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THE HIGHER TEACHERS COLLEGE, BAGHDAD:
A HISTORY, 1923-1958

by
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PREFACE

The need for teachers to staff the apparently over increasing secondary school continues to be a problem facing the education authorities in Iraq. Since its founding by the first National Government, the Higher Teachers College has provided Iraq with its bulk of secondary school teachers. It has also eventually formed its philosophy and method of how teachers ought to be educated. Hence any study of the problem of teacher education in Iraq requires an understanding of the evolution of this institution. Moreover, this College has contributed considerably in the progress of education in Iraq, through teaching, publications, and the efforts in the field of education of its deans and staff members.

The purpose of this study is to trace the development of the Higher Teachers College from the time of its founding (1923-24) until 1958, when it was incorporated into the University of Baghdad as the College of Education. The Higher Teachers College is first placed in the historical setting against which it emerged. Then its main features: a) curriculum and student life b) rules and regulations c) personnel, are dwelt upon. Finally, an attempt is made to help decide the future status of the College, which is seen to depend on the outcome of a debate between two opposite modes of thought, the one advocating a liberalcum - technical aim for the College and the other a purely technical one, by situating the issue in a proper historical perspective.

Regarding references, dependance is largely on primary sources such as the documents of the Ministry of Education and the Higher Teachers College, personal correspondance and interviews with the respective personnel, and actual contact with the College itself.

It is hoped that this endeavor will be of some service to further studies concerned with teacher education, particularly secondary-school, in Iraq.

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The insufficient data concerning the Higher Teachers College made it necessary to draw a good deal of information from unpublished sources. In this I was greatly helped and directed by my father, Khalid El-Hashimi, a constant source of inspiration, who in addition to the suggestions made facilitated the accessibility to the documents and files of the College and the Ministry of Education in Baghdad.

My thanks are also extended to Sati^e al-Husri, Abdul Hamid Kadhi, Mohammad Fadhil Jamali, Humphrey Bowman, Lionel Smith, and Mrs. Van Esse for their readiness and promptness in supplying information whether through correspondance or interviews; and to Zaki Saleh for his suggestions and reading of the first chapter.

ABSTRACT

The policy of the new Arab authorities in the Department of Education of the recently established Iraqi National Government was the extension of national schools both primary and secondary. The problem of finding teachers for the secondary schools was particularly apparent from the outset as British educational policy had concerned itself largely with primary rather than secondary education. To meet this problem the Higher Teachers College was founded. Even until the present, this institution continues to serve the country by providing the bulk of its secondary school teachers.

This study traces the development of the Higher Teachers College in Baghdad from the time of its inception, (1923-24), until 1958, when like all other colleges it was affiliated to the University of Baghdad. The main features of the College studies over this period are: a) curriculum and student life, b) rules and regulations, c) personal. For convenience the period is divided into three parts. The first, 1923-31, begins with the start of the College in the way of night classes and ends when it was closed. The second period is the decade following the College's re-opening in 1935-36. The third period extends until 1958, when the Higher Teachers College was incorporated into the University of Baghdad as the College of Education.

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I. HISTORICAL BACKGROUND

The Period of British Occupation

Setting-up of the Department of Education

It was not a happy scene that confronted the British authorities during their conquest of Iraq, beginning with October 1914. Their task, of setting the whole of an alien and complicated system on its feet as quickly as possible, was made no easier by the fact that most of the responsible officials had fled and that the most recent documents and registers were not available.¹ As an eyewitness Sir Reader Bullard comments in his recent book:

... the Turks had abandoned the city (Basrah), which was being looted, ... had taken with them the senior officials and many of the essential records, and had refrained from making any arrangements for the civil administration or the maintenance of law and order, and the moment they left the crowd set to loot the public buildings. This happened everywhere, and those who helped to start the civil administration running again considered themselves lucky if looters had not carried off doors and windows and archives as well as furniture.²

On the day of the occupation of Basrah, Sir Percy Cox, who later became the civil High Commissioner in Iraq, assuring the inhabitants of the British friendly attitude and good intentions said "No remnant of the Turkish administration now remains in this region. In place thereof the

¹G.L: Bell, Review of the Civil Administration of Mesopotamia (London: His Majesty's Stationery Office, 1920), P.5.

²R. Bullard, The Camels Must Go (London: Faber & Faber, 1961, p. 89.

British flag has been established, under which you will enjoy the benefits of liberty and justice both in regard to your religious and to your secular affairs".³

The rapid extension of the occupied territories raised numerous questions of administration. Commenting on the state of affairs to the House of Lords, Britain's Foreign Secretary said: "... we found hardly an Arab, owing to the sterilising influence of Turkish administration, capable of exercising executive authority. Not a single Arab in the country was able to be put in any position of responsibility or importance".⁴ This was not only due to incapacity but also to disinclination. The Iraqis were apprehensive of the possible return of the Turks and of their subsequent punishment.⁵ Problems of revenue were especially prominent as there was no trained staff. Luckily however, Henry Dobbs, who later succeeded Sir Percy Cox as Civil High Commissioner, arrived to take charge of the work of revenue. As one of his staff, and even at times his entire staff, Sir Reader Bullard considered him one of the ablest men of the Indian Political Department. But, due to the lack of specialists Dobbs also ran various miscellaneous duties.⁶ Education came under this category. To start with, the supervision of educational institutions was merged with that of revenue collection and organization. In his "Notes On Education, February 15th, 1915", Dobbs studied the educational problem and made suggestions for the British

³Bell, p.3.

⁴Great Britain, 5 Parliamentary Debates (Lords), XL (June 1920), p.875.

⁵Ibid., p. 876. This was the case in Kut, where the British were compelled to evacuate.

⁶Bullard, p. 91. Among the various duties of revenue were: the responsibility for the Departments of Pious Foundation (Waqf), Land Records (Taper), Crown Lands, Customs, Ottoman Public Debt, Excise, and the Tobacco Regie. In October, 1961, Dobbs was indisposed and left to India. His place was occupied by Mr. H. St. J.B. Philby until after the capture of Baghdad in March, 1917, when C.C. Garbett became in charge of revenue work. Ibid., p.98, see also A.T. Wilson, Mesopotamia, 1914-17; Loyalties (London: Oxford University Press, 1930-31), I, p. 70.

policy. He stressed the need of extreme caution in initiating a new system so that mistakes made in colonial India might be avoided.⁷

The natural tendency on part of the British authorities was to restrict education or to consider it as of secondary importance in re-generating the country. But contrary to this, the British authorities found themselves voluntarily encouraging education and stimulated to provide educational facilities. On the scene, there were only few Arabs available who had had a good education in the Arabic language. Thus, the shortage of teachers was manifest. This, with the need of youth for government service together with the implication that the British Administration might be withholding the country's progress if acting otherwise prompted the authorities to take a more progressive position. Accordingly, although Mr. Dobbs' inclination was to advise that no schools be opened for the next two years, he recommended that one or two primary schools be opened and subsidies given to some private schools.⁸ It is with this in mind that we are in a position to qualify or interpret Sir Arnold Wilson's statement that "From the early days of the occupation the education of the children of the country attracted our attention:" and that Government primary schools were re-opened in Basrah and immediate neighbourhood as early as 1915.⁹

In Baghdad, the apparent delay in starting schools was attributed to the people themselves, who on many instances, it was said, either burned the schools or looted the furniture and equipment.¹⁰ With the Turkish armies deserting the country the last of the Turkish teachers also left. Obtaining teachers was a most serious handicap especially with the Iraqi

⁷P.W. Ireland, Iraq: A Study in Political Development (London: Jonathan Cape, 1937), p. 125.

⁸Ibid., PP 125-26

⁹A.T. Wilson, Mesopotamia 1917-20. A Clash of Loyalties (London: Oxford University Press, 1930-31), II, p. 174. Sir Arnold Wilson was the Acting Civil Commissioner then

¹⁰Bell, p. 12.

youth of the better educated class away from the country, thus only the poorer type of teachers were to be found.¹¹ Shortly after the occupation of Baghdad, March 1917, a deputation of citizens, some of whom had been teachers formerly, began to ask for the opening of schools. But the British authorities considered that a course for training teachers should first be started. This decision was taken with the aim of not only insuring that a higher class of teachers be employed but also that no politically undesirable persons would be admitted into the system.¹² A three-months training course was thus started at Baghdad in 1917. Of the 81 students admitted only 27 passed the qualifying examinations. The students included ex-teachers and young men of some education. Though the standard was low, the graduates of this short course were claimed to have been considerably better than the teachers previously found.¹³

Mosul was fortunate enough to have its schools intact since it was not taken over by the British until the armistice with Turkey. Thus the schools in this city could be easily re-opened.¹⁴

In September 1918, the education policy was framed and the system coordinated. A separate Department of Education was set-up with Major H.E. Bowman, lent by the Egyptian Ministry of Education, at its head. It appears that until then Mr. Van Esse, the American missionary and Principal of the American School in Basrah, had been unofficially organizing the work of the department. He is reported to have actually

¹¹M. Akrawi, Curriculum Construction in the Public Primary Schools of Iraq in the light of a Study of the Political, Economic, Social, Hygienic and Educational Conditions and Problems of the Country, with some Reference to the Education of Teachers: A Preliminary Investigation (New York: n.p. 1942), p. 131.

¹²Ibid.

¹³Ibid., pp. 131-32

¹⁴Ibid., p. 132

handed over to Bowman a going concern.¹⁵ According to Sir Arnold Wilson, the Department was fortunate to have Bowman. For, he noted that with an inspiring personality and "missionary zeal" he was able to "... organize his Department and recruit his staff almost exclusively in Iraq, having recourse to the Sudan and Egypt in only a few cases".¹⁶ However, Bowman wrote that the dearth of well - educated and trained Iraqis finally led them to appeal for help to the American University of Beirut. Thus, a couple of graduates, including Jibrail Katul and James Somerville, who both subsequently worked in Palestine, with Bowman, and later joined the above University, were attached to the Department for special duties.¹⁷

Though Bowman was admitted to have been sociable and tactful with Iraqi teachers and students, this, it seems, did not stop him from taking very strict measures against matters that appeared to infringe on the British administration. An example of this is the story of how in 1919, the Haydarriyya Primary School had planned to put on a play centering round a nationalistic theme. The Arabic flag was used as part of the costumes and the play indirectly appealed to nationalist sentiment to achieve full independence. Bowman, at the time, ordered the performance to be stopped. But, the principal, A.M. Zaydan, having already sent out

¹⁵ Interview with Mrs. Van Esse, Nov., 1962,

¹⁶ Wilson, II, p. 174. It was under his initiative that the "Government Bookshop" was established, headed by M.W. Mackenzie. The first of its kind, Wilson stated, it had an extraordinary comprehensive stock of books covering a wide range of subjects. Surprisingly enough, the demand turned out to be more than was expected. According to Richard Coke, it soon became a rendez-vous of Baghdad intelligenzia, both British and local. R. Coke, The Heart of the Middle East (New York: Frank - Maurice, INC., 1925), p. 276.

¹⁷ H.E. Bowman, Middle East Window (London: Longmans, Green & Col, 1942), p. 192.

invitations to all the dignitaries, did not comply. Consequently, Bowman not only dismissed him but also deported him to India for more than a year, which step until today is considered to have been too severe.¹⁸

The creation of education facilities was slow after the war years, and there was the continued lack of trained teachers, equipment and funds. Nevertheless, the aims of the Department were kept high. Summarized by the Director of Education these were:-

To provide a sound elementary education, on which to base an edifice lasting, enduring and firm. To open new schools gradually as trained teachers become available. To select as teachers only the best candidates, socially, morally and mentally, and to pay them well. To never lose sight of the real object in view - the formation of character and the spirit of good citizenship.¹⁹

To assist the Director of Education in Baghdad there were three native inspectors²⁰ and one British. The country was divided into three educational areas, each with a headquarters office, after the fall of Mosul, November, 1918. The Northern area was administered from Mosul, Central from Baghdad, and Southern from Basrah. A British Officer helped by an Arab assistant acted as the Deputy Director of each district; while it was up to the Director of Education to tour the country and co-ordinate the whole work.²¹

As far as ascertaining public opinion on education, it was felt from the beginning that "... it would be both advantageous and politic to introduce,

¹⁸ Interview with Dr. Z. Saleh, Chairman of the Social Science Department at the Higher Teachers College, Baghdad, and Dr. K. El-Hashimi, Chairman of the Department of Education and Psychology at the same college, April, 1962.

¹⁹ Cited by Ireland, p. 127.

²⁰ Two of those native Inspectors were Yusuf Ibrahim, who later became Minister of Education, and 'Abdul Razaq Ibrahim.

²¹ Bowman, p. 121. It appears that in the various areas where an Education Officer was not permanently stationed, the Political Officers and the Assistant Political Officers controlled and supervised the schools and were the channels of communication on all education matters relevant to their district. Bell, p. 105.

in the sphere of education, an element representative of local learning and opinion."²² A Council of Education, similar to that which had been prevalent under the Turks, with advisory but no executive powers, was therefore established. All the members, who came from Baghdad, were distinguished in the Arab world of letters. Bowman reports that nothing of importance was done without its advice and general consent.²³

Petitions and requests began pouring in from all parts of the Occupied Territories demanding schools and educational facilities.²⁴ Important problems now faced the Department of Education. Some of the educational policies and decisions which followed contributed in laying the foundation of the present educational system in Iraq. Indeed, some are claimed to have continued to guide the practices of modern Iraq with but little modification.²⁵ Most prominent among these were the questions dealing with private institutions, religious and language instruction, and higher education.

Educational Policy

Private Education.-- Grants-in-aid to denominational schools were voted from 1916 onwards.²⁶ In return for an annual grant the American School in Basrah trained three teachers for the public schools and the supervision of all schools was undertaken by its Principal.²⁷ It was thanks to the

²²Bowman, p. 195.

²³The Council included: Haji 'Ali al Alusi and his brother Shukri al Alusi, both well known Arabic Scholars, Jamil Sidqi al Zahawi, famous as a poet, Ja'far Chalabi al Haji Daoud, a pious man of learning, Père Anastase al Carmali, an Arabist of world-wide fame, and Hamdi Beq Baban of European culture and a representative of the Kurdish element. Ibid., p. 196.

²⁴Ireland, p. 127.

²⁵Akrawi, p. 133.

²⁶Wilson, II, p. 174.

²⁷Akrawi, p. 131.

Dutch Reformed Church of America, wrote Sir Reader Bullard, that Basrah possessed two very good schools, run by the Van Esses. Unlike the Roman Catholic Schools, which catered for local Christians, their schools had mainly Moslem pupils.²⁸ For a long time, Van Esse acted as adviser to the political authorities on educational policy. He is reported to have been "... virtually though not by title Director of Education".²⁹

With the grants-in-aid the Education Department had increased control of these schools which were placed under its supervision. However, they continued to be conceded complete liberty in religion. The British authorities reported that they thought it wise to encourage private initiative but, because schools were often founded by "undesirable" persons without sufficient foresight as to school progress or future upkeep, steps were taken to revive the rule followed in Turkish times whereby private schools had to obtain a license from the government.³⁰

That importance was attached to the maintenance and encouragement of denominational schools is clear from Sir Arnold Wilson's statement: "I did not believe it possible or desirable to introduce a system of compulsory education on undenominational lines in State schools in a country in which racial and religious minorities had existed for twenty centuries or more, and whose civilization and education system rested upon religious basis. The idea of an "etat unitaire" seemed neither practicable nor desirable."³¹

In view of the national interests of Iraq and the scanty education facilities available at the time it seemed only natural for the British to encourage the few educational institutions already present. But, setting up separate schools for Moslem and Christian children as a form of policy³²

²⁸Bullard, p. 83.

²⁹Ibid., p. 90.

³⁰Bell, p. 104.

³¹Wilson, II, p. 174 n.

³²Akrawi, p. 135.

allows room for doubt as to the real motives involved. Certainly, they could not have been thinking of bringing up a generation of united citizens. Most of the schools that received grants-in-aid were Christian denominational and missionary schools as seen from Table 1.³³

TABLE I

DISTRIBUTION OF GRANTS-IN-AID
AMONG SCHOOLS

Schools	Grants-in-aid (Ruppees)
Latin Catholic	13,000
Protestant	14,000
Chaldean Catholic	8,500
Syrian	2,000
Armenian	2,500
Muslim (Shi'ah)	3,500
Muslim (Sunni)	2,430
Jewish	2,000
Total	47,930

^aAkrawi, p. 135

^bThe sterling equivalent of the Indian Rupee is 1s.6d. (approx. 70 L.P.) The price has not changed much between 1925, as given by H.Hansen ed., World Almanac & Book of Facts, 1927 (New York: New York World-Telegram & Sun, 1927), p. 379, & 1961, as given by J.Whitaker, ed., Almanac, 1961 (London: Whitaker & Sons Ltd., 1960).

Of the total Rs.47,930, as much as Rs.40,000 went to Christian schools, and of the latter the foreign missionary schools received about three-fourths.³⁴

³³Ibid.

³⁴Ibid.

According to unverified opinion, the evident interest of the British in denominational schools was not altogether free of political design. The Christian community, and the Jewish, were reported to have found champions in the British and were therefore willing to cooperate with them, unlike some of the other inhabitants who considered them infidels. Hence, it was to the advantage of Britain to protect and further the interests of these groups in all ways possible.³⁵

This encouragement of private enterprise in education did not stop with the coming of the Mandate. By a convention of December 23, 1920, Great Britain and France agreed to "allow the schools which French and English nationals possess and direct at the present moment in their respective mandatory areas to continue their work freely",³⁶ but this did not apply to new schools thereafter started.

Religious instruction.-- The question of religious instruction was a most pressing and difficult problem. The Turkish system seemed to have been deliberately directed towards injustice to the Shi'ah majority and contempt for Jewish and Christian minorities.³⁷ Their schools provided for Sunni teaching only. However, the British authorities considered it wise for the government schools to provide religious teaching that gave the children of the various sects instruction in their own creed.³⁸ Thus, the Education Department included religion as a definite part of the school curriculum. As it was impractical to provide a separate teacher of religion for each creed in every school, a religion teacher who belonged to the faith of the majority was supplied. The rest of the students were exempted and

³⁵Interview with Z.Saleh and K.El-Hashimi, April, 1962. Akrawi, p.135, also hinted at the possible existence of political motivation behind the policy.

³⁶Cited in H.A.Foster, The Making of Modern Iraq, A Product of World Forces (Norman: University of Oklahoma Press, 1935), p.205 n.

³⁷Wilson, I, p. 71.

³⁸Bell, p.103. Four policies seem to have been considered: (a) Non-denominationalism, i.e. instruction in the common factors of all creeds, (b) Secularism, (c) Recognition of one creed only, (d) Recognition of all creeds. See also Wilson, II, p.176.

allowed to obtain instruction in their own religion wherever these existed. If however the number of students of one of these denominations reached a certain proportion of the total attendance, a teacher of that faith was engaged at Government expense.³⁹ Regarding the question of Sunnis and Shi'ah differences, the religious syllabus was drawn to meet the views of both as much as possible.⁴⁰

Language instruction.-- It is significant that contrary to what had been practised by the Turks, and by the British in India, the native tongue was declared the official language of instruction. Moreover, this was decided upon against counsel and pressure from certain quarters.⁴¹ A clue to the complications involved in the language problem can be found in Table 2, which shows the distribution according to language instruction in the primary and elementary schools existing in Iraq at the end of 1919.

