor showing at these general examinations, fail an unduly large number of students in the final school tests.

Fourth, the questions which are set in these public examinations are usually rigid and they often include compulsory questions without any optional choices.

Fifth, these examinations have a notorious reputation among students, for being very difficult which has had a bad psychological effect on them, even though they have studied all the required material.

Sixth, most of the students have little or no interest to study for such examinations, and only care to pass them. It happens often that they postpone preparation for these examinations, and start their preparation only a short time before the examination is held by memorizing and 'cramming'. The knowledge which is studied in this way is usually forgotten in a short time after the examination.

For all these reasons, the ratio of failures in these general public examinations is unusually high and the most drastic elimination takes place at the end of the third and fifth years of the secondary schools. In 1953-54,¹ out of 6,210 students who entered the Intermediate Public Examination only 4,127 passed, or 66.5 per cent of all those who took part in the public examination succeeded. In the same year, out of 3,426 students who entered the Preparatory Public Examination, only 1,940² passed. That is, the ratio of success was 56.6 per cent. The ratio of failures among private school students who enter these examinations is usually much higher than that of the government school graduates.

For these reasons, the responsible men in the Ministry of Education have come to recognize in recent years the inadequacy and unsuitability of the examinations. A practical step was taken in the summer of 1955, when the Council of Provincial Directors of Education recommended changing the system of general public examinations, by altering the name of Intermediate Public Examination and calling it the examination of admission to the preparatory schools. They have included

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1. Government of Iraq, Ministry of Education, Annual Report on the Development of Education in Iraq for 1953-54, p. 101. (Arabic edition).
 2. Ibid., p. 104.

in this examination fewer subjects. The subjects which are required in this new examination are only mathematics, general science, and Arabic language,¹ for those students who want to enter the science section of the preparatory schools; and social studies, Arabic language and literature for those students who want to enter the literary section. This has been put into practice since the academic year 1955-56.

Concerning the examinations of the other years of the secondary schools, that is, of the 1st, 2nd, and 3rd years,² there are four kinds:

Daily tests which are managed by the teacher of every subject during some days of the week.

Monthly tests which are also directed by the teacher of every subject and are set every month or more, usually after completing a study of a certain limit of the curriculum.

Mid-year examinations which are taken in all subjects in the first Saturday of March every year. It is administered by the staff of every school and lasts for one week.

Final examinations which start in the last week of May and last for ten days. These are also managed by the staff of every school.

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1. The Iraqi Ministry of Education, The New Teacher, vol. XVIII, Nos. 4 and 5, November 1955, p. 141 (Arabic edition - Al-Mullim al-Jadid).
 2. Government of Iraq, The Secondary Schools Regulations of the Iraqi Ministry of Education, 1954, No. 54, Article 24 (Arabic edition).

The final average marks of these examinations are given in the following ratios:

The average daily tests of the first semester are added to the average of the monthly tests and then divided by two; the result is regarded as the average mark for the daily study of the first semester. The average mark of the second semester is also taken in the same way. These two above averages are added to the marks of the mid-examination and the total is divided by three. The result is called the annual average.¹ Then this annual average is added to the mark of the final examination, and the total is divided by two; the result is called the final mark.²

Although the ratio of success in these examinations is usually higher than that of the general public examinations, they are also one of the chief factors for elimination of the students in the rest of the secondary school grades, for the following reasons:

First, these examinations are given several times in the year, and they greatly bother the students, who usually fear and dislike them.

Secondly, these examinations do not assess all the qualities displayed, nor all the activities undertaken by the

1. Ibid, Article 27.
2. Ibid., Article 27.

pupil in the school",¹ such as for instance, handcraft, physical education, attendance, behavior and the like.

Thirdly, the present system of examinations is concerned only with the acquisition of facts and knowledge from textbooks and syllabuses, and thus they ignore the essence and basic aims of education, namely, the social and physical development of every individual, skills, aptitudes, habits and other desirable traits.

Fourthly, such examinations do not offer to the pupils the opportunity of participating in self-evaluation. "They are imported from outside with the purpose of obtaining an external decision concerning the child's own progress."²

Fifthly, resorting to use of examinations as mere method of evaluation would have no effective or positive influence on the improvement of the curriculum and methods of teaching.

Sixthly, in most cases, these examinations have become an end in themselves, instead of being as a means to an end. And it happens that students care so much about passing these examinations, that they prepare for them in order to get satisfactory marks rather than caring about the real education which

1. Republic of Egypt, Report of Conference on Free Compulsory Education in the Arab Countries. Cairo: 1954, p. 20.

2. Ibid., p. 21.

should be acquired from their study. Such great concern for grades may lead the students to use dishonest means to gain them.

Seventhly, those students who fail two years in the same class are dropped from the government secondary schools.¹ Such students either enter a private school or discontinue their education.

(ii) The other chief reason for failure of the students in the secondary schools is the overcrowding of the curriculum and the rigidity of the course of study which neglects the different students' needs. As a result, many students are unable to absorb most of the courses and they fail or have to repeat the year or drop out of school.

(iii) The inefficient and rigid methods of teaching in schools lack variety, neglecting the students' interests and their individual differences. The teachers under the insistence of the headmaster and the inspector are driven to impart all the content of the course to the students which includes a great amount of information which cannot be digested by the students. In addition to that, the methods of teaching which are used in the schools can in general be characterized

1. Ibid., Article 36.

as Herbartian methods, which are rather mechanical in nature, and so they are greatly lacking interest, and do not attract the attention of the students. Little participation of the students in the lesson is secured. Their initiative and creativity are not encouraged. Consequently, the lesson becomes a heavy burden on the students, and many of them cannot comprehend it, and fail to meet the requirements of their examinations.

The evaluation of the existing course of study will be discussed in detail in the next chapter.

(e) Prevailing Social Ideas About School Education

A fifth reason for the elimination of students is due to the people's attitude towards education and school. "The traditional Arab view of education is that of the acquisition of knowledge" which concerns chiefly the learning of the Qur'an and other knowledge which is related to its interpretation, or with other religious instructions. "This traditional view of education has been handed down through the ages to the existing Iraqi and Arab schools." ¹ This concept of education was strengthened by the existence of the old-fashioned type of schools which are called "kuttab" or Mulla Schools, which prevailed till two decades ago in Iraq. So,

1. Matta Akrawi, Curriculum in the Public Primary Schools of Iraq, p. 177.

it is still in the minds of many people, especially the illiterate, "all that a school needs to do is to teach the reading of the Qur'an and the religious tenets of Islam." So too many parents feel that the "public schools are too secular in character and do not teach religion and the Qur'an properly",¹ and this view has made some parents suspicious of the schools and caused them to withdraw their sons and daughters from them before completing their education. Many parents also believe that school education is 'bookish', providing their children with unnecessary knowledge, which is of little advantage to them in their lives.