TABLE 2

DISTRIBUTION OF LANGUAGE INSTRUCTION
IN PRIMARY & ELEMENTARY SCHOOLS
IN IRAQ, 1919

Languages	Number of Schools
Arabic	56
Turkish	11
Kurdish	6
Shebek	1
Persian	1
Total	<u>75</u>

^aAkrawi, p. 133.

³⁹Bowman, p. 194. This was the case when a quarter of the total attendance was reached.

⁴⁰Wilson, II, p. 176, see also Bell, p. 104.

⁴¹Akrawi, p. 133.

It was specifically stated in the syllabus issued in May 1919 that the language of instruction shall be the local vernacular. Arabic was taught as a foreign language in Kurdish and Turkoman schools, and Persian in some schools where conditions made it desirable.⁴²

Conflict of opinion over the teaching of English made it difficult to lay down a hard and fast rule. The principle that guided the general policy was that "English should be confined for the present to the larger towns, where a knowledge of the language is likely to be of practical value".⁴³ In some instances the demand of the population for the teaching of English in the schools for commercial purposes was very strong. Indeed, it was claimed that it served sometimes as a "bait to attract boys to the Government primary schools, since a purely Arabic education... could be obtained in schools of the mullas".⁴⁴

Higher education.-- During the Turkish regime the Law School and the Training College were the only forms of higher education in the country. Both were re-opened by the British. The course for the training of teachers was gradually lengthened from its original duration of three months to two years. The first two-year group graduated in June, 1920. In addition, a commercial school with a three-year course of study was opened under a British principal, but it has since disappeared. A Technical School on a small scale was also started in Baghdad, while the Survey School, begun right after the occupation of Baghdad, served as the nucleus from which the Engineering College later developed.

Secondary education was confined to the denominational schools in Baghdad and Basrah. The intention was to develop secondary education in the larger towns when the right time came and "eventually to make the course

⁴²Ibid.

⁴³Bell, p. 105.

⁴⁴Ibid., p. 11. This was due also, most probably, to the fact that the study of English assured them positions in the administration.

in a Secondary School the principal route to Government Service".⁴⁵ Gertrude Bell, Oriental Secretary to the High Commissioner and considered by some of the people as the pro-Arab member of the Administration, had misgivings regarding the education policy being followed. It was advocated that secondary schools should not be started until first-rate material both in teachers and pupils could be provided. From the point of view of politics, Miss Bell did not consider this practical. This way the people were bound to adopt the idea that the Government was deliberately holding back their national progress.⁴⁶ She stressed this point by saying that "The Nationalist Intelligenza value higher education as the only road to independent Nationalist institutions, since they believe that it alone can create a body of men capable of filling responsible offices of state... It may therefore be advisable to erect some of the superstructure in the 'Iraq before the substructure is complete in every part..."⁴⁷

⁴⁵Wilson, II, p. 175. It is significant that even long after the passing of the British regime and the foundation of the National Government was established, almost no institution of higher learning was either founded or controlled by the Department, later the Ministry, of Education. Nearly all of them were at first started or held by other departments of the government as indicated below:

School of Law	.....	Ministry of Justice
School of Engineering	.....	Ministry of Communication & Work
School of Agriculture	.....	Department of Agriculture
School of Medicine	.....	Department of Health
School of Religion	.....	Ministry Pious Bequests (Auqaf)

cited by Akrawi, p. 135.

⁴⁶D.B.E. Bell (ed.), The Letters of Gertrude Lowathian Bell (London: Ernest Benn Ltd., 1927), II, p. 487, cited hereafter as Bell, Letters...

⁴⁷Bell, pp. 106-7

According to unverified assessments, further explanation of such a stand was that it gave way to Iraqis to open secondary schools, which, to a large part, would not be under government control.⁴⁸ In fact, Gertrude Bell's apprehension was well grounded. A movement of rapid extension of higher education was soon started by a group of young men in Baghdad. They implied that the Administration had been lax in the matter and therefore they themselves set up an independent secondary school, "al-Tafayndl", with some 60-70 students in January 1920. Its teaching staff were young ardent nationalists, mostly of the ex-official class. Though its standard was said to have been only slightly higher than the Government primary schools the Education Department found no objection in giving it a grant-in-aid when it was requested. However this school soon drew the attention of the British authorities through its political rather than educational efforts. By the spring, Gertrude Bell reported, it was the headquarters of the extreme nationalists.⁴⁹

The urgent need for a new type of clerk that would handle government business in Arabic and possibly also in English explains some of the utility of the public schools. The authorities were aware of the possibility of disadvantages and dangerous outcomes of the policy. They warned against "... the creation of scholars endowed with an imperfect literary education and fitted only for the lower grades of Government service."⁵⁰ Opinion seemed to have differed concerning this issue and over the relative importance to primary and secondary education. The idea of placing emphasis upon primary education and popularizing it was considered by some as an excellent guarantee against office-seeking. Because, if only a small number of schools were opened, the impression would spread that they were meant for the privileged

⁴⁸ Interview with K. El-Hashimi, April, 1962.

⁴⁹ Bell, p. 140. This school was in fact reported to have had besides its cultural educational aims the revival of the nationalist spirit. Interview with K. El-Hashimi, April, 1962.

⁵⁰ Akrawi, p. 132, cited from Great Britain, Review of the Civil Administration of the Occupied Territories of Al Iraq, 1914-1918, p. 58.

who after graduating, would think themselves fit to hold government offices.⁵¹ Gertrude Bell, relying on the opinion of those who were acquainted with the Iraqis, argued that there was no "salient" danger of creating a large class which will look only to official appointments as a means of livelihood provided the desires of the people for secondary education were satisfied. The Iraqi is a money maker. Better prospects of acquiring wealth, like agriculture and commerce, will attract him especially if the country develops to its expectations. "If technical education, with schools of commerce, agriculture, engineering, and so forth goes hand in hand with that of a higher literary type, the attractions of the first may be trusted to balance those of the second."⁵² Unfortunately Miss Bell's theory did not develop along these lines. For long after the British rule passed, the problem of office seekers in the schools continued to assume threatening proportions.⁵³

In their efforts to set up a suitable administration in Iraq the British authorities drew considerably from both their experience and personnel in other territories under their sphere of influence. The position of Iraq, in the very heart of an area of British colonial activity, was conducive to the implementation of the colonial technique of India and Egypt.⁵⁴ In August, 1915, for example, the army commander promulgated the Iraq Occupied Territories Code, which was based on the Indian Civil and Criminal Codes. It gave power to enforce any Indian law, though the introduction of amendments, as local conditions required, was allowed.⁵⁵ Egypt being the closest country maintaining a modern educational organization provided for a considerable part of the education system. Arabic text-books were secured from Cairo. The outline course of study for the primary and secondary schools seemed to have been modeled after that of Egypt.⁵⁶ But, most significant was the fact that at its head the Department of Education had a British officer borrowed from Egypt.

⁵¹Ibid., p. 135.

⁵²Bell, p. 107.

⁵³Akrawi, p. 132.

⁵⁴Foster, p. 63.

⁵⁵Ibid., p. 35.

⁵⁶Akrawi, p. 132, see also Coke, p.274.

The Period of British Mandate

Announcing the Mandate

Within less than a month of the signature of the Armistice of Mudros (October 30th, 1918), ending hostilities with Turkey, Britain added Mosul to the Occupied Territories. The end of the war, however, found Britain both without a clearly defined policy for Iraq and lost in a maze of proclamations, promises, declarations, agreements and correspondence, often conflicting. Many interests were involved and decisions had to be taken in an effort to satisfy an increasing number of elements on the world scene. Most pertinent to the situation at this time were President Wilson's Fourteen Points, specifically Point Twelve dealing with the nationalities under Turkish rule. This the Civil Administration withheld from publication in the official newspapers of Iraq until October 11th, 1919.⁵⁷ Closely connected was the Anglo-French Declaration. Regarding the people "long oppressed by the Turkes", it provided for the "... establishment of National Governments and Administrations drawing their authority from the initiative and free choice of indigenous populations." It promised also "... to ensure impartial and equal justice, to facilitate economic developments by evoking and encouraging indigenous initiative, to foster the spread of education and to put an end to the divisions too long exploited by Turkish policy..."⁵⁸

The publication of these statements set all of Baghdad into turmoil. Some of the more suspicious Iraqis wondered whether there was not an ulterior motive, namely, to hand the country back to the Turks.⁵⁹ The literal meaning of the Declaration was also consonant with the national spirit of the country and Iraqi aspirations, which visualised an independent Arab State following a British withdrawal.⁶⁰ Officials on the spot became apprehensive

⁵⁷Bell, p.126. They first were communicated to the U.S. Congress on Jan. 8, 1918.

⁵⁸Ireland, p.459, cited from the Anglo-French Declaration.

⁵⁹Bell, pp. 126-27

⁶⁰Ireland, p.154, see also S.H. Longrigg & F.Stoakes, Iraq (London: Ernest Benn Ltd., 1958), p. 80.

lest this line of action or interpretation be taken as an indication of the policy of H.M. Government. Soon, the idea of an Arab Amir was taken up, it met with a universal approval in Moslem circles. On the other hand the Jewish community, which was the most wealthy in Baghdad comprising more than one third of the population, together with the Christians became alarmed at the turn of events and the violent speeches at the coffee houses. The Jews went to the extent of asking to become British subjects, should an Arab Government be set up.⁶¹ It is interesting to note that diversity of opinion existed also in England, where the British press, contrary to its pre-war tone, now strongly urged the evacuation of the Middle East areas.⁶²

On May 3rd, 1920, Great Britain announced its acceptance of the Mandate for Mesopotamia. The nationalists were spurred to further activities while the tribes went wild and attacked both British and native officers without discrimination.⁶³ Attempts to set up a Kurdish principality failed, the Shi'ah mujtahids were spreading anti-British propaganda, the growing number of Sunni politicians in Baghdad were uniting on an enthusiastic nationalistic program. Most important, however, was the reduction of the British forces, due to post-war demobilisation, to a level far below that which would insure the maintenance of security. Equally important was the presence, among the tribes, of a strong feeling of hostility to any form of restraint or government. All of these factors, combined with the activities of secret nationalists organization led to a large scale uprising in the summer of 1920. The Nationalists later called it a National Rebellion. The British, not without many difficulties and inconveniences, finally subdued the revolt in the late autumn of 1920.⁶⁴

⁶¹Bell, p.127, see also E. Kedourie, England and the Middle East, (London: Bowes & Bowes, 1956), p. 185 n.

⁶²Ireland, p.154, see also Longrigg & Stoakes, p. 80.

⁶³Bell, pp. 140, - 147.

⁶⁴Longrigg & Stoakes, pp. 81-82. For a further description of the revolt see Bell, p.140 ff. According to, Ireland, p. 278, complete control was not achieved until the spring of 1921.

Commenting on the country's disturbed condition, British scholars have stated that the form of the administration, while more progressive than the territory had ever seen before was nevertheless, "... authoritarian, foreign, Christian, and largely for these reasons, uncongenial and increasingly unpopular".⁶⁵ In England Lord Curzon faced attacks in Parliament against the administration set up in Mesopotamia. It was accused of being too Indian or identical to a Crown Colony. Summing up the criticism at the House of Lords, the Marquess of Crewe said that "... a method of administration, drawn up on too purely Indian or Colonial lines, was a dangerous beginning to the setting up of a government to be conducted by the people themselves."⁶⁶ In defense Lord Curzon explained that at the time of occupation, the situation had compelled the setting up of some kind of administration. Most of the men on the scene not only came from India but had to improvise an administration as they went along. They set up "... that form of administration to which experience had habituated them". The system, if anything can be said against it, he went on, is too efficient and too perfect.⁶⁷

Sir Reader Bullard re-asserted Lord Curzon's explanation when he spoke of the British authorities in Iraq, as compared with those who worked with the Sharifian forces. He noted that they were commonly considered reactionary. This was due, he went on to state, to the fact that India directed the British administration in Iraq right from the beginning.⁶⁸ Moreover, the administration was run mainly by officers of the Indian services. Since the Turks had left behind them a completely wrecked government machinery, it was only natural to appoint British officials to all key position. The men of the Indian services, having had the training for the direction of administration, fitted these positions very well.⁶⁹

Steps toward Constitutional Government

Sir Percy Cox.-- The Mandate was to be operated on liberal lines, with due regard to the principles of self-determination.⁷⁰ "The mandate will contain

⁶⁵Ibid., p. 81.

⁶⁷Ibid., p.876 .

⁶⁹Ibid., p.109.

⁶⁶Great Britain,5 Parliamentary Debates (Lords),XL (June 1920), p. 889.

⁶⁸Bullard, p. 108,

⁷⁰Longrigg & Stoakes, p.278.

provisions to facilitate the development of Mesopotamia as a self-governing State until such time as it can stand by itself, when the mandate will come to an end".⁷¹ The arrival of Sir Percy Cox at Bssrah in October 1920, marked the end of the regime of Political Occupation. He was authorised to call into being "... as provisional bodies, a Council of State under an Arab President, and a General Elective Assembly representative of and freely elected by the population of Mesopotamia..." and to prepare "... in consultation with the General Elective Assembly, the permanent organic law".⁷²

Sir Percy Cox was quick to realize that some form of National Government had to be initiated immediately. To him, the situation prompted two alternatives, an Arab Government or British evacuation. Not only had he to re-establish confidence in the British Government among the Iraqis, but also a reduction of the heavy British Financial expenditure was now urgently demanded by H.M. Government and the British people.⁷³ His task must have been rendered more difficult by the controversy among the administrative staff themselves.⁷⁴ While a substantial group aligned themselves with his policy, many others as supporters of the Acting Civil Commissioner, who was unsympathetic to local nationalisim and favored little or no surrender of British control,⁷⁵ were either sceptical of or opposed to an Arab cabinet.

Sir Percy's main assets among the Iraqis were his reputation for dignity, wisdom, just dealing and sympathy for Arab aspirations. This, with his tactful methods of approach and action whether with his own staff or with Iraqis, accounts to a large degree for the successful inauguration of the Provisional Government.⁷⁶ Abdur Rahman el-Gailani, the Naqib of Baghdad had said of Sir Percy, earlier on: "There are a hundred and thousand men in England who could fill the post of Ambassador in Persia, but there is none

⁷¹Bell, p. 142.

⁷²Ibid.

⁷³Ireland, p.273.

⁷⁴Ibid; , p. 279.

⁷⁵Longrigg & Stoakes, p. 82.

⁷⁶Ireland, p. 280.

but Sir Percy Cox who is suitable for Iraq. He is known, he is loved, and he is trusted by the people of Iraq..."⁷⁷

The Provisional Government, November, 1920.-- Mutual trust and respect had already existed between Sir Percy and the Naqib, who was recommended as the most suitable to head the Provisional Government. His religious standing, dignity and respect would account for the most favourable welcome possible to the new government. Therefore, to Sir Percy's great delight the Naqib was persuaded to accept the post offered him, after having assumed an adamant attitude against taking any part in political activity.⁷⁸ Then, other competent and representative personalities were invited to join the Cabinet. Each Arab Minister was appointed as Head of a Department of State. He was responsible for its administration subject to: "a) control of the Council of State; (b) the advice of the British Officer selected as his Adviser; and, in the last resort (c) the supreme authority of the High Commissioner".⁷⁹

The Provisional Government was brought into being judicially by a proclamation of the High Commissioner on November 11th, 1920:

1. There shall be constituted a Council of State consisting of a President, Ministers for the following Departments: Interior, Finance, Justice, Auqaf, Education and Health, Defence, Public Works, Commerce and such other members without portfolios as may be nominated.

⁷⁷Ibid., P. 282. The reference is made to Sir Percy's previous position as Ambassador of H.M. Government in Persia.

⁷⁸Ibid., The delight was equally shared by some of his staff, namely H. St. J.B. Philby and G.Bell, see also Bell, Letters..., II, p. 568. Philby had momentarily replaced Bowman then as Director of the Education Department.

⁷⁹Ibid., p. 286, for further details see Appendix VI, Section III, p. 461.

2. Until the organic law is promulgated and brought into effect, the Council of State and Ministers shall be responsible for the conduct, subject to my supervision and control, of the administration of Government excluding foreign affairs, except such military affairs as concerns solely the locally recruited forces.⁸⁰

In the following month the preliminary reorganization of the administration started. In assuming its administrative responsibilities, the Council of State diverged clearly from the system used under the Civil Administration, which attempted to replace as far as possible the Ottoman Administrative system with their own.⁸¹ But, within the new administration itself there existed a continuous struggle between those who upheld the Ottoman traditions and those, having been educated in the West, who maintained that more up-to-date ideas and progressive forms should dominate the administration.⁸²

The question of the proportion of Sunni and Shi'ah influence was serious. With the majority of Sunni in the council of Ministers, further appointments tended to favour other Sunnis. This situation could not be tolerated by the largely Shi'ah majority of the Enphrates provinces. With Sir Percy extremely firm about Shi'ah appointment, the Naqib was induced to offer a Shii (of Karbala) a post in his government, that of the Minister of Education.⁸³

Although conditions improved a little with the establishment of the Provisional Government, nationalist agitation continued. The survival of the regime seemed doubtful without prolonged military occupation on a scale

⁸⁰Ibid., p. 287.

⁸¹Ibid., pp. 293-94

⁸²Ibid.; p. 296.

⁸³Bell, Letters..., II, p. 587, see also Ireland, p. 298. This Minister is reported to have been Persian and unable neither to read nor write. He was later replaced. Thomas Lyell, The Ins and Outs of Mesopotamia (London: A.M. Philpot Ltd., 1923), pp. 211-12.

which British public opinion rendered impossible.⁸⁴ It had already been suggested that a further step might be necessary in defining the relationship of the two governments, a treaty of alliance.⁸⁵ This formed the basis of discussions between Amir Faisal and Churchill at the Cairo Conference, March, 1921.⁸⁶ The treaty would establish Faisal as King of an independent State in alliance with Great Britain; and also enable the maintenance of Britain's position, at reduced expenditure, before the League of Nations and without sacrifice of her imperial interests. Moreover, with skillful handling, her authority inside the country could continue to be as effective.⁸⁷

⁸⁴Ireland, p. 311 ff. In the event of increased hostilities there was fear lest the British public renew its demands for complete evacuation of the country where "... the game was not worth the candle". The problem facing the authorities now was the reduction of expenditure so insistently demanded by the British public, and consolidating British gains and interests in the area. For the expenditure in Iraq by the British treasury, see p.312. For Lord Curzon's reply to the suggestion of the possibility of British evacuation of Iraq, see Great Britain, 5 Parliamentary Debates (Lords), XL (June 1920), pp. 484-94.

⁸⁵Ibid., p. 314. This treaty would satisfy national aspirations by disguising the relationship sanctioned under the terms of the Mandatory document then already in existence.