In order to let the students' parents be more confident in the school work, there must exist closer relationship between parents and the school, and this should be encouraged by inviting the parents to visit the school on certain occasions, by corresponding with them concerning their children's progress, and by other desirable means. Greater attention must also be paid to the teaching of religion in the school that exists in a community where there is a great emphasis on this aspect. The teachers who will teach religion in such schools must be tactfully and carefully selected by the Ministry of Education, in such a way that they should be neither too

1. Ibid., p. 165.

traditional nor too radical, in their religious ideas in order to help in making a compromise between the local beliefs and the moral ideals of the schools. These teachers should also possess excellent character and maintain loyalty to high ideals of life in order to win the confidence of the people in the localities where they teach. Moreover, the religion which is to be instructed in the school, must be the religion of the majority of the people where that school exists, and emphasis should be laid on the main principles of the religion, while the sectarian beliefs and differences should be gradually eliminated.

(f) The Attitude of Principals and Teachers

The sixth and last reason to be mentioned for elimination of students is the attitude of the principals and teachers, particularly those who are appointed in the outlying and far off provinces, toward the pupils and their parents. Most of them neither make a worthwhile effort to attract schoolboys and girls and interest them in the school, nor try to convince their parents of the importance and necessity of sending their sons and daughters to school and letting them stay there to complete their study. The principals as well as the teachers not only seem to stand aloof from the community where they live and to have a narrow idea of their work as concerned with hardly anything outside classroom

teaching, but also create a high barrier between themselves and their students in such a way that friendly relations do not often exist between the two. This is a further cause why many of the pupils do not like school and drop out of it.

The policy which has been often practised by the educational authorities, of sending the poorest teachers to the schools that lie in the outlying and distant regions with the idea of punishing them, is one of the factors for the above tendency among teachers in such places, for, when a teacher feels that he is blamed and undesired, he will not work with zeal in anything concerning the school nor attempt to attract pupils to their school work. Abandoning such policy by the responsible authorities, as well as appointing in these places teachers who are trained particularly to teach in such areas, would naturally have much effect in changing negative attitudes among teachers.

The prevailing low economic and social status of the teachers in these places is another factor producing the same result; for most of the teachers who are appointed in the rural and outlying areas cannot find proper houses to dwell in because the schools are usually opened in such places without taking into consideration the establishing of houses for the teachers. Furthermore, such areas are also greatly lacking in entertainment and other facilities (such as clubs and

libraries), where the teachers can spend their leisure time. Improving these conditions would largely help in improving such undesirable attitudes among the teachers. It is suggested that every school that is to be opened in the outlying and rural districts be associated with setting up of houses for the teachers who are going to teach in it. Moreover, teachers who are appointed in such areas must be given additional allowances to improve their economic status.

CHAPTER VI

AN EVALUATION OF THE AIMS, THE COURSE OF STUDY, AND THE TEXTBOOKS OF THE SECONDARY SCHOOLS

In this chapter, the aim is to study the following aspects:

- A. The Present Aims of the Secondary Education.
- B. A Brief Historical Survey of the Present Course of Study of the Secondary School.
- C. Evaluation of the Present Course of Study in the Schools.
- D. Evaluation of the Existing Textbooks.

A critical approach has been used in the study of these aspects of education in order to show the degree of their suitability, in the light of the economic, cultural and social requirements of the country, as well as its individual needs.

A. The Present Aims of the Secondary Education

The chief aim of education in Iraq as stated in the General Education Law of 1940, is "The Ministry of Education shall undertake to create a nation sound in body and mind and character."¹

1. Victor Clark, Compulsory Education in Iraq, p. 16.

The aims of secondary education in Iraq can be divided into two kinds: a) the general aims, and b) the special aims.

1. The General Aims

The general aims of secondary education are as follows:

(a) Social Ideals

To raise the standard of social and home life through the general education of men and women, in order to train them to cooperate with one another for the benefit of all. Such education aims also to bring women up to the intellectual, social, and spiritual level of men.

(b) National and Political Ideals

To bring up a generation of united citizens who owe allegiance to and work for the state, to break down racial and religious intolerance and to create in the students the spirit of serving and loving their nation and respecting law and order.

(c) Civic and Personal Ideals

To develop good moral character and standards of truthfulness and honesty; to develop the spirit of cooperation, willingness to carry responsibility, the habit

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1. The Iraqi Ministry of Education, Course of Study of the Preparatory Schools (Arabic edition), 1948, p. 2.
 2. The Iraqi Ministry of Education, Course of Study in the Intermediate Schools, 1950, p. 1.

Table XVII

The Secondary-School Program of Studies, 1954-1955, In Iraq

Subject	Period per Week						
	Intermediate			Preparatory			
	1st Year	2nd Year	3rd Year	4th Year		5th Year	
			Liter-ary	Scien-tific	Liter-ary	Scien-tific	
Religion	1	1	1	1	1	1	1
Arabic	6	6	6	7	5	7	5
English	6	6	6	7	6	7	6
History	2	2	3	4	-	4	-
Geography	2	2	2	2	-	3	-
Study of Iraq	-	-	-	2	2	2 (a)	-
Civics and ethics	-	2	1	-	-	-	-
Economics	-	-	-	-	-	3 (b)	-
Arithmetic	5	2	-	-	-	-	-
Algebra	-	2	3	-	2	-	2
Geometry	2	2	3	-	-	-	3
Trigonometry	-	-	-	-	3	-	-
General Mathematics	-	-	-	2	-	2	-
General Science	5	-	-	4	-	-	-
Physics	-	-	3	-	3	-	4
Chemistry	-	3	-	-	3	-	3
Biology	-	2	-	-	4	-	5
Hygiene	-	-	2	-	-	-	-
Drawing	2	1	1	1	1	1	1
Child Care	-	-	-	-	2 (b)	5 (b)	-
Physical Education	2 (c)	2 (c)	2 (c)	2 (c)	2 (c)	1 (c)	2 (c)

(a) For boys only (b) For girls only (c) Girls have only one Period.

of working resourcefully, and creatively, to encourage careful planning, thoroughness, accuracy in thought and expression, to counteract extreme individualism.

(d) Health Ideals

To fight superstition with regard to the origin of disease and the method of curing it. To spread scientific knowledge about the physical care of children.¹

(e) Economic Life

To cultivate a feeling of respect for work and a desire and zeal for the development of natural resources, and to direct the attention of youngsters to productive and independent fields. To encourage home crafts and improve farming methods.

2. The Special Aims of the Secondary Education

The special aims of secondary education are as follows:

(a) To provide a general education for the students in the intermediate stage, in order to discover their aptitudes and their capacities on the one hand, and to prepare them for the next stage, which is called the preparatory stage where specialization in study takes place.²

1. Ibid., p. 2.

2. Lecture on the Secondary Education in Iraq delivered by the Iraqi Member in the "Conference of Secondary Education in the Arab Countries", held in the American University of Beirut, June 1956, p. 4.

(b) The aim of the preparatory schools is to provide students with general education to help them to be productive citizens on the one hand, and to offer them specialized education, scientific or literary, on the other hand in order to prepare them for colleges and university study in Iraq and abroad.¹ So, the duty of these schools in preparing for higher studies is to be selective and at the same time to arm the students with general knowledge.

(c) To create the habit of objective independence in students in researches, and study as well as to create in them the scientific spirit, resourceful habits of work and application, particularly careful planning and thoroughness and accuracy in thought and expression. To develop logical thinking and objective criticism and to encourage students in deduction and analysis.²

(d) To create in students the habit of observation and experiment in the laboratory, as well as to study the immediate environment including the natural, economic, and social environment.

(e) To encourage in students the appreciation of the beautiful and the artistic, and such special abilities as

1. Ibid., p. 5.

2. The Iraqi Ministry of Education, Course of Study in the Preparatory Schools, p.1.
See also the Course of Study in the Intermediate Schools, (Arabic edition), 1950, p.2.

poetry, music, drawing, and other kinds of fine arts.¹

(f) To encourage physical education, the spirit of sports and games, and in order to have strong, active bodies, and habits of good health and all this to be done either during school hours or during extra-curricular activities.² To create in them the habits of using leisure time in productive and useful ways.

(g) To attain the mastery of a foreign language as an important means for communication in modern life, and as a means for helping the students to complete their higher learning, and study scientific research.³

B. The Present Course of Study in the Secondary Schools -
A Brief Historical Survey

The first secondary course of study was drawn up in 1926, and provided only for a four-year course.

In 1929, secondary education was lengthened to five years, and divided into two stages: intermediate of three years course and preparatory of two years course, and program for them was issued.

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1. Ibid., p. 2. See also the Course of Study in Intermediate Schools, Iraqi Ministry of Education, (Arabic edition), 1950, p. 2.
 2. Ibid., p. 2.
 3. Mochlman and Roucek, Comparative Education, p. 466.

In 1931-32, a new course for the upper two years was drawn up. This program tried to avoid the "earlier type of specialization in either the literary or the scientific section by permitting four types of specialization - literary, social studies, science and mathematics. There was also an innovation in the form of a course of study on Iraq in all phases of its political, economic, and social life. The four parallel courses and the study of contemporary Iraq aroused a great controversy and resulted in a revision of the secondary school program which returned to the two parallel¹ divisions of scientific and literary sections, and cancelled the study of contemporary Iraq as being too controversial.

Two other revisions were made in the course of the preparatory schools, one was in 1940, and the other was in 1943. These two revisions tried to unify the literary and scientific curriculums for girls' secondary schools.

The program which was drawn up in 1943, followed nearly the same lines for boys and girls, except that girls have two additional periods per week in every class, and two periods in the fourth grade and four periods in the fifth year in child education instead of study of Iraq.

1. Roderic Matthews and Matta Akrawi, Education in Arab Countries of the Near East, 1949, p. 166.

Some changes were made in the secondary course of study in 1954-55, though it is nearly similar in most of its characteristics to that of 1943. The few changes which have been made in this new program are as follows: the periods of the "child education" in the fifth year were increased from four to five, and the period of physical education for girls became once a week only in the preparatory schools, while they are omitted from the intermediate stage. The "translation" lessons which were given in the fourth and fifth years for boys and girls in the previous program of 1943 have been abolished at present course of study of 1954-55.

C. Evaluation of the Present Course of Study in Secondary Education

The characteristics of the present course of study which are used in the secondary schools are as follows:

1. Domination of the Academic

The existing course of study in Iraqi secondary schools is a clear example of the academic type of course of study. It has been drawn up to provide every secondary school student with "the necessary information and knowledge which no one can do without, no matter whatever may his profession be." This has been achieved to a great extent in all the subjects that are taught in the secondary schools and shown by the inclusive contents prescribed for each subject.

The course history, for example, is arranged to include everything concerning ancient, medieval, and modern history of Iraq, the Arab and the Western world in a very detailed way. The Arabic language course does not leave out a single topic about the language, its grammar or literature. In the same way the courses in science such as physics, chemistry, biology, have been made to contain not only common knowledge but a detailed knowledge about each subject. The same is to be said about mathematics and other subjects.

For the sake of facilitating the imparting of this large amount of information and knowledge instruction pointed to the Herbartian method of proceeding from the simple to the complex, from the familiar to the unfamiliar and from the concrete to abstract. This system of study has been inspired by the French academic system and, though instructions have been drawn up for teachers to make demonstrations and experiments in every lesson, especially in science subjects, the great amount of information needs a long time for imparting, and the lack of equipment in school laboratories actually hinder most of the teachers from following these instructions. Hence, the practical aspect in these courses has been relatively neglected.

Such heavy and detailed academic subjects neither help the students to prepare themselves for certain professions

after graduation nor provide them with useful practical experience. They also neglect individual differences, for no elective courses are provided in secondary education.

2. The Purpose of the Education

The major aims of secondary education are to impart a good deal of information to the students and to train their minds. This is mainly attempted by encouraging memorization. This is why large amounts of mathematical and scientific subjects are introduced in the course of the secondary schools. It is believed that these courses are the best means for training the minds of students. One of the chief aims of mathematic courses - such as arithmetic, algebra and geometry - is to habituate the students to think abstractly. But such an aim should not be considered in any way as one of the major aims of secondary education because it shows the effect of faculty psychology on those who have drawn up the program of study.

Imparting of information cannot be regarded as one of the essential aims of secondary education; ~~either~~ it should not be considered as an end in itself, but as a means to an end. The real purpose of education should be concentrated

1. The Iraqi Ministry of Education, Course of Study in Intermediate Schools (Arabic edition), p. 56.

on the whole life of the individual, mentally, socially, emotionally, morally and physically, and it should help to develop all his potentialities and capacities in order to be an effective member in his society. To make information useful and functional it should be translated into action. Otherwise, the course of study degenerates into a theoretical collection of topics to be studied by the student in a way largely relying on his memory. As a result, it is likely to be forgotten in a short time; as a matter of fact, this is what actually occurs in the secondary schools in Iraq, where information and memory work have been greatly emphasized and where the systems of examination and promotion have been planned in such a way as to encourage the student who shows great ability in the retention of information. Thus, the makers of the secondary school curriculum have contradicted and defeated their own goal, and have committed the same error which they want to avoid, for, while they have declared in various places of the course of study that the purpose of secondary education is "not to let students memorize a large number of topics,"¹ but "to provide them with a general knowledge";² yet imparting information and knowledge, and en-

1. Ibid., p. 8.

2. Ibid., p. 1.

couraging memorization have become basic aims of the secondary education in Iraq.