⁸⁶The objective of the Cairo Conference was to settle Britain's problems in the Middle East. Winston Churchill, at that time Under Secretary of State for the Colonies, was in charge of the newly created M.E. Department. The results of the Conference were two main decisions:

1. to encourage the candidature of ex-king Faisal to the throne of Iraq.
2. to substitute the Royal Air Force, for the Army as the controlling force, and thus reduce British expenditure. Longrigg and Stoakes, p. 84, and, Ireland, p. 311 ff.

⁸⁷Ireland, p. 314.

In other words, the idea was not to replace the Mandate but to establish its definition and implementation in the form of a treaty.⁸⁸

The Accession of Faisal I.-- Preparations for the election of Amir Faisal were going ahead. Much care was taken by the High Commissioner and his British staff to ensure the results desired by the Foreign Office. Gertrude Bell took a leading personal role in developing and organizing public opinion in favour of Faisal.⁸⁹ On the proposals of the President, the Council of Ministers, on July 11th, passed a unanimous resolution declaring: "H.H. Amir Faisal King of Iraq, provided that his Highnesse's Government shall be constitutional, representative and democratic and limited by law."⁹⁰

In his speech on the day of his accession, August 23rd, 1921, Faisal emphasized that the policy of the country will bear no distinction between the people; and the sole criteria in this respect shall be "knowledge" and "capacity". In concluding he appealed to the people to seek knowledge and to work.⁹¹

The Treaty of 1922.-- Difficulties loomed up again in drafting the treaty of alliance. As far as possible the specific obligations originally assumed by Great Britain in the mandatory document were embodied in the Articles of the Treaty. The obligation laid on the Mandatory Power to frame an Organic Law and to ensure religious and educational freedom contained in Articles I & VIII of the Mandate, were thus reproduced in Article III of the

⁸⁸Great Britain, Special Report by His Majesty's Government in the United Kingdom of Great Britain and Northern Ireland to the Council of the League of Nations on the Progress of Iraq during the Period 1920-31 (London: His Majesty's Stationery Office, 1931), p. 14. Cited hereafter as Progress of Iraq.

⁸⁹Ireland, p. 324. For the Referendum carried out to ensure the country's support of Faisal as King, see pp. 332-35.

⁹⁰Extracts of the Minutes of the Council of Ministers, July 11th, 1921, cited by Ireland, p. 331.

⁹¹Extracts from King Faisal's speech, cited by Ireland, pp. 336-37.

treaty,⁹² while Article X of the Mandate guaranteeing freedom to missionary enterprise became Article XI in the treaty.⁹³ The position of the High Commissioner now was that of Adviser to the King of Iraq, who according to the Treaty, would recognize this position as representing H.B. Majesty and would promise to be guided by the advice offered. This constituted Article IV of the Treaty, which guided the High Commissioner's position in the country until 1932.⁹⁴

To Iraqis the Treaty meant national independence and doing away with the detested Mandate, which they considered synonymous with colonization. This difference of view points according to some observers provided the roots of conflict during the next decade.⁹⁵ The Press maintained that it would not accept the Treaty as long as it contained a shadow of the Mandate. The call was for complete independence i.e. the abrogation of the Mandate. The political antagonism, which by then had assumed definite shape, was likely to increase. Furthermore, the agitation was encouraged by the demand of withdrawal from Iraq by both the British Press and Parliament with the Belief that insistence would force the British to withdraw.⁹⁶ The King also at this stage associated himself with nationalist feelings against accepting the Mandate and opposing the Treaty.

Despite delays and opposition, however, the Treaty was ratified by the Council of State on October 10th, 1922,⁹⁷ accompanied now by the assurances

⁹²With the additional proviso that the Organic Law should prescribe constitutional procedure within the country.

⁹³For further similarities, see Ireland, pp. 341-43.

⁹⁴Ireland states that in Articles II, VII, XV, the heart of the Treaty lay. The real nature of Iraqis dependence on Great Britain was revealed, see p. 345.

⁹⁵Ibid., p. 339, see also, Longrigg & Stoakes, pp. 83-84.

⁹⁶Ireland, p. 355.

⁹⁷Great Britain, Iraq: Report on Iraq Administration (London: His Majesty's Stationery Office, 1924), 1922-23, p.23. Cited hereafter as Report.

of the Secretary of State that the Mandate would no longer be in operation once Iraq became a member of the League of Nations, which, according to the Treaty, Britain would attempt to establish at the earliest possible date.⁹⁸ Having completed this step further administrative developments drew the attention of the authorities. The new Constituent Assembly, which met for the first time in March 1924, completed the final steps in the ratification of the Treaty the following June. Then it quickly passed an Organic Law or Constitution and an Electoral Law, by which the Parliament was to be brought into being. Under the Constitution the first Iraqi Parliament met on the 16th of July, 1925, the date which can be said to mark the beginning of the contemporary history of the Iraqi State.⁹⁹

The Constitution.-- In the drafting of the Constitution certain conditions, other than those that were to regulate the country's political institutions and govern its constitutional procedure, had to be taken into account.¹⁰⁰ One of the conditions the Constitution had to provide for was to:

Secure that the right of each community to maintain its own schools for the education of its own members in its own language, while conforming to such educational requirements of a general nature as the Government of Iraq shall impose, shall not be denied or impaired.¹⁰¹

This provision became embodied in Article 16 of the Constitution, which states that:

The various communities shall have the right of establishing and maintaining schools for the instruction of their members in their own tongues, provided that such instruction is carried out in conformity with such general programmes as may be prescribed by law.¹⁰²

⁹⁸ Ibid.

⁹⁹ Progress of Iraq, p. 16.

¹⁰⁰ This task lay on the British drafters, who also had to include Articles that ensured the successful working of the machinery of State and additional support of the British position in Iraq. Thus, the Constitution tended to be used as an instrument of policy, through which Britain consolidated its position in the country. Ireland, p. 372.

¹⁰¹ Cited in Ireland, p.372.

¹⁰² Iraq, Constitution (1925), Part I, Art.16.

This was the only mention of education in the Constitution.

Termination of the Mandate.-- British suggestion of Iraq's entry to the League of Nations came sooner than was expected. On September 14th, 1929, the British Government declared that it would inform the Council of the League in 1932.¹⁰³ Actually, the transfer of power from British to Iraqi officials was carried out from this time until 1932, rather than after the legal termination of the Mandate.¹⁰⁴ On October, 1932, Iraq took her place among the community of nations as a member of the League of Nations.

With the involvement of the authorities in such major political issues, orderly administration was rendered more difficult by the lack of a clearly defined policy and the unsettled conditions of the country itself, it seemed impossible to pay due attention to education.

Education under the National Government (1923-32)

As the proclamation which brought the Provisional Government into being in 1920 makes clear, the Departments of Education and Health were first combined under one Minister. Later each became a separate Ministry. In the transferring of duties from British officials to Iraqis the Ministry of Education was actually, ahead of all other government departments. An Iraqi, who was appointed Area Education Officer for Baghdad in 1921, was in charge of all but higher and denominational schools. The following year, the gradual substitution of Iraqi for British executives was completed. The British Director now became an Adviser and Inspector-General, giving general advice to the Minister and seeing that the policy of the Ministry was being carried out. In fact, no administrative order has been given by a British Official in the Ministry since 1923.¹⁰⁵

That very same year, the British authorities warned, in their annual report on the administration of Iraq, of dangerous tendencies which might result from increased control by Iraqis.¹⁰⁶ It alleged that the Iraqis were

¹⁰³Ireland, p. 414.

¹⁰⁴Ibid., p. 417.

¹⁰⁵Progress of Iraq, p.224.

¹⁰⁶Report, (1924), pp.215-16

least aware of some of these dangers. First, there was the utopian belief that there was no limit to what education could do nor to the money that could be profitably spent on it. In unlimited education, the general public found the cures for all their maladies. To have perceived of education as a magic word can hardly be considered unnatural in a country where the vast majority of the inhabitants were illiterate. Indeed, it must have been quite a task, on the part of those concerned, to keep education at a level where it did not advance beyond the real, instead of the imaginary, economic, political, social needs and resources of the country. The clerical profession can be taken as a case in point. This profession was attracting people at a rate which, if allowed to continue, would have led to overcrowding and subsequent unemployment. In Iraq, where the population was small and the effort of every person needed, this might have worked as a check against the country's progress. In such a case, the overcrowding of one profession meant the depletion of another.¹⁰⁷

Secondly, according to the British authorities then, the people believed in false standards of values. Accounting for this were, they asserted, both, ignorance of conditions outside the country, and "... a kind of misguided patriotism which, instead of setting about to improve defects, prefers to deny their existence and accuse those who call attention to them of a want of patriotism,"¹⁰⁸ They further implied that the Iraqi was apt to be satisfied by facades. It would be difficult to make Iraqis aware of differences either between quality and quantity or between high and low standards. Accordingly, there was the dangerous tendency of mistaking the third-rate for the first-rate.¹⁰⁹

Parliament showed great interest in education from the start. It was stated that it "... has shown a disposition to favour Education, without undue interference in matters of detail".¹¹⁰ It seems that matters not "of detail", must have been considerable and of such a nature as to have instigated

¹⁰⁷Ibid., see also Report (1922-23), p.167.

¹⁰⁹Ibid.

¹⁰⁸Report (1924), p.216.

¹¹⁰Report (1926), p.123.

debates in the Chamber. For, it was also reported that Parliament greatly added to the amount of criticism, which seemed to accompany every activity undertaken by the Ministry of Education. Though interest in education may be considered as a desirable sign yet too much of it tended to paralyze the work of the Ministry.¹¹¹ The Ministry of Education was likened to a "... man who is believed to be sick, and for whom a number of physicians and surgeons have prescribed courses of treatment and major and minor operations, each based on a diagnosis before the patient has been seen. The patient's own remedy in this case would be to be allowed to get up and walk".¹¹²

Over-enthusiasm toward education was not a surprising phenomena in a newly developing country. The major task of education lay in bridging the gap between a backward and illiterate population and an advanced form of government that would subsequently lead to a new outlook. There were other unfavourable factors to be dealt with; the racial division between Arabs, Kurds, Turks, Persians and Armenians, the geographical division between mountain and plain, the religious between Sunni, Shi'ahs, Christians, Jews, Nestorians, Jacobites and Yazidis, the economic and social factors between merchant and agriculturist, townsman and tribesman. Most of these continue to face the authorities at present although their threat is of a lesser degree.

Educational policy.-- From the start, the British educational policy which largely centered on the provision of primary schools supplemented by denominational schools did not appeal to the National Government. The new Ministry of Education did not consider the continued emphasis on denominational schools to have been in the best interests of the country, since it was seen to widen, rather than bridge, the gap between the various sects and communities. The best way of achieving the desired integration of these elements was through unity in education accompanied by the encouragement of a spirit of tolerance. The Ministry followed a policy based on the extension of a system of national

¹¹¹ Ibid., p. 130.

¹¹² Ibid.

schools, both primary and secondary, the principle of unity or integration governed its actions both in administrative matters and in designing the public school curricula.

The inevitable differences of opinion, among British and Iraqi officials working in the Ministry, was said to have created an incessant war in which British officials usually gave way as they were rarely supported by the British Residency to the same degree as their colleagues in other Ministries.¹¹³ This, with the employment of nationalists in the Ministry, may account for the success of the inculcation of the nationalist spirit into the system of education at this time, specifically in the public-school curricula.¹¹⁴ Sati al-Husri, the first Director-General of Education, stated that education was directed in a way consonant with Arab nationalist ideology.¹¹⁵

Educational progress.-- Under the National Government, education showed a progressive expansion:

Item. Noticeable headway had been achieved in elementary education. In the year 1922-3, it was reported that the demand for such schools exceeded the supply and the funds available.¹¹⁶ The increase in the number of schools was accompanied not only by a natural increase in the number of pupils and staff but also by attempts to raise standards. A change was made in the syllabus in 1928 with the intention of adapting it to rural needs where necessary.¹¹⁷ The parallel system of elementary schools of four years and primary of six, introduced during the British Occupation, was removed by law together with the study of English in the first four grades of the primary school.¹¹⁸ Elementary education was made free except for a nominal sum paid by the higher two classes.¹¹⁹ Some whose financial position prevented such payment were exempted.

¹¹³Ireland, p. 446

¹¹⁴Arab League, Department of Education, Preparation of the Arab Teacher, Beirut, August 1957 (Cairo: Publication and Translation Committee Press, 1958), p. 359.

¹¹⁵S' al-Husri, Hawliyat al-Thaqafa al-Arabiyya. (Cairo: Publication and Translation Press, 1949), I, p.200.

¹¹⁶Report (1922-23), p.166.

¹¹⁷Ibid., (1928), p.128.

¹¹⁸Al-Husri, p.200.

¹¹⁹Report (1922-23), p.166

Item. Girl's education, a break with long standing custom, showed promising improvement in quality and popularity.¹²⁰ An important advance was the opening of teacher - training classes for women at Baghdad and Mosul. However, it was difficult to attract Muslim girls to these institutions at first.

Item. The relation between the Ministry of Education and private schools.

By law every non-government school required a permit from the Ministry of Education and was subject to government inspection. It was reported that inspection of these schools by government inspectors as a rule was welcomed and their suggestions followed.¹²¹ Grants-in-aid were offered by the Ministry of Education on the condition that changes advocated by the Ministry be adopted.¹²² The amount allotted for this ranged between Rs.45,000 and Rs.68,000 a year. The total grants-in-aid paid to non-government schools in 1930 were distributed according to Table 3.

This must be observed as a noteworthy reshuffle in the distribution of grants-in-aid among the denominational schools as compared with that during the period of Occupation.¹²³ A law, issued on March 1st, 1926, specified the method of distributing grants-in-aid. Generally it was distributed according to the schools usefulness, needs, standard of instruction, and the closeness with which it followed the public Educational syllabus.¹²⁴ Thus, it was not surprising in the next year to find that all the schools receiving aid attempted to bring themselves in line with the Government's syllabus.¹²⁵

¹²⁰Report (1925), p. 135, see also: Report (1926), p. 126, Report (1928), p. 130, Report (1929), p. 138.

¹²¹Report (1923-24), p. 114.

¹²²Report (1925), p. 136.

¹²³Above, p. 9.

¹²⁴"Law of the Distribution of Grants-in-aid to Private Schools and Institutions", cited in Progress of Iraq, Appendix M, pp. 326-27.

¹²⁵Report (1927), p. 155.

TABLE 3

DISTRIBUTION OF GRANTS-IN-AID AMONG NON-GOVERNMENT SCHOOLS IN 1930

Schools	Grants-in-aid (Rupees)
Muslim	19,500
Christian	10,300
Jewish	15,550

On a per capita basis this worked out as follows:

For each pupil in Muslim Schools	Rs. 15. 4
For each pupil in Christian Schools.....	Rs. 4. 9
For each pupil in Jewish Schools	Rs. 2.12

^aProgress of Iraq, p. 233.

Item. A Public Education Law, was passed by Parliament in 1929, All previous laws, regulations or orders relating to education and contradicting the provisions of the new law, were invalidated. A separate section on Private Schools was included.¹²⁶

Item. The general education policy of the government continued to dissatisfy the Kurds in spite of the opening of eight new Kurdish schools in 1928 and 1929. They disagreed completely with the government view that the number of Kurdish schools in existence then comprised the maximum to which they were entitled.¹²⁷ These

¹²⁶Iraq, The Public Education Law (Baghdad: Government Press, 1929), Part VIII, Art. 36.

¹²⁷Report (1928), p.132, see also, Report (1929), p.139. The number of Kurdish primary and secondary schools was brought up to thirty-eight by the year 1929.

points were made in their petitions:-

1. that there were not enough Kurdish elementary schools.
2. that there was no Kurdish training college.
3. that there were not enough school books in Kurdish.
4. that Kurdish schools were handicapped by not being under a separate Kurdish education area.¹²⁸

While some of these points were justified, others restated the prevailing conditions in the Arab schools. Gradually, more and more school books were being translated from Arabic to Kurdish. In addition, original Kurdish school books continued to be compiled, and printed.

A Kurdish Inspector, was later appointed to Kurdish schools, and he enjoyed somewhat special powers.¹²⁹ Administratively, this inspector was directly under the Director-General of Education as were the Area Education Officers.

Item. A striking feature of private initiative at this period was the Mahed Al-Ilmi. This Society concentrated its attention on the education of illiterates by means of night classes, established in many towns and villages. Although full credit for starting these classes goes to the Society the Ministry came to control and manage them almost entirely. The teachers, mostly Government school teachers, taught chiefly Arabic, English, Arithmetic and Geography. The expenses of the Society were met through fees, contributions from municipalities, donations, and grants-in-aid, by the Education Ministry. In 1924, the Society in Baghdad ventured on two new departures, A Commercial School was opened, and evening classes for women were started in six

¹²⁸Report (1929), p. 139.

¹²⁹Report (1930), p. 125.

centers.¹³⁰ The Society's total attendance in 1925 numbered 1,300 of whom 115 were women. In 1930, the number of students reached 3000, 122 of whom were women. Most of the students came from the working classes who due to their avocation were unable to attend the ordinary schools. Hence, the movement was criticised as tending to upset the social order and the economic equilibrium of the country by making the people discontented with their lot. The backwardness of the people made them look down upon manual labor, thus it seemed almost hopeless to try to associate labor and literacy and thus produce a literate working class. The ideal was always government employment.¹³¹

Later on the Society became a government enterprise completely. While the attendance was maintained, the movement was stated to have lost much of its original vigour.¹³²

Item. Secondary schools spread gradually. A most significant action resulted from a recommendation by a departmental committee in 1928 whereby the course of study was extended to five years. The idea was to have a general education during the first three years, designed as intermediate; whereas the last two, denoted as preparatory, concentrated on more specialized study either in the field of arts or sciences.

¹³⁰Report (1923-24), pp. 118-19. This Society was founded in 1922 with two main objectives:
to provide its members with books and
to organize lectures on advanced subjects for adults, and night classes for illiterates.

It was supported by donations and members subscriptions. Early efforts to open chapters in the provinces were regarded by the authorities to have a political rather than an educational motivation. Hence, they were checked.

¹³¹Ibid.

¹³²Report (1928), p. 132.

The criticism against the secondary school syllabus was that rather than preparing the students for the struggle of life it pointed toward ultimate Government employment. This was dangerous since government employment already had an overwhelming prestige and limited available jobs. Besides, it was reported, there seemed to have been little indication that the danger was even realized. The non-government schools, unable to offer subsequent employment for their graduates, were thus forced to offer an education suitable for industry and commerce.¹³³

The increased number of students entering the intermediate schools in 1930 at last made those in charge realize that something beside government employment must be open for graduates. A course of study to prepare them for other careers was a practical necessity. The cooperation of banks and other business firms was sought after with the purpose of laying down a practical commercial course to follow the intermediate course.¹³⁴

Item. Syrian teachers continued to be employed until Iraqis of equal training were available. A noteworthy feature towards this end was the policy of sending some selected students abroad, mainly to Lebanon, England and the United States, for higher studies and professional training at government expense. By the contract they signed these students were bound to serve as teachers upon completion of their studies. Unfortunately, for reasons of economy this policy was checked in 1922-3.¹³⁵ The shortage of

¹³³Report (1929), pp. 137-38.