3. Organization of the Secondary Course

One of the prominent characteristics of the existing course of the secondary schools is its organization into two cycles, the first is called the intermediate cycle, which extends over the first three secondary grades, and the second is called the preparatory cycle, which includes the last two grades, that is, the fourth and fifth years.¹ One of the reasons for such a division is the belief of responsible men in the Ministry of Education that many students leave the secondary schools before they complete their education. So a special complete cycle of education must be organized in the first three years including a great amount of information and many courses in order to help the graduate acquire facts which are thought to be necessary. This has had the influence of crowding the first three years of the secondary education with topics and subjects which are beyond the ability of the students. Such crowding is obvious in every course such as Arabic language, social studies, sciences and others. In Arabic language, for example, efforts were made to include all the important topics in Arabic grammar and literature in the first three years of

1. In the American system, these are called the 10th and 11th grades.

the secondary schools. The same is to be said about social studies, such as history and geography. In history, the program of the first three years was designed to contain all the history of Iraq and the Arabs from ancient times till the modern age, in detail as well as western history from the medieval ages up to present time. Thus, the organization of secondary education into two cycles has caused the intermediate grades - especially the second and the third - to be unduly loaded with many subjects which are above the educational standard and ability of the students. As a result, they cannot absorb all of the subject matter and this is one reason for the great number of failures which take place in the intermediate schools.

Furthermore, this organization causes the subjects which are taught in the last two years of the secondary schools to be rather a repetition and expansion of those which are studied in the first three grades.

The assumption upon which this organization is based namely, that a large number of students leave school before they complete their secondary education, is partly true, as we have seen in the previous chapter. Yet the benefit of organizing the course of study in this way in two cycles is a matter of doubt, for many students did not stay in school till the end of the intermediate stage. For example,

in 1951-52¹, 8,351 students entered the first grade of the secondary school, and out of this number only 6,724 remained in the third grade in 1953-54,² and out of this number only 4,127 could pass this grade. Thus about 45 per cent of the students who entered the secondary school could not really benefit from this organization and it is doubtless that this over-crowding of the curriculum is one of the main factors in obliging this great number of less able students to drop out of the secondary school.

4. Unsuitability of the Course to Meet the Needs of the Country

The inadequacy of the present course of study to meet the needs of the country and of society has become a matter of discussion and criticism by newspapers, teachers and educated members of parliament. We have already seen the various problems in Iraq that are related to political, economic, and social aspects and which need an urgent solution.

Politically, Iraq is in need of national consciousness and solidarity due to the different races that live in it, and it needs a national consciousness of unity with the other Arab countries due to the various ties that bind it with them. Economically, as we have seen, Iraq is suffering from unpro-

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1. The Government of Iraq, Ministry of Education, Annual Report on Development of Education in Iraq for Year 1951-52, p. 45.
 2. The Government of Iraq, Ministry of Education, Annual Report on Development of Education in Iraq for Year 1953-54, p. 49 (Arabic edition).

ductive farming methods and implements, from the low standard of living of its farmers, and from the great need for industrial development. Socially, Iraq is suffering from the wide gap that exists between the different social classes, from the undesirable social and educational status of women, and from unsatisfactory health conditions where diseases spread in many parts of the country, due to ignorance of the majority of the people of the principles of hygiene.

Although, a great deal of knowledge is offered along the line of political and civic education in the courses of social studies such as history, geography, study on Iraq, and civic and moral duties; most of these are mainly informational. Actual social and civic activities are largely absent from the secondary schools. The course of civics deals chiefly with the development of society and family, with the structure of government departments in a rather theoretical way. It is obvious that such study would not have an important influence. As regards to health education, the curriculum offers comparatively little knowledge in this field. Only one course of two periods a week is provided in the third year and, besides being limited, the course of hygiene is taught usually in a theoretical manner without application, because the teacher has no sufficient training in health and hygiene. The agricultural knowledge which is included in the course under the

section of botany is also limited, for one course of botany and zoology is taught in the third year, another course in the fourth scientific section, which deals mainly with the parts of plants, the physiological work of plants, and their different classes. No study is offered about the best ways and means of cultivating the land. Besides, such agricultural knowledge is wholly devoid of facilities for practical instruction.

Furthermore, the course of study is uniform. The same content is prescribed for all secondary schools of Iraq without considering the environment, social needs, and the necessities of the students. In this way the needs of the rural areas for example are not met, and no effective attempts were made to fit the course to the rural districts. The needs of the girl students are also not met, for with the exception of a few periods, the curriculum of the boys secondary schools is similar to that of the girls secondary schools. The girls' course of study only differs from that of boys in including two periods on child care in the fourth grade of the scientific section and five periods in the fifth literary section and two periods in home arts in every grade. Such limited provision does not meet the actual needs of girls effectively, especially after their graduation from school. The general features of their study still remain academic, similar to those of the boys.

5. A Departmentalized Course of Study

The existing course of study which is used in the secondary schools of Iraq, is also departmentalized in nature. Each subject of study in the curriculum is designed independently and no suggestions or provisions are attempted for the coordination of the various subjects with one another. Accordingly, many connected elements and features that exist between several courses such as history, geography and economics, or religion, moral and civic duties, or arithmetic and algebra are not taken advantage of. The most objectionable feature of departmentalization in this course of study is found in the division of languages such as Arabic and English into separate units such as reading, grammar, composition and literature, each one being taught largely in unconnected periods. The makers of the course have contented themselves by a caution to the teachers of Arabic language telling them "to correlate various parts of the language and consider them as different parts for one body."¹ But they defeated their own aims by dividing the course of Arabic language into different parts such as reading, grammar and so on, and by defining certain periods for each of them to be taught separately during the week, and so such admonition cannot be

1. The Iraqi Ministry of Education, The Course of Study in Intermediate Schools, 1949-50,
p. 9.

actually followed by the teachers.

Departmentalization is also obvious in the distribution of the teaching load among teachers in the secondary schools, for this distribution has not been made according to classes, but according to subjects. In the secondary schools each teacher is specialized in teaching one course such as Arabic language, mathematics, social studies, or sciences; such specialization has gradually become narrow in scope. It happens that subdivisions of the same subject such as Arabic are distributed among more than one teachers, though they may be in one class. Thus while one teacher is given grammar, another is given literature.

With such a system of subject distribution, little attention is paid to the integration and correlation of the various parts of the same subject as well as between the common elements that exist between some courses.

6. The Course is Tied to a Mechanical Daily Schedule

In the secondary schools we find all the lesson periods are uniform in time length, forty five minutes for each lesson, morning as well as afternoon. This is applied in all secondary schools whether in urban or rural areas and whether for boys or for girls. It is also applied to all grades from the first to the fifth, and to all subjects.

The lesson periods are not only uniform in time length in the secondary schools, but also in their number. In all the grades of the school, six periods are given daily in four days of the week, four in the morning and two in the afternoon, and during the rest of the week five periods are given in the morning. The benefit of such an arrangement is a matter of doubt because to let students and teachers come to school twice a day obliges them to spend most of their efforts in academic school work. As a result, little time is left for them to prepare, and revise their lessons at home and also for refreshing themselves in playing games or in other useful recreation. Besides, most of the students live far from school and to let them come to school twice a day not only causes unnecessary spending of money which over-taxes their parents but also causes a waste of time and effort.

Rest intervals, between lesson periods are comparatively short and, except the dinner interval, are ten minutes each, and so not sufficient to let the student rest, or to encourage him to prepare his lessons. A more flexible time arrangement would help to provide many desirable activities which cannot be included in the program of such a crowded, difficult, and rigid daily schedule as exists now in the secondary schools.

D. Evaluation of the Textbooks

The textbooks which are used in the secondary schools of Iraq are chosen by the Educational Council, and by the recommendation of a special committee, called the "Committee of Authorship, Translation and Publication", which meets under the chairmanship of the General Director of Education. There is also in the Ministry of Education a director of curriculums and textbooks, which deals with the executive matters of selecting the schools books. No textbooks are employed in secondary schools unless they meet the approval of the Educational Council which meets under the presidency of the Ministry.¹ Most of the textbooks which are now in use in these schools are written by Iraqi authors and few of them, especially the Arabic books, are published in Egypt by Egyptian writers. The English textbooks are written by English authors.

The same phenomenon that is observed in the curriculum, namely, rigidity and crowding of subject-matter, is found in the textbooks. The textbooks also reveal the same strictness of following the topics that are prescribed in the course of study. Thus, the cycle of rigidity, and uniformity has become

1. The Government of Iraq, Law of the Iraqi Ministry of Education, No. 5, 1955, p. 18.

complete:- the curriculum, the method of literally following the course of study, and the textbooks.

The presentation of subject-matter in these textbooks is dominated by factual information. This is particularly true in the social studies such as history and geography, which deal chiefly with exhibition of facts and figures, and very little of the material is written in story or problematic forms which are essential in stimulating the interest of the students and in attracting their attention. In the textbooks of Arabic grammar and mathematics, the presentation and explanation of topics are set down largely in a uniformly inductive way. Examples are given; then the conclusion and rules drawn from them. Although this is a good method, yet very often the mathematics problems chosen in the textbooks are of superficial value for they are chiefly artificial and have narrow relation with the actual everyday life.

Under the existing system, education has become a textbook method of learning. As we have seen the textbooks are selected by the central authorities in the Ministry of Education, and they are uniform for all public schools and most of private schools, which usually choose to follow the government program. The textbooks are followed closely lesson by lesson and chapter by chapter. The students greatly rely on them and "on the teacher's explanation in preparing their

lessons. Little, if any, reading is done outside the textbooks, since most of the teachers do not assign reference work." ¹ As a result, the habit of using the references, which is essential in education, does not exist among the students of the secondary schools. It is a rare case that a teacher attempts to stimulate students' interest in reading outside magazines and books, fiction or the like. As a result of little or no supplementary reading material, the range and variety of the students' reading and knowledge are necessarily confined to what is contained in the textbooks alone. It is accordingly a common practice in the secondary schools to complete the prescribed textbooks for every grade, before the end of the year, and to spend the balance of the remaining time in reviewing them. Thus, it happens sometimes that textbooks may be reviewed more than once in the same class with the result of the students' losing interest.

Another defect of the secondary textbooks is the absence of any colored illustrations in them; of all the ² 79 textbooks which are in use in the intermediate and preparatory schools - both scientific and literary sections - which I have seen and examined, not a single one contains a colored illustration. The illustrations and pictures which are included

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1. Roderic Matthews and Matta Akrawi, Education in the Arab World of the Near East, p. 170.
 2. Before writing this thesis, the writer has seen and examined the textbooks which are now in use in secondary schools and, besides, he has an experience of seven years in teaching in the secondary schools, which helped him to be acquainted with all different kinds of textbooks.

in them are only in black and white and very few of them are life-like and attractive. The majority of the textbooks are printed in Iraq, and the backward condition of the printing presses in the country has a bad effect on their quality. Most of them consist of poor paper, their type is not good; their binding is poor; and their illustrations are sometimes blurred. Most of the textbooks are therefore unattractive and the majority of the students are not interested in them. As a matter of fact, one of the greatest needs in the secondary schools of Iraq is for the introduction of textbooks of good quality, superior to the existing ones; superior in appearance, organization and style.

New Modifications in the Present Textbooks

In the summer of 1955, the Council of Provincial Directors of Education met under the presidency of the Minister of Education, and it included prominent educators and administrators in the Ministry of Education. This Council decided to make very important changes and modifications in several aspects of secondary education. One of these modifications is concerned with the improvement of textbooks and curricula. In this connection the Council made a declaration of great interest. It said, "We have noticed that the textbooks in the secondary schools are not meeting the requirements for the preparation of the younger generation, and we have observed

the difficulty in style, collection of information and authorship, which are not original in nature and confused in the presentation of the material as well as greatly crowded."

"Accordingly, we have seen that it is very necessary to revise these textbooks and to include in the curriculum something which would secure the proper preparation of the students. These books should be suitable to the students' age and capacities, in such a way that they should prepare them soundly at each stage for the next stage. So, we have decided to form committees for the purpose of revising textbooks in the intermediate and preparatory schools on the following bases:"¹

First, "Science textbooks in the various fields - mathematics, physics, chemistry and biology - should be translated and adapted from foreign countries according to the same educational level that exists in those countries, and in such a way that textbooks of general science be translated for the intermediate schools; science and mathematics textbooks for the preparatory schools. The translation should be clear and adequate."²

Second, "Textbooks for social studies and language should be written at a level which is suitable to the stu-

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1. The Iraqi Ministry of Education, New Teacher Magazine (Al-Muallim Al Jadid), vol. 18, No. 485, November 1955, p. 143 (Arabic edition).
 2. Ibid., p. 143.

dents' mental ability.¹

Third, "These textbooks must be translated by competent professors of the higher colleges with the cooperation of some secondary school teachers who have wide experience. The aim of all that is to facilitate the over-loadedness on the student's shoulders, and to offer him correct, clear and well organized knowledge and provide a suitable environment in which he can practise his social and scientific activities. The aim behind all that is to strengthen his will and character. Because the textbooks which are now in use handicap him and stand in the way of his growth."²

Although greater efforts are still needed for effective improvement of existing textbooks, this attempt shows clearly the modern trend in the policy of the Ministry of Education due to awareness of responsible officials of the many defects in the textbooks that are now in use in secondary schools, and of the great necessity of modifying them according to modern requirements and recent principles of pedagogy and psychology.

1. Ibid., p. 144.

2. Ibid., p. 144.

CHAPTER VII
PROPOSALS FOR THE RECONSTRUCTION OF
SECONDARY EDUCATION

After having described and criticized the curriculum of teaching which exists now in the Iraqi secondary schools, we are going to present some suggestions for its improvement. We try here to present certain guiding principles and aims which concern secondary education in Iraq, and the construction of the curriculum and methods of teaching in particular.