¹³⁴Report (1930), p. 123.

¹³⁵Report (1922-23), p. 164. The following scholarships were maintained: two already awarded for medical study at the University of Aberdeen, six in Arts at the American University of Beirut, and a Secondary scholarship at Magdalene College School. Reports on these students were most encouraging. Other students studied abroad also on their own expense.

money in the following year also limited the number of scholarships. In 1925, for the first time the Iraqi graduates of Beirut, returned and took up their posts as teachers in Iraq.¹³⁶ By 1930 the number of those studying abroad at government expense amounted to 35. Though the policy was restricted at first to teaching, later it extended to include students wishing to go into other fields of specialization. Worthwhile, as the policy appeared to have been, it did not escape criticism, especially by the press. It was contended that the basis of selection of students was unjust and inadequate.¹³⁷ It is significant that even with the impact on Iraq of the worldwide depression and the resulting reduction of the country's expenditure, the King was able to state that the "... Number of students to be sent abroad this year with scholarships is greater than that of last year. Seventy two students have been sent to various foreign universities. It is also the intention of the government to send abroad students to study necessary and useful crafts."¹³⁸

Item. A number of higher institutions made their start during this period. Those already in existence developed their programmes and raised their standards. The Law School came under the control of the Ministry of Education (1923-4) when the Ministry of Justice relinquished its responsibility for it. It began to offer a full four-year courses in 1925 and accepted graduates from the secondary schools only. Being one of the few higher institutions in the country offering a comprehensive program of studies, many of those who attended had no intention of practicing law.¹³⁹

¹³⁶Report (1924), p. 140, see also, Report (1926), p. 125.

¹³⁷"The Administration of Education: The Education Missions", Al-Istiqlal, April 17, 1931, cited in Akrawi, p. 139 n.

¹³⁸Cited in Report (1931), p.12.

¹³⁹Report (1925), p. 138. The students of this school paid fees. In 1925, they numbered 136. The School also attempted to give a general background to civil servants and to those who wished to have a higher education.

Item. The Engineering School was transferred in 1925, from the Ministry of Communication and Works to the Ministry of Education. Its four year program became based on the satisfactory completion of the secondary course.¹⁴⁰ It was reportedly well staffed and equipped. The engineering career offered no attraction to the Iraqi without the guarantee of employment in the technical departments of the government. An indication of its success can be provided by the fact that its students replaced foreign technical personal without any apparent loss in efficiency.¹⁴¹

Item. Both the Agriculture and Medical Colleges, opened in 1927, did not come at first under the control of the Ministry of Education.¹⁴² Neither did the Military College nor the Theological School of Al-al Bait.

Item. The effort of the Teachers Training College soon manifested itself in the marked improvement in the quality of teachers. Since a great number of trained teachers were introduced into the profession.¹⁴³ The government provided both free board and tuition to its students. Two sections were provided at first. The Primary Section, designed for those teaching the full primary course, offered a course of three years beyond the intermediate school. The Elementary Section was mainly intended for district school masters and those teaching the lower grades of primary schools.¹⁴⁴ Its course was for two years, later lengthened to three, above the primary grades. However, this section was abolished as being of too low standard. Also, the distinction between the Primary and Elementary Sections was considered unjustified.¹⁴⁵

¹⁴⁰Report (1926), p. 128.

¹⁴¹Report (1928), p.131

¹⁴²As an alternative to the proposed abolition of the Agriculture College by Parliament, it was transferred to the Ministry of Education in the summer of 1929. Report (1929), p. 139.

¹⁴³For example, the Teachers Training College graduated 109 teachers in 1926, and 131 in 1927. Report (1926), p. 123. Report (1927), pp. 151-52.

¹⁴⁴Report (1922-23), p. 165.

¹⁴⁵Report (1929), p.136, Akrawi, p.137.

A self-supporting section of the Teachers' College was set up (1923-4), to meet the needs of secondary education. In the evening hours it offered a two year course to selected primary school teachers, who paid fees for attendance. On passing the course and becoming secondary school teachers they had better financial prospects than were available to them as primary school teachers. The college was reported to have had probably, the best teaching staff in any of the country's institutions. It was considered the most advanced educational institution in the country offering anything approximating to an Arts course. Thus there was the tendency to make it serve two requirements at once, the needs of the general student and the needs of the teacher.¹⁴⁶ This institution became known as the Higher Teacher's College.

¹⁴⁶Report (1927), p. 152, Report (1929), p.136.

II. THE HIGHER TEACHERS COLLEGE:
CURRICULUM AND
STUDENT LIFE

It should be restated here that the policy of the new Arab authorities in the Department of Education was the extension of national schools both primary and secondary. And, as British educational policy had concerned itself largely with primary schools, the problem of the education of teachers for the secondary schools was manifest from the outset. As mentioned, the staff of the secondary schools had in the past been recruited from Syria and Egypt. Sati' al-Husri, the Director-General of Education at the time, expressing the dire need for secondary school teachers, said: "There was practically no highly educated Iraqi to teach at the secondary school level. Moreover, objections were often raised that equally competent Iraqis were available at less cost whenever the Department resorted to the appointment of foreigners."¹⁴⁷

Al-Husri, also recalled how a number of Iraqis, who only held the Primary Teachers College Certificate, had insisted that they were able to teach secondary school students without further training. But the Department had held that some form of training was necessary, however inadequate it may be because of the pressing circumstances. Thus, Al-Husri, quickly improvised some classes for the purpose (1923-24) in one of the secondary schools of Baghdad; and so started the Higher Teachers College.

In tracing the development of the Higher Teachers College from this time until 1958, it was convenient to divide the period into three parts. The first, 1923-31, begins with the start of night classes and ends when the College was closed. The second period is the decade following the College's

¹⁴⁷Interview with Sati' al-Husri, April, 1963. See also Report (1923-24), p. 115.

re-opening in 1935-36. The third period, extends until 1958, when the Higher Teachers College was incorporated into the University of Baghdad as the College of Education.

The Period 1923-31

The Curriculum

When the classes first began there were not enough lecturers available. The students were of different educational backgrounds although they were all selected from among primary school teachers. The course extended for two years in which instruction was delivered in the form of lectures in the late afternoon and evening, as both students and lecturers were carrying on this course of study in addition to their regular employment. This may explain why the students were enthusiastic about attending the classes to begin with but later dropped out in large numbers. Of the fifty students who enrolled, only eleven completed the course.¹⁴⁸ In the circumstances, intensive treatment of subject matter must have been difficult. Therefore, it is most likely that training was reduced to the bare minimum.

In 1925, the evening classes were replaced by an organized day institute.¹⁴⁹ With its conditions improved slightly; some graduates of secondary schools were enrolled and a special building acquired. The students continued to combine their jobs with study. In 1926-27, the second-year students were compelled to devote half of their time to teaching, at the secondary school and the Teachers College in Baghdad, so as to meet the need of the Ministry of Education for teachers.¹⁵⁰ However, in the following year, this practice

¹⁴⁸Ibid., see Appendix (A) for the number of students and graduates in these years.

¹⁴⁹Iraq, Annual Report of the Ministry of Education, 1939-41, (Baghdad: Government Press, 1941), p.37. Hereafter this will be cited as Annual Report of the Ministry. The abbreviated form of the Higher Teachers College, the HTC will be hereafter used.

¹⁵⁰Ibid., (1926-27), p.17.

was discontinued. Moreover, from 1927-28 onwards, only students who had completed their secondary education were admitted to the college. Due to the small number of secondary school graduates and the need of other higher institutions for such pupils, the enrollement of students was reported not to have been as much as expected for that year.¹⁵¹ On completing the course, the graduates were to teach at the lower grades, or the intermediate level, of the secondary schools. In addition, the College was assigned two permanent staff members, (two more were planned for the next year) besides the lecturers. By 1928-29, all the staff became permanent with two lecturers only, In this year also an Egyptian scholar was appointed to teach Arabic.¹⁵² All of this, provided some stability which had hitherto been lacking.

Soon, however, there was talk in the Ministry of Education that teachers for the intermediate and secondary schools still required further preparation. Accordingly, the Ministry proposed making the course of study last either three or four years beginning in 1930-31, especially in view of the large number of applicants.¹⁵³

The faculty of the College studied the matter; it decided that despite the need for secondary school teachers, the short life of the College made it preferable to extend it to three years for the time being. However, the idea of the four-year program was to be borne in mind for the future. This decision was also prompted by the need of making the teaching profession attractive to students.¹⁵⁴ Probably, their thinking was that the shorter course would draw more students. The graduates of the new course were to receive a "License" in either Arts or Science, depending on the students particular field.

Tables 4, 5 & 6, show the distribution of subjects and hours on the three-year basis, as planned by the faculty as soon as the new extension was

¹⁵¹Ibid., (1928-29), p.26.

¹⁵²Ibid., (1927-28), p.15.

¹⁵³Rules and Regulations of the Higher Teachers College, 1929-40. Letter from the Director-General of Education, Taha al-Hashimi, to the Director of H.T.C., Naji al-Asil, Dec.19th,1929, no page. Hereafter cited as Rules & Regulations (in the files of the Ministry of Education).

¹⁵⁴Ibid.

finally agreed upon in December, 1929.¹⁵⁵ But, they were not put into effect, as the two-year course continued to be followed until 1931.¹⁵⁶ In the absence of other information, the above tables are interesting for the light they shed on the intentions of the faculty at the time. In addition, they provide an example of what was considered an improvement over the two-year course, the major details of which are missing.

In drawing-up the new three-year course of study, the faculty were guided by some syllabuses of higher institutions in neighbouring, supplied by the Ministry of Education. Among them were the American University of Beirut, the Higher Teachers College and Arts College of Egypt, and the Fine Arts College of Turkey.¹⁵⁷

It appears that under the two-year course only two main divisions of specialization existed, namely arts and sciences. The decision of the faculty had been that the new program should furnish further specialization. Each of the main two divisions was to provide two branches in the last year. Thus, the Arts section branched into Arabic, History and Geography, and the Science into Mathematics and Natural Sciences.

Regarding the contents of the courses offered, there appears to have been no criteria by which they were selected. Most likely a course included what it did because the teacher responsible studied it in that manner, or perhaps some higher institution offered it in that way. The general procedure followed was for the teacher of each course to submit only the broad and general outlines of the course to the recently founded College Council¹⁵⁸ for approval. As a result many of the details were left for the teacher of the

¹⁵⁵Ibid.

¹⁵⁶Annual Report of the Ministry (1930-33), p.60.

¹⁵⁷Rules and Regulations (1929-40), letter from Taha al-Hashimi to Naji al-Asil, Dec.19th., 1929.

¹⁵⁸This was made-up, most probably of the Director and the faculty members, whose rank was that of a professor.

TABLE 4

THE COURSE OF STUDY OF THE H.T.C., 1929-30

SUBJECTS	HOURS PER WEEK							
	ARTS SECTION				SCIENCE SECTION			
	Freshman	2nd. Year	Hist. & Arabic Geog.		Freshman	2nd. Year	Maths	Nat. Sc.
3rd. Year			Year	3rd.			Year	
ARABIC	6	6	6	...	2	2	...	...
ENGLISH	5	3	5	5	5	3	4	4
EDUCATION & METHODS OF TEACHING	3	3	5	5	3	3	5	5
PHYSICAL ED.	1	1	...	...	1	1	...	...
SCHOOL HYGIENE	...	...	1	1	...	...	1	1
HISTORY	6	6	...	...	...	...	...	...
GEOGRAPHY	4	4	...	2	...	...	...	...
SOCIOLOGY	...	...	2	2	...	...	...	...
PHILOSOPHY OF Sc.	...	2	...	...	...	2	...	...
HISTORY OF COMPARATIVE LIT.	...	...	1	...	...	...	...	...
GEOLOGY	...	...	...	2	...	...	...	...
MATHS	...	...	...	...	6	6	7	...
NATURAL Sc.	...	...	...	...	8	8	...	8
COURSES IN MAJOR FIELD	...	...	2	7	...	...	7	...
READING IN LIB.	...	...	2	...	...	...	...	6
TOTAL	25	25	24	24	25	25	24	24

^a Rules and Regulations of the HTC, (1929-40), Dec. 1929, n.p. (available at the Ministry of Education).

TABLE 5

THE COURSE OF STUDY OF THE H.T.C., 1930-31:
THE ARTS SECTION

SUBJECTS	HOURS PER WEEK			
	Freshman	2nd. Year	3rd. Year Arabic Soc. Sc.	
ARABIC				
GRAMMAR	6	2	2	...
LITERATURE	2	2	2	...
READING	1	1	1	...
COMPOSITION	1	1	1	...
COMPARATIVE				
HISTORY OF LIT. ....	...	...	1	...
HISTORY				
GREEK HIST. &	3	...	...	...
CIVILIZATION				
ARAB-UP TO Caliph.....	3	...	...	...
Abdul Malik				
ARAB-From Abdul.....	...	4	...	...
Malik to Al-Mutawakil..				
HIST. OF NATIONALI- ...	...	2	...	...
TIES & THE NATIONAL ...				
IDEA.				
HIST. OF MODERN.....	...	...	2	2
CULTURE				
HIST. OF IRAQ.....	...	...	...	2
HIST. OF THE EASTERN ..	...	...	...	3
PROBLEM & THE CONTEM- .				
PORARY ARAB PROBLEMS ..				
GEOGRAPHY				
HUMAN .....	...	1	...	...
PHYSICAL .....	...	1	...	...
SOCIOLOGY .....	...	2	...	...
PSYCHOLOGY	3	...	...	...
EDUCATION .....	...	3	...	...
Ed.SPECIAL METHODS ...	...	...	5	5
OF TEACHING.....				
SCHOOL HYGIENE .....	...	...	1	1
TOTAL.....	19	19	15	13

^aIbid.

TABLE 6

THE COURSE OF STUDY OF THE H.T.C., 1930-31:
THE SCIENCE SECTION

SUBJECTS	HOURS PER WEEK			
	Freshman	2nd. Year	3rd. Year	
			MATHS	NAT.Sc.
ARABIC.....				
COMPOSITION.....	1	...	...	...
READING & DISCUSSION....	1	1	1	1
ADVANCED ALGEBRA.....	2	...	...	...
TRIGONOMETRY.....	2	...	...	...
ASTRONOMY .....	...	1	...	...
ANALYTICAL GEOMETRY.....	2	3	...	...
INTEGRATION.....	...	2	3	...
MODERN GEOMETRY .....	...	...	2	...
SURVEYING .....	...	...	2	...
CHEMISTRY.....	4	4	...	3
PHYSICS.....	4	3	...	3
NATURAL HISTORY.....	...	3	...	...
GENERAL PHYSIOLOGY.....	...	...	2	2
GENERAL BIOLOGY .....	...	...	...	2
ELEMENTARY GEOLOGY.....	...	...	2	...
PHILOSOPHY OF SCIENCE.....	...	2	...	...
PSYCHOLOGY	3	...	...	...
EDUCATION .....	...	3	...	...
ED. Special Methods .....	...	...	5	5
of Teaching .....	...	...
SCHOOL HYGIENE.....	...	...	1	1
TOTAL	17	22	18	17

^aIbid.

course to fill in and adapt as he saw fit at the time.¹⁵⁹

According to tables 4, 5 & 6, there is some discrepancy in the weekly hours. Whereas in Table 4, there were around twenty-five periods per week for each class, in Tables 5 & 6 the periods ranged between thirteen and twenty-two periods per week. This may be partly because English does not appear in Tables 5 & 6, (which may be an error) and partly because such fluctuations were normal when the program was under more or less continuous revision.

The courses required of all students, irrespective of field of specialization, were Arabic, English, Education and Psychology, and school hygiene. The professional courses of the prospective teacher suggest an emphasis on methodology. Table 4 includes all professional courses under the heading; education and methods of teaching.

Differentiation occurred in the Arabic required of the science students. Not only were their Arabic hours less but its study was directed solely towards reading, writing and speaking correct Arabic. Whereas, the Arabic program of the Arts section, was quite comprehensive in the elements of language. Allowance was also made for the study of comparative literatures. However, it is questionable whether this study would have been thorough enough considering that only one hour per week was allocated for its study. This time can hardly be viewed as sufficient for feeling and appreciating the literatures, especially when these included Greek, Persian, Hebrew, English and German.¹⁶⁰

Student - Life

Extra - curricular activities do not appear in this period. But, there is evidence that the faculty members were concerned about this aspect of the student's life. They recognized the need of creating certain activities,

¹⁵⁹Rules and Regulations (1929-40), April, 1930, no page.

¹⁶⁰Ibid., Dec. 1929, no page.

apart from the usual course-work, such as student's societies. Provisions for physical education, fine arts, and a rich library were all asked for in their report submitted to the Ministry.¹⁶¹

Between 1923 and 1931, a total of 207 students enrolled at the H.T.C., of whom only fifty-nine graduated. Practically nothing else is recorded concerning the students. It is probable that H.T.C. students did not generally come from high cultural backgrounds, as students of such standing studied abroad usually. That the students themselves needed to be exposed to the facts of basic cleanliness, provided by the course, school hygiene, perhaps confirms this.

The Closing of the Higher Teachers College

In 1931, in accordance with a decision of the council of Ministers, the H.T.C. was abolished. The students who had not completed the course were appointed as primary school teachers, and some as intermediate school teachers. Secondary school teachers were hereafter furnished by the Iraqis studying abroad on government expense, particularly those at the American University of Beirut.

The reason for this measure was by no means explicit. As far as the available official records were concerned, it was vaguely stated that for various reasons the H.T.C. was closed down.¹⁶² According to Mathews and Akrawi, this was due to a low standard and an inadequate staff.¹⁶³ Prevalent

¹⁶¹ Ibid., Report from the H.T.C. to the Ministry of Education, Dec. 19th., 1929, no page.

¹⁶² Annual Report of the Ministry (1930-33), p.60, and (1939-41), p.37.

¹⁶³ R.D.Mathews and M.Akrawi, Education in Arab Countries of the Near East (Washington, D.C.: American Council on Education, 1949), p.188.

opinion, on the other hand, suggests that the decision was based on economic grounds.¹⁶⁴

A closer study of the issue however, indicates that the heart of the matter lay in the debate of developing the policy of granting scholarships to outstanding students to pursue higher education abroad, as opposed to the project for the improvement of the college as the main source of secondary school teachers. In this, the Higher Teachers College and the Ministry of Education assumed opposite stands.

It was the wish of the College Council of the H.T.C. to make the College the sole institution which prepared secondary school teachers for the country. The arrangement whereby students were sent to the American University of Beirut and other higher establishments abroad to specialize in teaching, was thus asked to be discontinued.¹⁶⁵ To this idea, some of the influential authorities at the Ministry, notably Lionel Smith, the General-Inspector of Education, strongly objected.¹⁶⁶ Smith was in fact opposed to the whole intended program of developing the H.T.C. Apart from

¹⁶⁴The contention was that to send students to study abroad cost as much, if not less, as educating them in the country. See also Annual Report of the Ministry (1939-41), p.37.

¹⁶⁵Rules and regulation (1929-40), Dec. 1929, no page.

¹⁶⁶Ibid., Report to the Director-General of Education, submitted by A.L.F. Smith, n.d., no page.