A. Suggestions for Improving Education in the Schools

1. Education Should Meet the Needs and the Requirements of the Country

The proper material of education should be provided to meet the needs, activities and problems of life in Iraq. For "each country, according to its peculiar circumstances and stage of growth, needs to develop its system of education with due emphasis on its particular requirements." ¹ At present Iraq has certain main educational needs. The first is the need for teaching principles and practice of more modern and efficient farming for that would help greatly to increase the wealth of Iraq, which depends largely on

1. Victor Clar, Compulsory Education in Iraq, p. 18.

agriculture which is the occupation of the majority of the people. The second need is welding the diverse racial and religious groups into conscious nationhood. The third important need is improving the health conditions of the country in order to help the people to live healthier and cleaner lives, and to reduce the appallingly high child mortality. The fourth need is acquisition of technical skills necessary in the growing demand for maintenance of practical work, and development of local industries. The fifth need, equally important, is raising the social and educational level of women, and creating better attitudes about their status. Education should also aim at improvement of other economic aspects and resources of the country.

2. Education Should Also be Directed Toward Social Aims

In Iraq there is a great need for the improvement and enrichment of the life of the mass of the population. Education should also aim at securing full consciousness of nationhood among the Iraqis as well as a broad national relationship that ties the Iraqis and the Arabs generally with other Arab countries. Development of a sound moral character should be another aim of education of equal importance.

3. Education in School Should be Correlated With What Exists Out of School

Therefore, the secondary school curriculum in Iraq should be made up as far as possible of life-like activities

in which the students must be engaged. There should be no sort of conflict between the students purposes and social purposes; otherwise there will be a gap between the schools and kinds of experiences and problems that exist in society. Also, schools will produce a type of individual who is deficient in awareness of social purposes and who is lacking enthusiasm for improvement of his community and his country.

In order to reach these goals in Iraq, the following should be considered:

(a) "In the first place, the school must be itself a community life in all which that implies. Social perceptions and interests can be developed only in a genuinely social medium -- one where there is give and take in building up a common experience. This involves a context of work and play in association with others." ¹ School must be a society in which study and growth are incidents of present shared experience, in which qualities of good citizenship, democratic life, social and national consciousness become habits by real practice over and above knowledge about them learned in the classroom, laboratories, workrooms, playgrounds. These qualities must engage the natural active tendency of youth, to enter into intercourse, communication and cooperation.

1. John Dewey, Democracy and Education, p. 416.

(b) "The learning in school should be continuous with that out of school. There should be free interplay and interaction between the two. This is possible only when there are numerous points of contact between the social interests of one and of the other."¹ Students should not only derive many of their activities, studies, and investigations from community life, but the results of their studies also must be broadcast in their society by effective means of programs, bulletins, lectures, radio dramas, exhibitions, festivals and the like. The school should do its best in trying to get into continual contact with the students parents and other members of the society by inviting them now and then to visit the school, especially when a school is arranging a program such as acting a drama, making exhibits, delivering lectures, or other similar school activities. The school has also to inform the parents about their sons and daughters' results and the rate of their progress in school work and in character. The aloofness of most schools in Iraq from communities where they exist is an unsatisfactory phenomenon and it must disappear. The schools, especially those which are in the small towns and localities, should become the center of many community meetings. If it is possible, a small library including useful

1. Ibid., p. 416.

books and magazines may be set up in the school for people to read. This is particularly convenient in small communities. The habits of most of principals and teachers to stand aloof from the community where their schools are situated, should be abandoned, and the barrier which exists between them and the people of their society should be abolished. They should have broader ideas of their work as concerned not only with teaching inside the classroom but also with social duties outside of schools as well.

In achieving all these, the school will secure the cooperation of parents and other members of the community that doubtless will lead it to succeed in performing its function and duties.

4. Education Should Meet the Needs of the Individual Students

The Iraqi youngster, like his brothers and sisters all over the world, needs every assistance to develop those essential skills, habits, and aptitudes which can only be secured through participation in life of a good school. He needs mastery of the written and spoken language of his own nation as well as a foreign modern language. He needs to be equipped with general knowledge of the world around him in geography, history, general science, and literature. He needs to understand fundamental knowledge in mathematics,

and to have practical and theoretical ideas on "the rules of health, and social conduct, and opportunity to practice an art or handcraft."

Furthermore, education must not be subject matter centered, but student-centered. It should be all-round life education and should help to develop the whole life of the individual students, mentally, socially, emotionally, and physically. It should help to develop all his capacities and potentialities. It should consider all these aspects of life, and not be concentrated on one side such as mental ability, and neglect the others, for the development of all of these is only the correct means that leads to the creating of the right character and strong personality in every individual student.

5. Secondary Education and the Curriculum of the School Should be Differentiated According to the Needs of the Various Types of Life and Environment in the Country

Achieving this principle is a matter of importance, for every type of environment has certain needs, requirements, and problems, and accordingly the content of the curriculum should vary according to the variation of the environment. The curriculum of a student living in an industrial and commercial community must chiefly concern the knowledge and

practice of industry and commerce, and it should differ from the curriculum of a student living in a rural area, which must mainly deal with agriculture and planting.

The content of the curriculum for girls must be differentiated from that provided for boys for the needs of the two sexes differ greatly. In addition to the conventional tools of education, such as reading, writing, and arithmetic, education of the girls should provide largely for vital "instruction and training in domestic science and domestic art, home-making, the proper care of children, sanitation, hygiene, the prevention of disease and civic matters."¹

In order to secure this principle of differentiation, secondary schools' principals and teachers ought to be allowed considerable freedom under guidance to formulate their curriculums in accordance with the best needs and requirements of their own community. The Ministry of Education should be concerned with issuing generalized types of curriculums which should be suggestive and not rigidly prescriptive for all schools, as it is the case in the prevailing curriculums in Iraqi secondary schools.

In order to make the principle of differentiation clearly and comprehensively understood, and correctly applied, certain admonitions should be pointed out: First, differen-

1. Paul Monroe, The Report of the Educational Inquiry Commission, p. 132.

tiation should not be put in a frame of narrow specialization. This is particularly true in the first two or three grades of the secondary schools. One of the main aims of secondary education, besides meeting environmental needs, is to provide general knowledge for the students, which would help them to become effective and useful members in their community as well as to give them ample opportunity to develop their various potentialities and capacities. Agricultural activities, for example, should not be carried out to the extent that they would be detrimental to the development of other phases of life. Expressed in other words, agricultural education should not become an end in itself, but a suitable medium for the growth of the students' abilities and for correct adjustment and adaptation to their community and environment. The same is to be said about the industrial, commercial and other sorts of secondary education.

Second, secondary education should be provided to the students in the various kinds of the secondary schools, in the same or comparable standards or levels. Accordingly, if the standard secondary school in the cities consists of five grades, the secondary schools in the rural areas, should also consist of the same grades and should be equipped as far as possible with sufficient and necessary facilities.

Third, differentiation of education should not lead to the exploitation of the students. This statement is mentioned to avoid exploitation of the students by the schools,

especially in practical phases of education like agricultural and industrial activities where there is a danger of employing the students to produce finished products for the sake of bringing income to the school at the expense of some other important aspects of his education. These activities must be practised only to the extent that would lead to the development of the students' abilities and provide them with valuable sorts of skill. Any other aims devoid of this purpose would be artificial, and accordingly detrimental to the students' growth.

Fourth, differentiation in education must not imply any social stratification. In applying the principle of differentiation in secondary schools, it must not be associated with any idea or slogan like "education for the working class", or "education for the peasants", and the like.

6. Secondary Education and the School Curriculum Should Take Care of Individual Differences in Ability and Interests Among Students

This principle deserves great attention in the secondary schools in Iraq, because it is neglected in the course of study and methods of teaching. In order to realize this principle the following points should be considered.

(a) Extra and more difficult activities and duties may be offered to the bright students, while work of less difficulty may be given to the less able and retarded students.

(b) The program of study should include some elective courses, in order to give ample opportunities for the students to choose those courses which fit their special abilities, skills and interests.

The development of the special abilities, interests and hobbies of the students, such as fine arts like music, drawing, literature and the like, must be taken care of as follows:-

First, the school should be equipped with sufficient material concerning these courses, and sufficient time should be allowed for the students to develop their specific abilities as far as possible.

Second, exhibitions for the students products in fine arts should be arranged from time to time in the school to encourage them to work effectively.

Third, special reward should be given to the students who have achieved the best accomplishment in the fine arts.

7. Freeing Education from Exclusive Dependence on Theoretical Knowledge

Education should not be confined to theoretical and academic knowledge, but it should pay great attention to the practical aspect, demonstration and application. This principle should be considered with care in Iraq, because the prevailing program of study in the country is highly academic

and concerns chiefly the presentation of information and subject-matter while the practical demonstration is greatly disregarded. Special care should be given to this principle especially in the science courses such as physics, chemistry, and biology, which need to be accompanied by experiments and demonstrations. Science laboratories sufficiently equipped should be provided in every secondary school. Sufficient teaching aids and audio-visual means should be secured in every school. Social and civic studies should be closely related to phases of Iraqi life, such as social relationships and problems, the condition of health, and the like. This should be studied analytically and solutions should be found. If we want to educate youngsters to be intelligent citizens, capable of participating in community and civic life, and interested in the actual problems and daily questions which their society and nation faces, it is essential that they must be given ample opportunity to discuss, study, and investigate them in the classroom under the guidance of their teachers. In this way they will acquire rich experience. To neglect this aspect means to deprive the younger generation of the right to be good citizens, citizens who will be greatly interested in the national questions, and will not be easy prey to the temptation of propaganda and whimsical tendencies.

8. Education Should Provide Vocational Guidance and Teach the Young Person How to be Economically Efficient and Productive

In order to secure such an aim in Iraq, special courses in economics and vocations should be provided in the program of the secondary schools. In all these courses, objectives of economic and vocational efficiency should be secured such as (a) ability to select a vocation and succeed in it; (b) planning of personal economics; (c) wise use of economic resources and products, as well as wise budgeting of personal income.

9. Education Should Cherish the Best Aspects of the National Heritage and Culture

Secondary education in Iraq should pay special attention to the rich Arabic culture which is ignored by the majority of the people of the country. Even the educated people know little about the great accomplishment of the Arabs in science, such as chemistry, physics, mathematics, philosophy, art, architecture, and music. Even the very rich Arabic literature and history are not quite understood by many of them. "Many of the old, exquisite, Arabic industries and crafts have degenerated or disappeared. Many of these things have been carefully studied more by western orientalisks

and thinkers than by the modern Arabs themselves."¹

All these prominent aspects of Arabic culture and heritage should be included in the content of the curriculum of the Iraqi secondary schools, to be either in a form of introductory knowledge to each course concerned, or to be set down in a special chapter or section in each of the related courses. For example, in teaching physics, a special section should be provided in the textbook of this course about the Arab accomplishment in such science. The same is to be done in other courses such as chemistry, art, history, music and others. Another proposal suggested by some national educators² in such concerns is to provide all these branches of Arab knowledge and works in a special course, called "studies on the Classic Arabic accomplishments in science, mathematics, art, history, philosophy."

But the danger of this suggestion lies in that, introducing such a course may add to the present over-crowded curriculum another new subject which complicates it more, when one of the chief aims of the writer has been to facilitate the existing curriculum by reducing the number of its wide range of courses.

Beside the Arab heritage of the past, education in the secondary schools should study all that is worthwhile

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1. Matta Akrawi, Curriculum Construction in the Public Primary Schools of Iraq, p. 212.
 2. Such proposals were discussed in the "Conferences of the Secondary Education" which was held in the American University of Beirut in June 1956, and some of the Arab members preferred to introduce the classical Arabic accomplishment as a section in each course, while others suggested to introduce that in a special separated course.

in the present aspects of national life like manners, folkways of the people. There exists in Iraq rich poetry, folk songs and folk stories which largely lie insufficiently examined. All these must be studied and cultivated in school, because they give a clear picture of original expression of the actual life of the majority of the people and because many of them possess real merit which deserves to be learned.

10. Education in Iraq Should Adapt the Best Aspects of Western Civilization that are Suitable to it, and Proper Adjustment Should be Made Between the Western and Arabic Civilizations

Although this meeting of cultures cannot be completely controlled owing to numerous intermediate factors not easily controlled, yet education is the most effective means and agency to interpret to the people of the country the various characteristics of western civilization in order to distinguish and select not only the good from the bad, but also the best from the good. For "in the welter of new ideas, standards, devices, systems, and 'isms', there is bound to be confusion for some time to come. Moreover, western cultures though they have much in common differ among themselves in importance. Nor are they all without their weakness as is shown by the rising tide of criticisms of various aspects of

western life."¹ Furthermore, western cultures are in continual change and it is necessary for the nations coming recently under their effect to study and be aware of their trends. "It is futile and unwise for a country like Iraq to adopt a western institution which has been or is being discarded in the west itself."² Many of the educational aspects which are now prevailing in the academic curriculum and methods of teaching, and system of administration which are influenced by the West, especially by France, are modified by most of the western countries themselves. It is one of the chief functions of educators to help in comprehending and choosing what is best in the life and culture of the West which will lead to the development of other countries and nations.

B. Suggestions for Improving The Educational Level of the Secondary School Teachers

Undoubtedly, the teacher has a very important effect on the education in the school, and this fact has been expressed by an old saying: "As is the teacher so is the school." Thus, in the last analysis, upon the provision of good teachers depends the improvement of education in the school. In order to secure this aim great attention should be given to the

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1. Matta Akrawi, Curriculum Construction in the Public Primary Schools of Iraq, 1942, p. 212.
 2. Ibid., p. 212.

pre-service as well as in-service training of the teachers:

1. Proposals for Pre-Service Preparation of the Teachers

The following proposals are suggested:

(a) The students who are intended to enter the teacher's training colleges must be carefully selected. They should be chosen from people of good ability and high character, and who are really interested in teaching.

(b) During all the period of their study in the training institutes, the students should be under close scrutiny to be sure that they possess the desirable qualities which qualify them to become good teachers. Those who would prove not to be so, should be excluded.