Lionel Smith's career in Iraq lasted twelve years, 1919-1931, first as Bowman's assistant, and later as Adviser to a succession of Iraqi Ministers of Education. Previous to this he was a history tutor at Magdalen College, Oxford, where he had also distinguished himself at Balliol, of which his father was Master.

On retiring from Iraq he was appointed Rector of Edinburgh Academy—a post he held until 1945. Lionel Smith, personal letter, January, 1963, see also Bowman, p. 191.

any other reasons,¹⁶⁷ his opposition was based on the idea that the best method of educating teachers was through the attainment of strictly academic standards first. Special courses in methods of teaching would then follow.

According to Mr. Smith, secondary school teachers ought to be drawn from the those who have had university degrees in either the arts or the sciences, like the Iraqis studying abroad. The function of the H.T.C. in the circumstances would be solely to supply courses on methods of teaching which these students would subsequently need. Smith contended that with the presence of scholarship students abroad there was no justification whatsoever for the continued existence of the Higher Teachers College, which required huge sums of money. He reminded the Ministry that at the time the College was founded, the Cabinet had consented only on the grounds that not much money was going to be exacted. The teachers' salaries were to be met through students' fees. But the expenses were gradually increasing. He noted that the government was paying approximately I.D. 160 (LL. 1360.00) annually for each student.¹⁶⁸

He concluded, in the report on the question submitted to the Ministry of Education, that the government should back the policy of sending scholarship-students abroad, at least until Iraq had its own university, since the

¹⁶⁷The English authorities had repeatedly stressed, in their annual reports, that the method of training teachers needed drastic revision as their number will certainly exceed the country's demand. Al-Husri mentioned in an interview, that they considered the presence of a large number of teachers an unsettling factor in the country. Moreover, they wanted to do away with teachers colleges in an effort to stop the likelihood of political agitation and demonstration as that which took place in Feb. 1928. Of this S.H.Longrigg wrote: "... ugly - violent street demonstration, accompanied by the usual marshalled school-boys and armed roughs, greeted Sir Alfred Mond when he visited Baghdad on business in February 1928,...". S.H.Longrigg Iraq, 1900-1950: A Political, Social, & Economic History. (London: Oxford University Press, 1953), p. 192.

¹⁶⁸Rules & Regulation (1929-40), Report to the Director-General of Education, submitted by A.L.F. Smith, n.d., no page. The conversation of the Iraqi dinar is made according to its value today, i.e. LL. 8.50.-

H.T.C. could not possibly be expected to meet the kind of requirements demanded by the secondary schools. Smith predicted that the need for the H.T.C. was diminishing steadily, as the need for secondary school teachers was not going to be of the same extent, which fact also, did not warrant the expenditure on the College. He warned the Ministry that expenses would run abnormally high if the suggested plan of lengthening the course of study was put into effect. He strongly urged against it by stressing that the number of students studying abroad was sufficient to meet the existing and expected demand of the secondary schools.

Mr. Smith's argument is highly questionable. Judging by Table 7, the number of teachers required as a result of the opening of new secondary schools could not possibly have been met through the scholarship students alone. This was especially true as not all those students specialized in teaching, thus a number of them did not occupy teaching posts.¹⁶⁹ Moreover, as the policy of expansion in secondary education was still being followed in the Ministry of Education, the increase was expected to progress rather than diminish.

The conclusions of Smith are of particular significance as for the destiny of the H.T.C. Whether his report was responsible for abolishing the College, it is difficult to state. But it is extremely probable that it had no small share in swaying decision in this direction.

The decision of the closure came as a surprise because the Ministry of Education, previous to 1931, had assumed a different position entirely regarding this issue. In its annual report of 1928-29, it stated: "It is clear that the plan of developing the Higher Teachers College will save the

¹⁶⁹At the start the idea of the education missions or scholarships was to train specialists to meet the needs of Iraq in the fields of health, education and agriculture. Later on, numerous other fields were added, but all those who returned in 1926 were absorbed by the secondary schools and the primary Teachers College. See Mathews and Akrawi, pp.206-7.

TABLE 7

The number of the Iraqi - Government scholarship students and those who returned holding higher degrees, accompanied with the increase in the number of complete government secondary schools, 1923-36.

Academic Year	Number of Students sent	Number of Students returned	Increase in the number of secondary schools.
1923 - 24	8	...	...
1924 - 25	4	...	...
1925 - 26	26	...	1
1926 - 27	22	4	3
1927 - 28	24	5	3
1928 - 29	35	6	2
1929 - 30	32	5	2
1930 - 31	41	14	4
1931 - 32	32	18	3
1932 - 33	58	16	4
1933 - 34	1	13	6
1934 - 35	41	19	1
1935 - 36	67	14	2
TOTAL	391	114	31

^aAnnual Report of the Ministry (1954-55), pp.54, 166-67.

Ministry having to send students to AUB." Moreover, though it was admitted that studying abroad had certain advantages, it was stated that such a loss could be compensated for, if outstanding graduates of the H.T.C. were sent abroad for one year of study.¹⁷¹ Thus, accordingly the authorities, both at the H.T.C. and the Ministry, proceeded to prepare the plans.

The measure was all the more surprising in that the College, as mentioned, was well staffed and considered the most advanced educational institution in the country.¹⁷² Apart from this, it was premature as the H.T.C. had not yet had time to prove its worth. By putting a stop to all the laid up plans, a waste of time, energy and money, must have resulted.

It is interesting to note in this connection Sati' al-Husri's remark. According to him, the closure of the H.T.C. was decided upon partly so as to continue to giving the American University of Beirut the largest possible share in preparing Iraqi secondary school teachers, and partly because the move itself represented a personal attack on him as its founder and staunch supporter. Opposition to him personally, expressed through the closure of the College, was stated to have found considerable support among the authorities the Ministry of Education.¹⁷³

Concerning the subject of scholarship students, it is worthwhile to dwell a little on the relevant section of the Report of the Education Commission to Iraq, headed by Paul Monroe, of Columbia University. This commission was invited by the Iraqi Government in 1934 to study the educational conditions and potentialities and recommend a policy most suited to the country. The conclusion reached was in favor of continuing the arrangement of scholarship students in the future in preference to the opening of a national university. Considerations of relative expenditure and waste of human

¹⁷⁰ Annual Report of the Ministry, (1928-29), p.26.

¹⁷¹ Ibid.

¹⁷² Report (1927), p.152.

¹⁷³ Interview with Sati' al-Husri, April, 1963. .

resources, in the event of founding the university, accounted for this recommendation. Iraq, in its present stage of social development together with the scarcity of its population, it was contended, will have a number of youth, with a higher professional training, greater than the country could absorb.¹⁷⁴

Hence, the earlier suggestion of Lionel Smith concerning the value of scholarship students, was reinforced. But, comparing this judgement with that of a similar educational commission, headed by the German historian and orientalist, Carl Becker, and sent by the League of Nations to China at approximately the same time, they are found to differ significantly. The recommendations of the latter commission encouraged students to pursue higher education in local institutions rather than in the West because of the unsettling effects of Western society on foreign students from the East. The commission further stated that education abroad was most suited to graduate students who were older and more mature.¹⁷⁵

It is relevant to point out here that a prominent Iraqi statesman, Nuri al Sa'id, also supported the policy recommended by the Monroe's Commission. He believed that the best method of educating Iraqi students was to let them draw knowledge and experience from the main sources of Western culture rather than limit themselves to native culture. Thus, the Ministry of Education proceeded with the policy of encouraging secondary school graduates to go abroad on government expense, which continued to be followed until recently whereby graduate students tended to be sent abroad instead.¹⁷⁶

¹⁷⁴P. Monroe, ed., Report of the Educational Inquiry Commission (Baghdad: Government Press, 1932), p. 62.

¹⁷⁵Interview with Khalid El-Hashimi, April, 1962. This information was communicated to him by Carl Becker himself in 1932 in Ni ce, where they were taking part in an educational conference.

¹⁷⁶Ibid.

The Period 1935 - 45

In view of the rapid expansion in secondary education and the urgent need for teachers the Ministry re-opened the Higher Teachers College in 1935-36.¹⁷⁷ A period of trial and error or experimentation followed. In the next decade the course of study experienced swift and numerous changes. Accompanying this, the length of study varied successively from two years to three, four, and even five, thus lending this period an outward appearance of fluctuation and instability. But, this change was probably inevitable at this stage of the College's evolution. The explicit aim was always to improve the quality of teaching and raise the academic standard.

The available schedules and records for the first half of the period, prior to the year 1940-41, are rather puzzling. They are neither complete nor accurate and the information often conflicts between one source and another. One obvious reason is the lack of systematically kept records, which characterizes not only the H.T.C. but also most of Iraq's public departments. Any person wishing to investigate the past couple of decades is bound to be confronted by a great deal of missing data. It is difficult in such a situation to fill in the resulting gaps. Thus, any statement on these years, (1935-40) cannot be regarded as sufficiently accurate or final.

The Curriculum

Extension of the Course of Study to Three Years

When the College was re-opened, it resumed its program on a two-year basis. But, in December, 1936, a special committee composed of the Acting

¹⁷⁷With Iraq winning complete independence in 1932, education had become entirely in the hands of nationals now, a fact which may account for the re-opening of the H.T.C.

Director-General of Education, the Director of Secondary Education, and a professional expert at the Ministry, met to consider the status of the H.T.C.¹⁷⁸ The degree to be granted and the requirements for future plans, were for the first time the main subjects of discussion. The decision of the committee was that the College ought to aim at a high standard by making the course of study longer. For the time being, extension to three years was thought sufficient. The Ministry in this case would offer the graduates a Higher Academic Degree in either the Arts or Sciences. However, when the institution in the future developed to include a course of four years, the degree offered was to be equivalent to a B.A. Its graduates would perhaps then be considered fit to become not only intermediate school teachers but also secondary school teachers. Thus, in 1937, another year was added.

This increase in the course of study was accompanied by additions of new sections. Education, (comprising administration and supervision), physical education, and biology were the new branches added. Students of the education section were expected to become teachers at primary training colleges or supervisors at primary schools.

The program of the education students seems to have been organized by the Ministry and not the College, for in a letter to the Ministry, the H.T.C. criticised the program as concentrating unnecessarily on the science subjects.¹⁷⁹ The administration stated that the supervision of elementary schools only required a revision in the subject matter of the sciences. Its study should include knowledge of its adaptation to teaching. It therefore suggested that a course in general sciences covering the basic principles and their connection

¹⁷⁸ Rules and Regulation (1937-54), Dec. 1936, no page (in the private files of the H.T.C.).

¹⁷⁹ Ibid., (1929-40), "Comment on the Program suggested in August 1937," Nov. 1937, no page. See Table 9 for the schedule of the Freshman students of this section.

and application to life would be sufficient. The Ministry, however, deferred the discussion of this issue to the following year, 1938.

As a matter of fact the education section was discontinued after the graduation of the first group,¹⁸⁰ which suggests that its students might have served a temporary need only. The majority of graduates were appointed as instructors in education and psychology at primary training colleges. The physical education section continued for a comparatively longer period, while the biology section persisted up to the present.

The Course of Study.-- Tables 9, 9 & 10 provide the only available information concerning the syllabi. The schedule of courses shown in Table 8 includes three years as the length of study for the year 1936-37. This is contradictory to the information just cited, namely that the third year was only added in 1937. A possible explanation is that this schedule was tentatively prepared by the Faculty in December, 1936, as a result of the decision of the special committee. Compared with earlier schedules the marked difference is that in the second year, rather than in the third, students chose their particular field of specialization. Evidently, this was of a comparatively higher standard than what previously existed, since students were allowed a longer period of specialization.

It is probable that this arrangement was also not followed. Table 9, indicating the approved course of study for Freshman students, shows that the time of specialization was earlier still. Students became separated now upon entering the College. As before, the distribution of hours appears to have been guided by no clearly consistent policy. The number of hours per week rose to as many as thirty-eight in some cases.

A slightly more complete record is that of the social studies section, Table 10. The sequences of Classes of both the two-year and three-year

¹⁸⁰A similar course in administration and supervision was started again in 1955-56, Above, pp. 95-96.

TABLE 8

THE COURSE OF STUDY OF THE H.T.C., 1936-37.

SUBJECTS	HOURS PER WEEK									
	Freshman	ARTS SECTION				SCIENCE SECTION				
		2nd. Year		3rd. Year		2nd. Year		3rd. Year		
		ARAB. HIST. & GEOG.	HIST.	ARAB. HIST. & GEOG.	HIST.	Freshman	MATHS NAT. Sc.	MATHS NAT. Sc.	MATHS NAT. Sc.	NAT. Sc.
ARABIC.....	6	8	4	10	4	4	2	2	2	2
ENGLISH &.. TRANSLATION	6	6	4	6	4	4	3	3	3	3
HISTORY....	5	4	7	4	7	...	...	...	...	...
GEOGRAPHY..	3	2	5	...	5	...	...	...	...	...
PSYCHOLOGY.	2	...	...	...	...	2	...	...	...	...
EDUCATION..	...	4	4	4	4	...	4	4	4	4
SOCIOLOGY..	2	...	...	...	...	...	...	...	...	...
MATHEMA-... TICS .....	...	...	...	...	...	5	9	4	10	3
BIOLOGY....	...	...	...	...	...	3	...	3	...	3
CHEMISTRY.. AND .....	...	...	...	...	...	6	6	8	5	9
PHYSICS....										
TOTAL.....	24	24	24	24	24	24	24	24	24	24

^a Rules and Regulation of the H.T.C., 1929-40,
n.d., no page.

TABLE 9

THE COURSE OF STUDY OF THE FRESHMAN
STUDENTS OF THE H.T.C., 1937-38

SUBJECTS	HOURS PER WEEK					
	S E C T I O N S					
	ARABIC	SOC. Sc.	EDUCATION	NAT. Sc.	BIOLOGY	MATHS
ARABIC.....	23	3	...	...	...	...
ENGLISH.....	3	...	...	...	...	...
HISTORY	6	16	3	...	...	...
GEOGRAPHY.....	3	9	3	...	...	...
PSYCHOLOGY &..... EDUCATION.....	...	...	18 ^b	...	...	...
SOCIOLOGY.....	3	3	...	...	...	...
ECONOMICS.....	...	3	...	...	...	...
GOVERNMENT..... INSTITUTION.....	...	2	...	...	...	...
NATURE STUDY.....	...	...	3	...	...	...
CHEMISTRY .....	...	...	4	15	5	5
PHYSICS .....	...	...	4	8	5	5
MATHEMATICS.....	...	...	3	3	3	22
BIOLOGY .....	...	...	...	7	16	...
ASTRONOMY.....	...	...	...	2	...	3
PHYSIOLOGY &..... HYGIENE .....	...	...	...	...	3	...
ANATOMY.....	...	...	...	...	3	...
TOTAL.....	38	36	38	35	35	35

^a Rules & Regulations of the H.T.C., 1929-40, "The Approved Courses by the Ministry of Education" Aug. 1937.

^b This included: Child Psychology, Elementary Schools and their Supervision, Education in various countries, Educational Administration, Rural Education, New Trends in Education and Curriculum, Educational Tests and Measurements.

TABLE 10

THE COURSE OF STUDY OF THE SOCIAL SCIENCE
SECTIONS OF THE H.T.C., 1935-39.

SUBJECTS	HOURS PER WEEK				
	1935-36	1936-37	1936-37	1937-38	1938-39
	Freshman	Freshman	2nd. Year	2nd. Year	3rd. Year
ARABIC.....	8 [†]	...	6	3	...
ENGLISH.....	6	4	6	...	...
PSYCHOLOGY.....	4	2	4	3	...
(Human Nervous..... System).....	2 ^b	...	...	...	...
ED. & METHODS..... OF TEACHING .....	...	3	4	3	5
PHILOSOPHY OF ED.....	...	...	...	...	2
HISTORY					
ANCIENT	4	3	...	...	...
ISLAMIC	4	...	4	3	3
ARAB .....	...	3	...	...	...
EUROPEAN.....	...	...	2	3	4
IRAQI INSTITU-					
TIONS.....	2 [†]
POLITICAL Sc. &..... CIVICS .....	...	2	2	...	...
GEOGRAPHY	2	3	4	4	...
GEOGRAPHY OF IRAQ..	...	...	...	...	2
GEOGRAPHY OF ARAB.. COUNTRIES.....	...	...	...	...	3
STUDY OF IRAQ .....	...	...	...	...	3
ASTRONOMY .....	...	2	...	...	...
POLITICAL					
PHILOSOPHY.....	...	...	...	2	...
HYGIENCE .....	...	...	...	...	2
ECONOMICS .....	...	...	...	...	2
TOTAL	32	22	32	21	26

^aCurricula of the Higher Teachers College, Record No.65, n.d., n.p. (Private files of the HTC). The year was considered eight months. Subjects marked with an asterisk were offered for seven months instead.

^bThis course was offered for three months only.

programs are shown. From year to year, the distribution of hours among subjects and their total number per week varied constantly.

Concentration on the languages Arabic and English gave way to new subjects. In the field of specialization, i.e. social studies, more related courses were offered eg. political philosophy, economics, and astronomy. More specific study of the area, such as courses on Arab history, geography of Arab countries, geography of Iraq and study of Iraq, was also offered. In the professional courses, methods of teaching comprised lesson planning in the teaching of Arabic and social studies, observation, and practice teaching. Philosophy of Education was a new course introduced in the field in 1938-39. It was based on Plato's Republic and Dewey's Democracy and Education.¹⁸¹

Suggestion for Further Extension

In 1939, at the annual date for curriculum revision, the cry for raising the standard of the College was again voiced. Improving the academic standard was reported by the College Council to be the most important aspect that should be immediately attended to.¹⁸² The Council suggested that this be done by the addition of another year to the program. Three years, it held, were not sufficient for the task of preparing teachers for the secondary schools. Most of the shortcomings inherent in the present program, the Council asserted, were due to the short period of study. These were fully discussed in a report to the Ministry.¹⁸³

¹⁸¹The Curricula of the Higher Teachers College, Record No.65, n.d., no page. Hereafter cited as Curricula (in the private files of the H.T.C.).

¹⁸²Rules and Regulations (1929-40), Letter from the Director of the H.T.C. to the Ministry of Education, April 23, 1939, written in accordance with the decision of the College Council in their meeting of April 17th, 1939 no page.

¹⁸³Ibid.

First, attention was drawn to the proposition that the brief duration of the course inevitably forced the program to become overcrowded. The number of hours had increased so that the student took as many as twenty-six to thirty hours per week, if not more in some cases. A study of this kind was considered to resemble more that of a secondary school than a higher institution of learning. It also followed that the method of teaching comprised recitation and reading confined to text-books. Study depended mostly on the professor's lectures, which the students tended to take down word for word. Needless to say that individual work in the library or research by students hardly existed.