(c) The function of the teachers' training institutions should not be limited to providing teachers with knowledge and methods instruction, but should include the experiences necessary for the development of proper habits, attitudes and modes of thought. The students should not only be trained to be good classroom teachers but also as community leaders, social workers and good citizens.

(d) Greater attention should be given to the practical aspects of the teachers preparation. The practice periods should be increased. This will help to provide more trained teachers having sufficient practical knowledge.

(e) Before the student-teacher graduates he should be equipped with the tools and means which will enable him (i) "to study the children under his care and (ii) to study the environment in which his school is situated."¹

(f) The curricula of the teachers' higher colleges must be varied and differentiated to suit the different types of schools in the country where the prospective teachers will teach. These may be of three main types (i) teachers for academic schools including sciences and arts sections, (ii) teachers for commercial schools, and (iii) teachers for agricultural schools in the rural areas.

(g) Instructors of the training colleges "should have more time for individual study and investigation in preparation for their classwork, and especially they should have more time for conference with individual students and for informal meeting with groups of students."² This would help them to improve their methods of teaching and understand their students better.

2. Proposals for In-Service Training of Teachers

These proposals are mainly concerned with the educational growth of the teachers while they are in-service.

The suggestions for securing this goal are as follows:

1. Ibid., p. 244.
2. Paul Monroe, Report of the Educational Inquiry Commission, p. 141.

(a) Educational summer sessions for teachers should be organized every year. This can be made in the country as well as abroad. The courses of these sessions should be conducted by capable instructors, and be varied according to the teachers' specializations, and they should aim at acquainting the teachers with the new techniques of teaching, as well as at increasing their professional knowledge. It might be stated here, that the summer sessions for teachers that have been organized since several years by the Point IV in the American University of Beirut, are one of the most effective measures to secure this purpose. This kind of course must be further encouraged by the Ministry of Education.

(b) The good teachers should be granted scholarships and fellowships by the Ministry of Education or by other foundations to study abroad. This would be a fine reward for their good services and it would help them to increase their knowledge and obtain higher degrees. At present this system has been followed in a limited scope and it should be encouraged more.

(c) Teachers and principals should be urged to carry out studies and experiments in the fields of their specializations. The results of these achievements must be published in the magazine of the Ministry of Education - "The New Teacher". This would help others to get acquainted with their results, and stimulate many others to make similar

contributions.

(d) Regional teachers organizations such as societies, associations and clubs should be encouraged. "Regular regional and national conferences should also be held".

All these attempts should be achieved in order to help us to approach our main goal in education, which is a well expressed by a Western educator "To enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state under conditions which will enable the pupils best to profit from their training".

SUMMARY

This study has surveyed the development of public secondary education in Iraq in the last decade (1945-1955). Its seven chapters may be summarized as follows:

The first chapter was devoted to the factors that have contributed to the recent educational development in Iraq namely:

1. The awakening of the people. A large proportion of people under the National Regime have become aware of the importance of education, and they have started to demand more schools and improvements in the existing educational system.
2. The influence of educated people and educators, particularly those who are more educated abroad.
3. The present democratic system of government, which aims at developing and educating every individual.
4. The new circumstances of the post war period which require suitable reviews and reconstructions of the educational and social systems.
5. The establishment of the Fundamental Education in the country.
6. The Economic Development - primarily due to the recent exploitation of the oil fields in Iraq - which has brought a tremendous revenue to the national budget.
7. Establishment of the Development Board, which has contributed to great agricultural, industrial and social

progress in the country.

8. The new projects for improving the status of agriculture, like the Dujaila Project of land settlement.

The second chapter discussed the condition of secondary education in public schools in Iraq, including the following:

1. The earlier condition of secondary education in Iraq, under the Ottoman regime and up to 1917 no secondary school existed in the country, while during the British Mandatory (in 1918) the seed of the secondary education was planted.

2. Development of secondary education under the National Government, and this was divided into these sections:

(a) Secondary Education under the initial stage of the National Regime, (1921-1931), during which the public secondary schools increased from those with an enrollment of 2522.

(b) Secondary education under the second stage of the National Regime, (1931-1941) during which the public secondary schools increased to 56 and their students to 13,939.

(c) Secondary education during the period of World War II, (1941-1945). During this period the number of the secondary school students decreased to 11,309, and the educational budget was also reduced. Moreover, the goals of education were not clear.

The third chapter dealt with the present status of public secondary education, including the following:

1. The system of central administration and organization of education with all its general directorates and sub-directorates. This system was criticized as being (a) highly centralized and (b) lacking continuity of educational policy.

2. The organization and administration of the secondary schools, especially the admission requirements, and the duties of principals, teachers and the assistant principals in these schools.

Remedies for improving administration were suggested, such as:

- (a) Allowing the local authorities to participate in all the phases of education in their areas.

- (b) ~~Pre~~curring the teacher's participation.

- (c) Helping principals to improve the methods of teaching.

The fourth chapter was devoted to educational finances, which included the following:

1. The annual change in amount of the Ministry of Education budget, which has shown an increase in recent years.

2. The sources of the funds for the educational budget.

3. The chief financial problems brought on by increased educational opportunities with suggestions for their solution such as improving the projects of the Development

Board and by reforming the system of taxation.

The fifth chapter reviewed the expansion of the secondary school system as follows:

1. The amount and rate of growth of secondary education during the last decade.

2. Comparison of boy's and girl's schools was made to see how far the former exceeded the latter in number, and the reasons behind this.

The following items were studied: student-school ratio; student-class ratio; number of classes per school, teacher-school ratio, student-teacher ratio, ratio of secondary schools to elementary schools, ratio of intermediate schools to preparatory schools. Tables were provided to display all these ratios, along with data on existing school facilities and equipment, to find how far and how properly, the expansion of public secondary education and educational opportunities has been accomplished. The problems of elimination and its causes were discussed as in detail.

The sixth chapter dealt with the Ministry of Education, present aims for public secondary education, including social ideals; national and political ideals; civic and personal ideals; health ideals and economic life, as well as special aims such as providing general education; accuracy in thinking and observation, encouraging artistic value and physical education.

The same chapter also critically evaluated the present course of study in these schools, and it exposed its defects

and characteristics.

The seventh and last chapter presented proposals for the reconstruction of secondary education in Iraq, with the aim of securing its most efficient development, as follows:

1. Education should meet the needs and requirements of the country.
2. Education should be directed toward social aims.
3. Education in school should be related to what exists out of school.
4. Education should meet the needs of the individual students.
5. Education in school must be differentiated according to the needs of the various types of lives and environment in the country.
6. Education should provide for individual differences in ability and interests.
7. Education should emphasize more than theoretical and academic knowledge.
8. Education should provide vocational guidance and teach young people how to be economically efficient.
9. Education should cherish the best aspects of the national heritage and culture.
10. Education in the country should adopt the features of Western civilization and education that are

deemed by the educators to be most appropriate for development and growth of the Iraqi culture.

Suggestions for improving the educational level of the secondary school teachers were also stated.

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