Another drawback of the overcrowded program listed by the Council was that it allowed no time for exercise, physical education, and extra-curricular activities. That attention should be paid to this aspect of teacher education continued to be recognized by the Council. It was noted that such worthwhile activities both fostered a feeling of cooperation among the students and created channels for directing students initiative in fields other than academic course work, and therefore should not be neglected.¹⁸⁴

Furthermore, the Council stated, in the present arrangement students were asked to choose their field of specialization upon entering the Freshman class. The serious outcome of such a policy was that as most Freshman students neither knew in what line their interest lay nor what they were able to do, a number of students changed fields later or stayed on without being competent enough to complete the course successfully. Moreover, this early specialization also prevented the students from acquiring the fundamentals in basic courses, or a general background.

Therefore the Council argued in favor of adding another year. In the Freshman year, it would suffice then to have two divisions, namely arts and sciences. This way the student would get a general background in this field during the first year. Then as he advances concentration would be more in his particular subjects. The Council deplored the system for not providing time

¹⁸⁴Ibid.

for general courses connected with the students' field of specialization. Even in the matter of specialized courses, the Council commented, some elimination had been made due to the short period of study.

The Council also thought it expedient that prompt action be taken since there was danger of continuing to graduate teachers with such a deficient program. It also pointed out that the present three classes would provide enough teachers for the requirements of the Ministry and that the additional year would not entail the appointment of new staff members. With these arguments the Council proceeded to suggest two alternatives for adding the fourth year.¹⁸⁵

The additional year could either follow the third year or precede the Freshman class as a preparatory year, whose distinguishing feature would be the study of all subjects in English. This latter arrangement was favoured by the Council for two reasons. First, with the student becoming more proficient in English, references to other than text-books, mostly available in English, would be within their understanding. This would greatly facilitate matters and help the faculty members to both follow their plans at a faster rate, since they would be supplemented by the student's reading and offer their courses at a more advanced level.

Second, this preparatory year may also weed out students not fit to continue. The system in use at the time, was not thought satisfactory because it relied completely for admission to college on secondary school grades. It is relevant to point out here that generally the preparation of students in secondary schools was not of high quality. The preparatory year was therefore always thought of by the College as a further preparation in secondary education.

The Ministry promptly responded to this demand of the College. It was decided that the graduates of the four-year program were to receive a

¹⁸⁵Ibid.

B.A. degree in either Arts, Sciences, or Education. The salary scale was also decided upon: students of the new program were to receive 18 I.D. (153.00 L.L.) per month while those of the three years were to receive 15 I.D. (L.L.127.00) per month.¹⁸⁶

The Four-Year Program.-- The principle upon which this course of study was based was actually in accordance with the above report of the College. Students now, were given first a background in general cultural fields in either of the arts or science sections of the Freshman class. Then as the student progressed he proceeded gradually towards more specialization. But, in moving from the general to the specific he also took a number of courses connected with his field of specialization. Apart from their cultural value such courses were considered necessary to meet the demands of the secondary schools. A teacher was often called upon to teach courses other than those of his major field. For example, teachers of history and geography were sometimes asked to teach Arabic and vice versa. Likewise, teachers of science and mathematics were called upon to perform similar duties.¹⁸⁷ The plan of this program was hoped to offer a wide scope in general education and insure at the same time sufficient specialization. This principle was specifically followed in the program of the education section, Table 12. Background was given the student in all the subjects they were expected to supervise in the elementary schools, and about 40% of the time allocated to the study of education and psychology. The student of this section were required to take subjects to which importance was attached in the elementary school program.¹⁸⁸ Hence Arab history was studied for three years, with the students of this field,

The study of English received more attention in the new program. The value of this lay mostly in its help to students in reading references in this languages. Not only were the number of hours increased but a new English section was started and taught in English. Proficiency in Arabic was stressed. Its study was required for two years, however additional Arabic was demanded

¹⁸⁶ Rules and Regulations (1929-40), letter from the Ministry of Education to the H.T.C., July, 1939, no page.

¹⁸⁷ Ibid., Letter from the HTC to the Ministry of Education, May 13th, 1940 no page.

¹⁸⁸ Ibid.

of students who still were not up to the desired standard in the third year. Aside from Arabic and English, psychology, education, hygiene, physical education, and drawing comprised the subjects required of students of all sections. The new addition here was drawing, which came to be considered valuable for teachers in clarifying their lessons.

The emphasis on national culture, so apparent in the program of the social sciences 1935-39, (Table 10), continued. Special attention concerning this aspect was given all sections. All Arts students took Arab History. While students of science were introduced to a new course: "The History of Science among the Arabs."

Tables 11, 12 & 13, show the course of study of most sections for 1940-41. Unfortunately, both schedules of the English and physical education sections are missing. Nonetheless, these tables may be taken as an example of the four-year program. With conditions allowing i.e. having qualified professors, a comprehensive library, and adequate laboratories, this program was thought sufficient to guarantee the preparation of teachers for the intermediate schools. Those who were outstanding would teach the upper levels of the secondary schools.

"Raise the Academic Standard."

The four-year program operated until 1943-44, when a fifth year was added. The criticism of the existing program then was that it fell short of achieving a B.A. standard, which it had proposed to do. Two main weaknesses were pointed out.¹⁸⁹ The first was the low standard of secondary schools and the varying qualifications of students entering the College. These were thought to have impelled the administration to use the first year

¹⁸⁹ Ibid., (1937-54), "Summary Explaining the Reasons for the Regulations of the Higher Teachers College of 1942," n.d., no page.

PROGRAM OF STUDY FOR THE HIGHER TEACHERS COLLEGE FOR THE ARABIC, SOCIAL STUDIES, AND EDUCATION SECTIONS, 1940-41

SUBJECTS	HOURS PER WEEK						ELECTIVE COURSES
	ARABIC SECTION			SOCIAL STUDIES			
	Freshman Year	2nd. Year	3rd. Year	4th. Year	2nd. Year	3rd. Year	
ARABIC.....	7	9	7	6	4	...	Arab History - 3
ENGLISH.....	6	3	3 (Lit.)	...	3	...	Andalusia - 3
PSYCHOLOGY.....	3	2	...	...	2	...	Ages of Deterioration - 3
EDUCATION.....	...	2	5	6	2	6	Arab Civilization - 3
HYGIENE.....	...	...	2	...	...	...	courses offered every other year.
EUROPEAN HIST.....	...	...	...	...	3	...	
ANCIENT HIST.....	4	...	...	...	...	...
GREEK & ROMAN HIST.....	...	...	...	...	...	...
ARABIC HIST.....	3	3	3	...	3	...	European History - 3
MODERN N. EAST HIST.....	...	...	...	...	...	3	European History - 3
GEOGRAPHY.....	3	...	...	...	4	...	Political Science - 3
GEOG. OF ARAB.....	...	...	...	...	4	...	Economics - 3
COUNTRIES.....	...	2	...	...	...	...
PHILOLOGY.....	...	...	...	2	...	...
ARABIC & SEMETIC.....	...	...	...	...	...	...
PHILOLOGY.....	...	...	...	2	...	...	Geography - 2
SOCIOLOGY.....	...	...	...	3	...	3	Geog. of Arab Countries - Required - 2
METHODS OF SOCIAL.....	...	...	...	...	...	...	Economic Geog. - 2
RESEARCH.....	...	...	...	...	...	1	plus one of the following:-
PHYSICAL ED.....	2	2	...	...	2	...	Political Geog. - 2
DRAWING.....	...	1	...	...	1	...	Mathematical Geog. - 2
ETHICS.....	...	...	...	1	...	1	Geog. Survey - 2
TOTAL.....	28	24	20	20	24	20	14+6 Electives = 20

^aRules & Regulation of the H.T.C., 1929-40, Letter from the H.T.C. to the Ministry of Education, May 13th., 1940, no page.

TABLE 12

THE EDUCATION SECTION CONTINUED

SUBJECTS	HOURS PER WEEK		
	EDUCATION SECTION		
	2nd. Year	3rd. Year	4th. Year
ARABIC.....	4	...	...
ENGLISH	3	...	...
CHILD PSYCHOLOGY.....	2	...	...
PSY. OF ELEM. SCHOOL	2	...	...
SUBJECTS.....	2	...	...
GENERAL METHODS OF T.....	2	...	...
SPECIAL METHODS OF T. ....	...	4	...
PRACTICE SUPERVISION .....	...	...	6
PHILOSOPHY OF ED.....	...	3	...
TESTS & MEASUREMENT.....	...	3	...
PRINCIPLES OF SUPERVISION.....	...	2	...
CURRICULUM .....	...	2	...
COMPARATIVE ED.....	...	...	2
ARABIC HISTORY.....	3	3	...
EUROPEAN HISTORY .....	...	...	3
GEOGRAPHY.....	2	...	...
BIOLOGY & NAT. SC. ....	...	3	4
SOCIOLOGY .....	...	...	3
STATISTICS	2	...	...
ETHICS .....	...	...	1
MENTAL HEALTH .....	...	...	2
HYGIENE .....	...	2	...
PHYSICAL ED.....	2	...	...
DRAWING	1	...	...
TOTAL.....	23	22	21

^aIbid.

PROGRAM OF STUDY FOR THE HIGHER TEACHERS COLLEGE FOR THE
CHEMISTRY, BIOLOGY, PHYSICS, MATHEMATICS SECTIONS, 1940-41

SUBJECTS	HOURS PER WEEK			
	SECOND YEAR	THIRD YEAR	FOURTH YEAR	
Freshman Year	Physics			
	Chem. Biology	Maths. & Chem. Biology	Physics Maths	Chem. Biology Physics Maths
ARABIC.....	4	3	3	...
ENGLISH	6	3	3	...
PSYCHOLOGY.....	3	2	2	...
EDUCATION .....	...	2	2	5 6
HYGIENE .....	...	2	2	2
ETHICS .....	...	...	...	1
PHYSICAL ED.	2	2	2	...
DRAWING	1	1	2	...
CHEMISTRY	6	...	2	...
Qualitative Anal. ....	...	4	...	4
Quantitative Anal. ....	...	...	4	...
Organic .....	...	...	5	...
Industrial .....	...	...	...	6
MATHS	6	2	6	8
Accounting .....	...	...	...	4
Survey .....	...	...	...	3
Applied Maths.....	...	...	...	6
ZEOLOGY .....	...	4	4	4
BOTANY .....	...	4	6	6
PHYSIOLOGY & ANATOMY .....	...	3	...	...
PHYSICS	6	6	6	4
ASTRONOMY.....	...	...	...	6
THEORIES OF BIOLOGY.....	...	...	...	3
HIST. OF SC. AMONG .....	...	...	...	1
ARABS .....	...	...	...	1
TOTAL.....	27	25	26	26
		22	22	22
		24	22	22
		21	22	21
		21	21	21
		21	21	21

^aIbid.

mostly for revision of the secondary school program, though at a slightly more advanced level. Consequently, this year complemented, in actual fact, secondary education instead of supplying a year of higher education. Half of the remaining two years, it was noted, went to the study of professional and general educational courses. Not enough time was left for specialization. Hence, it was argued, there was a drop in the collegiate standard.

The second weakness listed was that the students continued to be weak in English and unable to read most of the assigned references. This led to complete dependence on the teacher and text-books, which defied the objectives of higher education.

These observations echo the reasons which led to increasing the length of study from three years to four. To remedy the situation a similar step was now taken i.e. an addition of a preparatory year in which courses were taught in English. This plan, it was pointed out, was followed in Egypt. Since the College, up to the present, had accepted enough students to meet most of the needs of the Ministry for teachers, it was thought that the new program could be put into effect immediately.

Experimentation: The Five-Year Course.-- The year 1943-44 was considered an appropriate date for beginning the new program. Upon entering the College students again were admitted to either the arts or science course of the preparatory year. This time in actual fact, teaching was in English. The distribution of subjects and periods is shown in Tables 14 & 15.

Preparatory students of both courses, arts and sciences, studied Arabic and English together. However, in English, students were grouped into A, B, & C sections according to ability. Those who wished to become teachers of English were required to belong to section A, or else stand very high in section B.¹⁹⁰ Apart from Arabic and English, students concentrated on their

¹⁹⁰ Mathews and Akrawi, p. 189.

TABLE 14

PROGRAM OF STUDY OF THE HIGHER TEACHERS COLLEGE FOR THE ARABIC, ENGLISH & SOCIAL STUDIES SECTIONS, 1945-46

S U B J E C T	H O U R S P E R W E E K												S O C I A L S T U D I E S S E C T I O N				
	P R E P A R A T O R Y Y E A R (Common)	A R A B I C S E C T I O N				E N G L I S H S E C T I O N				3 r d . Y E A R			4 t h . Y E A R				
		1 s t . y e a r	2 n d . y e a r	3 r d . y e a r	4 t h . y e a r	1 s t . y e a r	2 n d . y e a r	3 r d . y e a r	4 t h . y e a r	M A J O R			M A J O R				
										A R A B H I S T .	M O D E R N H I S T .	G E O G R A P H Y	A R A B H I S T .	M O D E R N H I S T .	G E O G R A P H Y		
ARABIC	7	8	7	8	8	3 ^b	3 ^b	3 ^b	...	...	...	...	...	...	...	...	...
ENGLISH	6	3	3	3	...	10 ^b	10 ^b	10 ^b	8	5	...	...	...	...	...	...	...
PSYCHOLOGY .....	...	...	3	4	2	...	3	4	2	...	3	4	4	4	4	7	7
ED. & PRACTICE TEACHING.....	...	...	5	4	7	...	5	4	7	...	5	4	4	4	...	...	...
EDUCATIONAL BIOLOGY .....	...	3	...	...	...	3	...	...	...	3	...	...	...	...	...	...	...
HYGIENE .....	...	2	...	...	...	2	...	...	...	2	...	...	...	...	1	1	1
ETHICS .....	...	...	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...
GENERAL MATHS	3	...	...	...	...	...	...	...	...	...	...	3	3	3	2	2	2
ANCIENT HISTORY	4	...	...	...	...	...	...	...	...	...	...	3	3	3	2	2	2
MODERN HISTORY	4	...	...	...	...	...	...	...	...	4	5	...	6	...	...	6	...
ARABIC HISTORY.....	...	4 ^c	4	...	...	2 ^d	...	...	...	4	5	6 ^c	3 ^d	9 ^e	...	...	6
GEOGRAPHY	4	2 ^c	...	...	...	2 ^d	...	...	...	5	5	3 ^c	3 ^d	9 ^e	...	...	6
FRENCH OR LATIN .....	...	3	3	3	3	3	3	3	3	...	...	...	...	2	...	...	...
ECONOMICS .....	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...
GOVERNMENT .....	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	3	3
SOCIOLOGY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	3
TRANSLATION .....	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...
TOTAL.....	28	25	25	22 ^f	21 ^f	24	25	24	21	23	23	22	22	22	21	21	21

^aMathews & Akrawi, p. 190.

^bIncluding British history & institutions.

^cGeography of the Arab World.

^dGeography of the British Commonwealth.

^eIncludes three hours of geography of the Arab World.

^fTwo three-hour courses in Syriac required in addition from students hoping to become candidates for fellowships abroad.

TABLE 15

PROGRAM OF STUDY OF THE HIGHER TEACHERS COLLEGE FOR
THE CHEMISTRY-BIOLOGY, & PHYSICS-MATHEMATICS SECTIONS, (1945-46)

S U B J E C T	H O U R S P E R W E E K											
	PREPARATORY YEAR (COMMON)	CHEMISTRY - BIOLOGY SECTION						PHYSICS - MATHEMATICS SECTION				
		1st. YEAR	2nd. YEAR	3rd. YEAR		4th. YEAR		1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	
				CHEMISTRY	BIOLOGY	CHEMISTRY	BIOLOGY				MATHEMATICS	PHYSICS
ARABIC	7	...	...	...	...	...	...	...	...	...	....	...
ENGLISH	6	5	...	...	...	...	...	5	...	...	....	...
PSYCHOLOGY .....	...	...	3	4	4	2	2	...	3	4	2	2
EDUCATION & PRACTICE .....	...	...	5	4	4	7	7	...	5	4	7	7
TEACHING .....	...	3	...	...	...	...	...	3	...	...	....	...
EDUCATIONAL BIOLOGY ^b .....	...	...	...	...	...	1	1	...	...	...	1	1
ETHICS	4	4	...	...	...	...	...	4	7	7	...	7
PHYSICS	7	3	...	...	...	...	...	6	6	6	6	3
MATHEMATICS	4	5	6	10	4	12	...	5	...	...	...	3
CHEMISTRY .....	...	4	6	(6 or	6	...	6	...	...	...	....	...
ZOOLOGY .....	...	4	6	(6	6	...	6	...	...	...	....	...
BOTANY .....	...	4	6	(6	6	...	6	...	...	...	....	...
BIOLOGICAL THEORIES .....	...	...	...	2	2	...	...	...	...	...	....	...
ANATOMY, PHYSIOLOGY, & HYGIENE .....	...	...	...	...	...	3	3	...	...	...	....	...
MECHANICS (APPLIED .....	...	...	...	...	...	...	...	3	3	4	4	4
MATHEMATICS)	...	...	...	...	...	...	...	...	2	...	....	...
HYGIENE .....	...	...	...	...	...	...	...	...	...	...	....	...
TOTAL.....	28	28	26	26	26	25	25	26	26	25	20	24

^aIbid., p. 191

b

respective fields, history and geography for the arts, chemistry, biology, physics, and mathematics for the sciences.

The preparatory class continued to be regarded by the College as a means of finding out students not fit for higher education. Thus, failure in more than two subjects in this year disqualified the students from continuing. Between eighteen and twenty-five per cent of this class usually failed. A minimum grade of sixty in all subjects and an over all average of sixty-five were demanded. Moreover, a student failing more than once during his college career was dropped. Exception to this was made only to fourth year students on the point of graduation; they were offered another chance, if they failed a second subject.¹⁹¹

Following the preparatory year students of the Arts section chose a course from either Arabic, English or Social studies, (the Education section having been discontinued.) The choice of the Science section was between Chemistry - Biology, or Physics - Mathematics. The courses that were now in common changed slightly. Arabic was no longer given to all sections, but English remained. The professional courses and hygiene also stayed on, while physical education and drawing were replaced by educational - biology and ethics. Totalling thirty-six hours, these common courses now formed only about 33% of the grand total of 89-105 hours per week.

Whereas previously the professional courses commenced in the Freshman year and continued throughout the student's college career, in the present arrangement they were delayed until the second year. The nine hours allocated to psychology included, in order, courses in general psychology, child and adolescent psychology, mental and educational measurement, mental hygiene and behaviour problems. Education, which had sixteen hours, offered first a general course in secondary education, accompanied by visits to schools. Then followed, courses in special methods of teaching and philosophy

¹⁹¹ Ibid., p. 192.

of education. The preliminary practice teaching consisted of individual lessons given by the students in the presence of their class-mates, who later discussed the lessons with the teacher concerned. In the last year, the special methods course was continued with three weeks of practice teaching in the demonstration school under the supervision of a training teacher, who was expected to visit the student - teacher about once a week. Then, in April an additional three weeks of practice teaching, in the intermediate schools of Baghdad, was assigned. During this period the student - teacher was responsible for two or three lessons a day, by agreement with the particular teacher of the subject in the school. Courses in specialized methods were given in the teaching of four subjects: Arabic, English to foreigners, social studies, sciences, and mathematics.¹⁹²

As can be observed from Tables 14 & 15, the first two years were generally intended for surveying the field of study with concentrated specialization in the student's field occurring in the last two years. Exception to this rule is however noticed in the Arabic and English sections, which required all students to take the same courses throughout. Other languages were introduced to the students of these sections. A basic knowledge of either French or Latin was required of the students of Arabic. To the students of the English section, these languages were given partly to further the understanding of the English language and partly as an introduction to a second Western literature. Most students of this section chose Latin by direction of their English professors.¹⁹³

Before graduation, students now were required to fulfill certain requirements besides their normal course work. The writing of two theses were demanded. One had to be professional i.e. in the field of education or psychology, and the other specialized depending on the students' particular field. In addition, a pass in a comprehensive oral examination in both fields was asked for.¹⁹⁴

¹⁹²Ibid.

¹⁹³Ibid., p. 193.

¹⁹⁴Ibid., p. 194.

A General Statement: 1935-45

One of the limitations under which the administration operated was the uneven preparation of students before entering the College. There were weaknesses among the secondary school teachers on the one hand, and the differences prevalent among schools on the other hand. Some students were not secondary school graduates but came directly from primary training colleges.¹⁹⁵

As an incentive to primary school teachers, the H.T.C. admitted a number of them on the merits of high attainment in the Primary training colleges, which were three years above the intermediate secondary school. This level was regarded by the Ministry as equivalent to the secondary school. Teaching experience, not less than three years, was another condition demanded of this group by the College. Yet, the fact remained that some who came to the H.T.C., especially those who had graduated some time ago, were not of the desired standard.¹⁹⁶

Moreover, there was the problem of the low number of secondary school graduates. Between 1935-45, the total number of graduates ranged between 210 and 945 students.¹⁹⁷ Those who pursued higher education, either joined the colleges in Baghdad or else went to foreign universities abroad. In these reasons, the administration of the H.T.C. was prevented from admitting the number of students it desired, i.e. a hundred.¹⁹⁸ In addition, the need for teachers compelled the administration to accept students who were not of the

¹⁹⁵Rules and Regulations (1929-40), "Principles of the curriculum", College Council Meeting, Feb., 1940, no page.

¹⁹⁶Interview with Khalid El-Hashimi, April, 1962.

¹⁹⁷Annual Report of the Ministry, (1954-55), p. 131.

¹⁹⁸Rules and Regulation, (1929-40), College Council Meeting, Feb., 1940, "Principles of the curriculum", no page.

expected academic standard.

Consequently, all this led to the desire of unifying and up-grading the standard of students entering the institution and hence using the first year as a preparatory year, which combined the revision and expansion of secondary school subjects.¹⁹⁹

It is clear that the outstanding features of this period were the conscious attempts directed at achieving a higher standard. This was very well illustrated in the constant change of the course of study, with respect to both content and duration. However, an over-all criterion for selecting courses remained absent for sometime. Both the wish to make the institution of a higher academic level and the demands of the Ministry for education personnel and secondary school teachers, led to the accumulation of a number of courses. For some time, the curriculum was characterized by nothing else save a pile of courses that followed no over-all plan. Until 1940, there appears to have been no clear consideration why certain courses were given or what the purpose of the curriculum was.

Ideally, the answer to the question, what aim did the college wish to fulfill, would act as the deciding factor in setting the course of study. Then any revision of this aim would entail a reconsideration of the course of study. Hence change would only be effected by either a change in aims or attempts directed towards better fulfillment of these aims. The H.T.C. in this respect worked backwards. The courses took shape before the aim became clear or significant. True, the purpose of the H.T.C. had always been specifically the training of secondary school teachers, but the full implication of this in terms of what it meant to the curriculum was not considered. The courses themselves were the first to give rise to the vital question of what type of student the college wished to graduate. Considerations of this kind focused on the aims of the college and eventually forced its clearer definition, which consequently, paved the way for selecting more suitable courses,

¹⁹⁹ Ibid.

i.e. courses that were actually the means of fulfilling the aim.

The first attempt in this direction was in February, 1940, when the Dean of the College stressed the importance of considering the curriculum in relation to the type of graduate to the faculty of the College. He said: "This institution by its very nature is necessarily closely connected with what is required of a teacher, which varies in many aspects from that demanded of a specialists. The curriculum must therefore be set bearing in mind that the following points must be found in the teacher or graduate of the H.T.C."²⁰⁰

The points mentioned constituted the basis of the 1940-41 course of study (Tables 11, 12 & 13). Some, even continued to affect the curriculum of the college.

A thorough knowledge of the native language was emphasized. This included besides reading, a good style in both oral and written expression. In addition, at least one foreign language was required. Proficiency of it was supposed to enable the student to read reference books, while both at College and later on in life, especially if at a foreign university. The student was also required to know how to take care of his health and that of his pupils. Of psychology the requirement was to be an amount sufficient to understand the mentality of pupils and their problems together with the psychological basis of the courses the student intended to teach. The training in education was to enable the student to take a comprehensive view of his duties as an educator. It was considered important that the student develops a philosophy of life that can help him progress. It was also stressed that teaching at the College should aim at developing the ability of organised thought, at least in the student's major field. As to specialization, one subject was required together with connected courses. It was considered that one of the college's main tasks was in helping the student expound in breadth

²⁰⁰Ibid.

and depth his field of specialization.

The curriculum showed other discernible characteristics. From the mass of courses of the previous stage, three parts became quite distinguishable by the end of the (1935-45) period. These were 1) general education, including the professional study of psychology and education. 2) specialized education 3) education connected with the field of specialization. Later the H.T.C. curriculum became characterized by these constituents, which also led to an increased awareness of the proportion of one part to another.

Student Life

Like the previous period, student-life in 1935-45, attracted the attention of the College Council as this phase of the curriculum was thought most important to the prospective teacher. As mentioned, the complaint directed against the three-year program specified that the overcrowdedness present allowed no time for physical education and extra-curricula-activities.²⁰¹ All the teaching staff were made responsible, at least in theory, for the students social and moral life as well as his academic life. The directorship of the Boarding Department was entrusted to experienced faculty members who were assisted by a number of instructors residing in the Halls; their duty was to guide the students and take care of their health.²⁰²

More evidence of the concern felt by the College Council was the founding of a number of student-societies for the first time. Concerning the English Society started, a report by J.B. Barnwell, teacher of English, 1935-36,

²⁰¹Above, p. 60

²⁰²Ibid., "Reasons for the Higher Teachers College Regulation, 1939." No page. The opening of a new women's residence hall under the directorship of an able and qualified person was strongly urged in 1942. Ibid. (1937-54), "Summary Explaining the Reasons for the Higher Teachers College Regulation, 1942.", no page.

provided the only information.²⁰³ The conduct of meetings was entrusted to the students. That this venture may have been too soon for the inexperienced students may be gathered from the above report. Barnwell wrote: "It would seem that without the chairmanship of the teacher, without the curtailment of the liberty of the members, and without a classroom atmosphere, an English Society, for discussions and lecturing in English, will always be of a short life, and serve little useful purpose when alive."²⁰⁴ After few weeks only, this Society was merged into an Arabic-English Society. However, in 1937-38, it resumed its separate character meeting once a week and providing opportunity for discussions and debates, with papers read by members in turn.²⁰⁵

Other extra-curricular activities were:

Item. A series of lectures, organized by a cultural committee from the college, were given by the visiting professor of Arabic in 1936, Dr. A.W. 'Azzam, to which literary and public figures were invited. The talks concentrated on the study of the Arabic poet, al-Mutanabi.²⁰⁶

Item. In June 1939, the third-year students of the social studies section went on a two-weeks trip to the northern countries to study the geological structure of the area. Their findings together with the method of investigation appeared in The New Teacher, the educational journal of the Ministry of Education.²⁰⁷

²⁰³Curricula (1943-58), Report by P.J. Barnwell, June 25th, 1936, no page.

²⁰⁴Ibid.

²⁰⁵Ibid., 1937-38, no page.

²⁰⁶There is no mention as to who made up the cultural committee. The public figures quite often included Cabinet Ministers. The New Teacher, (Al-Muallim al-Jadid), I, Nos. 3 & 4 (June-Sept. 1st, 1936), p.426. Hereafter cited as The New Teacher.

²⁰⁷"Geology of the Northern Region of Iraq," The New Teacher, IV, No.2 (June, 1939), p.166.

Item. A Social Service Society was started in 1940-41 with the purpose of giving the students opportunity to practice such work outside the college. It limited its activities in that year to the study of the students at the Juvenile Reformatory School in Baghdad, in an effort to arrive at a true picture of the causes of crime.²⁰⁸

Item. H.T.C. wanted to participate and lead in the country's cultural activities. It presented a series of public lectures by some of its outstanding faculty members as well as outside lecturers in 1940-41.²⁰⁹

Item. A student Union was formed of all the students. In January, 1945, it put on a social party at which poetry and verse were recited by students. Among those who attended were the Regent, Minister of Education, some of the Cabinet Ministers and other high ranking personnel in the government and higher institutions.²¹⁰

The Period 1945-58

The Curriculum

At the start of this period the preparatory year was still in operation. However, being still experimental, it did not fail to encounter certain difficulties. The principle of adding another year was agreed upon. But opinion continued to diverge as to whether the additional year should constitute an extra senior secondary school year or a collegiate year. Apart from this controversy, the attitude of the students was the most serious obstacle.

²⁰⁸Ibid., VI, Nos.4&5 (March, 1941), p. 434.

²⁰⁹Ibid., VI, No. 3 (Jan., 1941), p.238. Some of the topics were: The influence of Arabic Poetry on European Literature, Ibn al-Athir, the historian, Principles of Justice in Muslim Shari'ah and English Law, Seven Minds Shake Europe, Art's portrayal of Life, and Preparation of Teachers for the Primary Schools.

²¹⁰Ibid., IX, No. 1 (Jan., 1945), p.47.

Student's Interference

The students of the preparatory class launched bitter and active complaints against the program. They held that the standard expected of them was too high and therefore promotion should be more lenient.²¹¹ They wanted to introduce their own contemplated changes into the program, which entailed what the passing grade should be and the allotment of weekly hours and subjects.²¹² They did not seek legal procedures to impose their demands, and if need be, they would resort to pressure to achieve their ends.

In December 1945, the students of this class went on strike even though the administration tried to persuade them to use other means. The administration informed them that it was always ready to consider whatever problems they had.²¹³ Furthermore, not content with their own strike, these students instigated other classes to strike also. In answer to this, the administration, backed by the college council, took a firm stand. It contended that pressure cannot be used to meddle with the curriculum if the standards of the institution were to be kept high. Although there was some justification for the student's action at the time, the Dean afterwards commented, the mark was certainly overstepped when the students attempted to force their point of view.²¹⁴

²¹¹ Interview with K. El-Hashimi, April, 1962.

²¹² Some further demands were:

- a) Lowering of passing grade from 60 to 50%, with the understanding that this was conditioned by the regulations of the College.
- b) Leaving out General Mathematics & Modern History from the program.
- c) Number of weekly hours to be less than twenty eight. Minutes of the Meetings of the College Council of the Higher Teachers College (1945-48), "Statement from the Administration of the Higher Teachers College concerning the strike of the Preparatory Class," Jan., 1946. Hereafter cited as Minutes (in the private files of the HTC).

²¹³ Ibid., see also Meeting (Dec.12, 1945).

²¹⁴ Interview with K.El-Hashimi, April, 1962. It appears that the students of this class were encouraged also by the Student-Union.

Outside and non-academic factors were at play. Apart from the College's Student-Union, the students were encouraged in their stand by certain political elements, mostly secret organizations, in opposition to the government.²¹⁵ There was also a faction of the press, which, attempting to capitalise on the incident and cause the government some embarrassment, backed the students and their demands. In an emergency meeting (December 15th, 1945) the College Council decided to close the college for an undetermined period of time, if the students did not resume their regular work within two days' time. Should the students fail to do this, the parents or guardians were to be contacted and informed of the situation. Students were not to be admitted again unless they produced a signed testimony, from their parents or guardians, promising regular attendance, obedience, and respect of the College's Regulations.²¹⁶ In the case of some students, the administration found reason for applying sections (b) and (f) of article 62 of the HTC Regulations of 1939.²¹⁷ This stated that the punishment of final expulsion is used in the following events:

(b) the instigation of strikes, actual striking and spreading of malicious propaganda.

(f) all states in which the presence of the students becomes disturbing to the college.

On account of the rumors spreading in the city, the college published a statement in the local newspapers clarifying the issue and the course followed by the administration.²¹⁸

The Program is Reduced

In their meeting of April 29, 1946, the College Council decided to do away with the preparatory year as from 1946-47. The records do not show the reason for this step, but most probably the advantages to be gained did not

²¹⁵Ibid.

²¹⁶Minutes (1945-48), "Statement from the Administration of the HTC.... class", see also, Emergency Meeting (Dec. 15, 1945).

²¹⁷Ibid., see also, Letter to the Preparatory Class, Dec. 12, 1945, Meeting (Dec. 12, 1945).

²¹⁸Ibid., "Statement from the Administration of the HTC.....class".

warrant the continuation of the program. In view of this decision the third year students asked, at the start of 1946-47, whether it was possible for them to graduate at the end of that year on the four-year basis instead of completing the originally proposed five years. After prolonged discussion, the Heads of Departments agreed that this arrangement could be made. The program may be adapted so that students may be given courses for material they missed. To this, which also applied to first and second-year students, the Ministry gave its consent.²¹⁹

The revised program of the third-year students, who became fourth-year students is shown in Table 16. To see the exact adaptation taken this may be compared with Tables 14 & 15 that show the original program. In fact no student followed the five-year course. Moreover, some emergency measures were undoubtedly taken, since the decision, pertaining to the students just mentioned, was taken as late as October of that year.

Course of Study.-- Regarding the new four-year program the College Council and administration remained preoccupied with its planning long after the (1946-47) academic year had started.²²⁰ To achieve a thorough grounding for the students, especially after dropping the preparatory year, experienced professors were recommended to teach the Freshman students.²²¹ The earlier practice whereupon students chose their majors upon entering the Freshman year was resumed. Tables 17 & 18 are samples of this four-year course of study. The five parallel courses: Arabic, English, social studies, biology-chemistry, and physics-mathematics continued. Whereas in the previous program 3rd and 4th year students of the social studies section specialized in either Arab History modern history, or geography, the choice in 1947-48 (Table 17) first became general, limited only to the fields of history and geography, then disappeared

²¹⁹Ibid., Meeting (Oct. 12, 1946).

²²⁰Ibid., Meeting (Nov. 27, 1946), see also, Meeting (Dec. 16, 1946), Meeting of the Faculty Council (May 19, 1947).

²²¹Ibid., Meeting (Nov. 27, 1946), see also, Meeting of the Heads of Departments (April 22, 1947).

TABLE 16

THE REVISED PROGRAM OF STUDY OF THE FOURTH-YEAR
OF THE HIGHER TEACHERS COLLEGE, 1946-47

SUBJECTS	HOURS PER WEEK							
	Arabic Section	English Section	SOCIAL STUDIES SECTION			CHEM.&BIOL.		Physics Maths.
			Arab Hist.	Modern Hist.	Geog.	MAJOR Chem.	MAJOR Biol.	
ARABIC	8	3	...	...	...	...	...	...
ENGLISH	3	10 ^c	...	...	...	...	...	...
EDUCATION ^b	9	9	9	9	9	9	9	9
ETHICS	1	1	1	1	1	1	1	1
FRENCH or LATIN....	3	3	...	...	...	...	...	...
TRANSLATION .....	...	1	...	...	...	...	...	...
(one semester)....	...	...	...	...	...	...	...	...
ANCIENT HISTORY....	...	...	3	3	3	...	...	...
ARAB HISTORY.....	2	...	...	...	...	...	...	...
ISLAMIC HISTORY ...	...	...	5	...	...	...	...	...
EUROPEAN HISTORY ..	...	...	...	5	...	...	...	...
GEOGRAPHY.....	...	...	...	...	6	...	...	...
GEOGRAPHY OF IRAQ.. & ARAB COUNTRIES ..	...	...	4	4	4	...	...	...
SOCIOLOGY .....	...	...	2	2	2	...	...	...
POLITICS .....	...	...	2	2	...	...	...	...
ECONOMICS .....	...	...	...	...	2	...	...	...
CHEMISTRY .....	...	...	...	...	...	14	8	...
BOTANY .....	...	...	...	...	...	5	5	...
ZOOLOGY .....	...	...	...	...	...	5	5	...
PHYSIOLOGY & .....	...	...	...	...	...	2	2	...
ANATOMY .....	...	...	...	...	...	...	...	4
ADVANCED MATHS. ...	...	...	...	...	...	...	...	2
ADVANCED ALGEBRA....	...	...	...	...	...	...	...	8
PHYSICS .....	...	...	...	...	...	...	...	3
MECHANICS OF..... LIQUIDS	...	...	...	...	...	...	...	3
TOTAL.....	26	27	26	26	27	31	30	27

^aMinutes (1945-48), Meeting, Oct. 15, 1946.

^bThis included: general & special methods of teaching, 2 & 4 hours, and philosophy of education for three hours.

^cIncluding British history & institutions.

TABLE 17

PROGRAM OF STUDY OF THE HIGHER TEACHERS COLLEGE FOR 1947-48

S U B J E C T	BIOLOGY-CHEMISTRY SECTION				PHYSICS-MATHEMATICS SECTION				ENGLISH SECTION				ARABIC SECTION				SOCIAL SCIENCES SECTION					
	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	GEOGRAPHY		HISTORY			
																	3rd. YEAR	4th. YEAR	3rd. YEAR	4th. YEAR		
ARABIC	4	4	...	...	4	4	...	...	4	4	...	...	9	9	9	9	4	4	...	...	...	...
ENGLISH.....	4	4	...	...	4	4	...	...	10	10	10	10	4	3	3	3	4	4	...	...	...	...
FRENCH.....	...	...	...	...	...	...	...	...	3	3	3	3	3	3	3	3	...	...	...	...	...	...
EDUCATION	2	...	5	7	2	...	5	7	2	...	5	7	2	...	5	7	2	...	5	7	5	7
PSYCHOLOGY .....	...	3	3	...	...	3	3	...	...	3	3	...	...	3	3	...	...	3	3	...	3	...
ANCIENT HISTORY.....	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	3	...	...	...	3	...
ARAB HISTORY .....	...	...	...	...	...	...	...	...	3	2	...	...	...	4	3	3	...	4	3	3	6	3
HISTORY OF THE MIDDLE AGES ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...
EUROPEAN HISTORY .....	...	...	...	...	...	...	...	...	...	...	...	...	3	2	...	...	7	6	8	7	5	7
GEOGRAPHY .....	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	2	...	2	...
ECONOMICS .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
POLITICS .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	2
SOCIOLOGY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1
READING HOURS (RESEARCH).....	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...
TRANSLATION .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
BIOLOGY .....	...	10	10	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
CHEMISTRY	7	7	8	10	5	...	...	...	...	2	...	...	...	2	...	...	...	2	...	...	...	...
HYGIENE .....	...	...	...	2	...	7	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
MATHEMATICS	4	...	...	...	7	6	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
MECHANICS .....	...	...	...	...	...	2	4	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PHYSICS	6	...	...	...	5	6	6	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PHYSIOLOGY .....	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL.....	27	28	28	27	27	27	24	22	24	26	23	20	24	26	25	25	24	26	24	23	24	22

^aMinutes (1945-48), Meeting, May 19th, 1947.

TABLE 18

PROGRAM OF STUDY OF THE HIGHER TEACHERS COLLEGE FOR 1949-50

S U B J E C T S	BIOLOGY - CHEMISTRY SECTION						PHYSICS - MATHEMATICS SECTION						ENGLISH SECTION				ARABIC SECTION				SOCIAL SCIENCES SECTION			
	1st. YEAR	2nd. YEAR	3rd. YEAR Biol.	4th. YEAR Chem.	5th. YEAR Biol.	6th. YEAR Chem.	1st. YEAR	2nd. YEAR	3rd. YEAR Phys.	4th. YEAR Maths.	5th. YEAR Phys.	6th. YEAR Maths.	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR	1st. YEAR	2nd. YEAR	3rd. YEAR	4th. YEAR
ARABIC	3	3	...	...	...	...	3	3	...	...	...	3	3	...	...	12	10	10	10	3	3	...	...
ENGLISH	3	3	...	...	...	...	3	3	...	...	...	14	9	10	9	3	3	...	...	3	3	...	...
HYGIENE .....	...	2	...	...	...	...	...	2	...	...	...	...	2	...	...	...	2	...	...	...	2	...	...
EDUCATION & PSYCHOLOGY.....	2	3	7	7	6	6	2	3	7	7	6	6	2	3	7	6	2	3	7	6	2	3	7	6
FRENCH OR LATIN .....	...	...	...	...	...	...	...	...	...	...	...	3	3	3	3	3	3	3	3	3	...	...	...	...
TRANSLATION .....	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...
ANCIENT HISTORY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	3	...	...	...	...
ARAB HISTORY .....	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	4	3	3	...	...	...	...	...
GEOGRAPHY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2	...	...	7	...	...	...	...	...
EUROPEAN HISTORY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	3	3
ISLAMIC HISTORY.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4	4	3
HISTORY OF THE MIDDLE AGES ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...
PHYSICAL GEOG. & GEOG. OF AMERICA .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...
GEOGRAPHY OF EURASIA .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...
HUMAN & ECONOMIC GEOGRAPHY...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...
GEOGRAPHY OF THE ARAB COUNTRIES .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...
GEOGRAPHY OF IRAQ .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...
GEOG. OF A SPECIAL REGION ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3
ECONOMICS .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	3
SOCIOLOGY .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...
BIOLOGY .....	...	8	14	5	16	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
CHEMISTRY	8	7	3	10	...	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PHYSICS	6	3	...	...	...	...	6	8	8	4	8	4	...	...	...	...	...	...	...	...	...	...	...	...
MATHEMATICS	6	...	...	...	...	...	6	8	4	8	4	8	...	...	...	...	...	...	...	...	...	...	...	...
MECHANICS .....	...	...	...	...	...	...	...	2	3	3	3	3	...	...	...	...	...	...	...	...	...	...	...	...
PHYSIOLOGY.....	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL.....	28	29	26	25	22	22	28	29	22	22	21	21	24	24	22	18	26	27	23	22	22	25	23	29

^aMinutes (1948-51), n.d.

completely in 1949-50 (Table 18). The reverse of this was true in the case of the two science sections. Having discontinued narrow specialization in 1947-48, students again started to major in biology, chemistry, physics, or mathematics in 1949-50.

In accordance with article 39 of the HTC Regulations for 1939, the number of weekly hours in 1947-48 were made no less than twenty for any one class. The maximum number agreed upon, which was usually for the science students who require laboratory sessions, was twenty-eight.²²² However, this was not strictly followed afterwards, the number of weekly hours for 1949-50 ranged between eighteen and twenty-nine.

The general educational courses that were required: Arabic, English, and hygiene, were reduced by educational biology and ethics. Arabic and English were required up to the 2nd year of students not majoring in these fields. In the professional sphere care was taken so that the courses in psychology and education, which were also required of all students and now spread over the four years, did not amount to more than 20%²²³ Both the number of hours of the professional and general educational courses became reduced from 20-18, and from 18-14 respectively. As far as the professional courses are concerned, in the first year, students were given a course in introduction to education. Educational psychology then followed in the second year and continued into the third, when general methods of teaching was also offered. Both special methods of teaching and philosophy of education were taken then in the final year.²²⁴

Introducing The Point-System

The wish to bring the program of study as much as possible in line with acceptable standards of higher education was forever present in the endeavours of the HTC.²²⁵ In such pursuits, it was agreed that one of the distinguishing

²²²Ibid., Meeting (May 19, 1947).

²²³The professional courses in fact constituted 18% of the total program in 1947-48, & 16% in 1949-50. Ibid.

²²⁴Ibid., Meeting (April 22, 1947).

²²⁵Ibid., Letter from the Dean to the Faculty members, May 20, 1948, and Meeting (June 9, 1948). Usually by accepted standards it was meant Western standards.

features of higher education was the presence of elective subjects in the program.²²⁶ The difficulty mentioned, in applying such a policy at the HTC, was in connection with the stress laid on the requirements in the general educational, professional, and specialized courses. This aspect of the curriculum narrowed election considerably. Added to this was the scarcity of teachers and lecturers, who were recognized to be necessary should the point-system be introduced. Even in the face of these obstacles the system received backing. The difficulties it was thought would not be hard to overcome once the principle itself was agreed upon.²²⁷

Among the most important work of 1949 was the revision of the curriculum and methods of teaching. A committee was formed of members of the College Council to put a new course of study on the "credit" or point basis. It was argued that this method allowed students not to become overworked with too many courses. The student in this case moreover would be free to choose what best suited his ability and interests.²²⁸

The point-system was introduced to the students in 1950-51. With it instruction was offered on a semester rather than a term basis. After completing a certain number of credit points, students were selected to follow either an ordinary or an honours course, the latter being more strict and designed for the abler student.²²⁹ Specialization occurred in both major and

²²⁶Ibid.,

²²⁷Ibid.

²²⁸The Higher Teachers College Statistics (1948-58), 1949, no page. Hereafter cited as Statistics (in the private files of the HTC).

²²⁹Curricula (1943-58), "The Point-System, 1950-51", no page. According to Articles 7 & 8: To graduate with Ordinary Licence degree, a student is required to obtain a minimum of 170 credit points. Students of the Honors degree are required 180 credit points an average of not less than 80% with no failures.

Article 12 - choice of additional courses for the Honor students is made with the help of the chairman of the Departments of the students major and minor fields.

Article 13 - The selection of Honor candidates is made after the student had gained 93 credit points and satisfied the conditions laid down by his Department and subject to the approval of the College Council.

minor fields, which included Arabic, Foreign Languages, (previously English), social studies (history & geography), biology, chemistry, physics, and mathematics. The previous two science sections were separated into the above four fields. The credit points, each of which was equivalent to one hourly lecture, were allocated in the manner shown in Table 19.

TABLE 19
THE DISTRIBUTION OF CREDIT POINTS, 1950-51

COURSES	1st.year	2nd.year	3rd.year	4th.year	TOTAL	%
MAJOR.....	26	19	15	6	66	39%
MINOR .....	...	8	8	6	22	13%
PROFESSIONAL.....	3	9	14	7	33	19%
GENERAL EDUCA- TION	14	14	...	4	32	19%
ELECTIVE .....	...	...	3	14	17	10%
TOTAL.....	43	50	40	37	170	100%

^aThe Curricula of the Higher Teachers College, 1943-58, Record No. 65, "The Point System, 1950-51.", n.p. According to Article 4, each credit point was equivalent to a one-hour lecture or a two-hour laboratory session.

The number of credits required for graduation were decreased to 148 in 1952-53, while the maximum number of points, demanded of honor students was also reduced from 180 to 154.²³⁰ Thesis-writing, in the students' major field continued to be a condition for graduation.

Fourth-year students of the Foreign Languages Department were sent to England to spend the year in one of the Teachers Colleges there. Both the British Council and the Ministry of Finance, which helped to loan the fare of the journey, cooperated in this enterprise. The Ministry of Education was also contracted to see whether it would contribute part of the student's

²³⁰Minutes (1952-55), Meeting (April 22, 1952). The professional courses were decreased to 31 points. The Arabic & English credits required of all students, except for those of these majors were six points each.

expenses while there.²³¹

Difficulties in connection with the application of the point-system soon loomed up. The lack of an adequate number of staff necessary to the successful operation of the system, was felt. This difficulty was specially noted because it prevented the division of the first and second year students of the social studies section into separate majors of history and geography.²³² The issue was also brought forth, that under the system students were allowed to repeat courses which they failed. The regulation required any student who failed in a subject to register for that subject as soon as possible and obtain a pass.²³³ Consequently, for many, it took a longer time to graduate than allowed for in the college's Regulations, i.e. four years,²³⁴ which undoubtedly, precluded other students from joining the College.

Besides bearing the extra-expenditure and the loss of time, the college had to put up with a falling academic standard. To overcome this tendency certain measures were taken, most pertinent of which was connected with promotion. Whereas previously failures in 2/3 of the subjects in the first year meant dismissal from the college, now the requirement was not to fail in more than 1/3 of the first year subjects. Expulsion also resulted if a student failed four terms during his college career. Students were also asked to bear the financial responsibilities should they be required to repeat a year.²³⁵

Regarding the point-system, the Report submitted by the four British University professors, who were members of an educational advisory commission, May 1953, stated: "This system is especially applicable where a wide range

²³¹Rules & Regulations (1937-54), Letter from the Dean, who was leaving then, to the Acting Dean, Dec.20, 1952.

²³²Minutes (1948-51), The issue was discussed at the Meeting (Oct.30,1950).

²³³Curricula (1943-58), "The Point-System, 1950-51". See article (17).

²³⁴Minutes (1952-55), Letter to the Dean from the Department of Foreign Languages, Nov.24, 1951.

²³⁵Ibid., Meeting (July 1, 1953). See also Curricula (1943-58), "The Point-System, 1950-51", article (18).

of optional courses is provided, but in the case of the Higher Teacher's Training College, where the majority of courses are compulsory, it would seem less appropriate".²³⁶ Most significant, however, was their added remark that this opinion was also expressed to them by many of the teachers concerned.²³⁷

Resumption of the Ordinary System.

Apparently much of the criticism mentioned had a practical effect. The point-system soon fell into disuse and the ordinary arrangement, whereby set courses were required of each field, resumed. This policy continued until the end of this period, 1958, and persisted to the present.

The new syllabus attempted a synthesis of four kinds of study:²³⁸

1. Special study in specific branches of knowledge, such as the natural sciences, mathematics, social sciences, and literature.
2. Study connected with the student's branch of specialization.
3. Study related to professional training: subjects in education and psychology.
4. General study for background or cultural value.

The division of courses among the seven courses of specialist study is shown in Tables 20-24. The time of the professional courses which was less than 16% of the total subjects, and the general educational study courses were again reduced. With the time saved, concentration increased in the

²³⁶Report to the Minister of Education of the Royal Iraqi Government by a Commission of British University Professors, May, 1953, p.6 (in the files of the Ministry).

²³⁷Ibid.

²³⁸K.El-Hashimi, "The College: Its Development And Aims", Higher Teachers College Bulletin, 1955-1956 (Baghdad: Tafaydh Press), pp.2-3. See also p.15.

TABLE 20

PROGRAM OF STUDY OF THE ARABIC SECTION
OF THE HIGHER TEACHERS COLLEGE
1955-56

SUBJECTS	HOURS PER WEEK			
	1st.year	2nd.year	3rd.year	4th.year
ARABIC	16	15	15	15
ABBASID LITERATURE ^b .....	...	...	...	3
ARABIC COURSE FOR HONOURS... STUDENTS	...	...	2	3
PRE-ISLAMIC ARAB HISTORY....	2	...	...	...
ISLAMIC HISTORY .....	...	2	...	...
GEOGRAPHY OF ARAB	2	...	...	...
COUNTRIES				
FOREIGN LANGUAGES:	3	3	3	2
ENGLISH OR FRENCH				
GENERAL PSYCHOLOGY .....	...	3	...	...
FORMATIVE PSYCHOLOGY .....	...	...	2	...
INTRODUCTION TO EDUCATION ^b ..	...	3	...	...
SECONDARY EDUCATION ^b .....	...	3	...	...
GENERAL METHODS OF .....	...	...	3	...
TEACHING ^b				
SPECIAL METHODS OF .....	...	...	...	4
TEACHING ^b				
PHILOSOPHY OF EDUCATION.....	...	...	...	2
TOTAL.....	23	26	25	29-26

^aThe HTC Bulletin (1955-56), pp.28-29.

^bGiven for one term only.

TABLE 21

PROGRAM OF STUDY OF THE FOREIGN LANGUAGES
SECTION OF THE HIGHER TEACHERS COLLEGE
1955-56

SUBJECTS	HOURS PER WEEK			
	1st.year	2nd.year	3rd.year	4th.year
ARABIC	3	...	...	...
ENGLISH	17	17	14	6
SECOND FOREIGN LANGUAGE..... (FOR HONOURS STUDENTS)	...	3	3	3
COURSE IN ENGLISH (FOR PASS STUDENTS)	...	3	3	3
TRANSLATION .....	...	2	2	...
THE LEGACY OF ISLAM ^b.....	...	...	2	...
SOCIAL PROBLEMS OF THE ARAB WORLD ^b	...	...	...	2
GENERAL PSYCHOLOGY ^b.....	...	3	...	...
FORMATIVE PSYCHOLOGY ^b.....	...	...	2	...
^c GENERAL METHODS OF ^d TEACHING ^b	...	...	2	...
^d SPECIAL METHODS OF TEACHING ^b	...	...	2	4
^c PHILOSOPHY OF EDUCATION ^b ....	...	...	...	2
INTRODUCTION TO EDUCATION ...	3	...	...	...
^d SECONDARY EDUCATION ^b	3	...	...	...
TOTAL	23	25	25	17

^aThe HTC Bulletin (1955-56), pp.29-31. At the end of the first year, students were divided into Honors and Pass Groups. In the 2nd. year, Honor students were held responsible for the courses taken by the Pass students.

^bTaught in English

^cGiven first term only

^dGiven second term only.

TABLE 22

PROGRAM OF STUDY OF THE SOCIAL STUDIES
SECTION OF THE HIGHER TEACHERS COLLEGE
1955-56

SUBJECTS	HOURS PER WEEK							
	HISTORY SECTION				GEOGRAPHY SECTION			
	1st. year	2nd. year	3rd. year	4th. year	1st. year	2nd. year	3rd. year	4th. year
ARABIC	3	...	...	...	3	...	...	...
ENGLISH	3	...	...	...	3	...	...	...
ANCIENT HISTORY	6	...	...	...	2	...	...	...
EUROPEAN HISTORY	2	3	3	3	...	2	2	...
ARAB & ISLAMIC	3	4	8	4	3	2	...	2
HISTORY								
READINGS IN HISTORY.....	...	2	2	2	...	...	...	...
GEOGRAPHY	4	5	3	3	8	9	10	9
SOCIOLOGY .....	...	2	...	...	...	...	...	...
POLITICAL ECONOMY .....	...	...	...	...	...	...	2	...
READINGS IN GEOGRAPHY ...	...	...	...	...	...	2	2	2
CONTEMPORARY STUDY .....	...	...	...	3	...	...	...	2
OF IRAQ								
GENERAL PSYCHOLOGY.....	...	3	...	...	...	3	...	...
FORMATIVE PSYCHOLOGY .....	...	...	2	...	...	...	2	...
INTRODUCTION TO ED. ^b .....	...	3	...	...	...	3	...	...
SECONDARY ED. ^b .....	...	3	...	...	...	3	...	...
GENERAL METHODS OF T. ^b .....	...	...	3 ^c	...	...	...	3 ^c	...
SPECIAL METHODS OF T. ....	...	...	4 ^c	4 ^b	...	...	4 ^c	4 ^b
PHILOSOPH OF ED. ....	...	...	...	2	...	...	...	2
ELECTIVE COURSE IN .....	...	...	2	...	...	...	2	...
PSY. OR ED.								
TOTAL.....	21	22	23-24	17-21	19	21	23-24	21-17

^aThe HTC Bulletin, 1955-56, pp.31-33

^bFor one term only.

^cOffered in the second term.

PROGRAM OF STUDY OF THE BIOLOGY & CHEMISTRY
SECTIONS OF THE HIGHER TEACHERS COLLEGE
1955-56

SUBJECTS	BIOLOGY SECTION				CHEMISTRY SECTION											
	1st. yr. Lect. Lab.	2nd. yr. Lect. Lab.	3rd. yr. Lect. Lab.	4th. yr. Lect. Lab.	1st. yr. Lect. Lab.	2nd. yr. Lect. Lab.	3rd. yr. Lect. Lab.	4th. yr. Lect. Lab.								
	HOURS PER WEEK															
ARABIC.....	3	...	...	...	3	...	...	...					
ENGLISH.....	3	...	...	...	3	...	...	...					
CHEMISTRY.....	3	5	7	...	3	3	5	9								
MATHEMATICS.....	4	...	...	...	4	...	...	...					
ZOOLOGY.....	2	3	3	4	2	3	...	...						
BOTANY.....	3	2	1	2	3	2	...	...						
PHYSICS.....	3	2	...	...	3	2	2	3						
GENERAL PSYCHOLOGY.....	...	...	...	...	...	...	3	...		
FORMATIVE PSYCHOLOGY.....	...	...	2	...	...	...	...	2		
INTRODUCTION TO ED. ^b.....	...	3	...	...	...	3	3	...				
SECONDARY ED. ^b.....	...	...	3	...	...	3	3	...				
GENERAL METHODS OF TEACHING ^b.....	...	...	3	...	...	3	...	3				
SPECIAL METHODS OF TEACHING.....	...	...	...	4 ^b	...	...	...	4 ^d		
PHILOSOPHY OF ED. ....	...	...	...	2 ^b	...	...	...	...				
ELECTIVE IN PSY. OR ED. ....	...	...	...	2	...	...	...	2 ^b		
TOTAL	21	10	14	12	16	8	16	11	21	10	13	12	12	14	14	12

^aThe HTC Bulletin, 1955-56, pp.33-35.

^bOne term only.

^cIncludes 6 lectures & 4 lab. sessions for one term only.

^dOffered in the second term.

^eIncludes 8 lectures & 2 lab. sessions for one term only.

TABLE 24

PROGRAM OF STUDY OF THE MATHEMATICS & PHYSICS SECTIONS
OF THE HIGHER TEACHERS COLLEGE, 1955-56

SUBJECTS	HOURS PER WEEK											
	MATHEMATICS SECTION						PHYSICS SECTION					
	1st. yr. Lect. Lab.	2nd. yr. Lect. Lab.	3rd. yr. Lect. Lab.	4th. yr. Lect. Lab.	1st. yr. Lect. Lab.	2nd. yr. Lect. Lab.	3rd. yr. Lect. Lab.	4th. yr. Lect. Lab.	1st. yr. Lect. Lab.	2nd. yr. Lect. Lab.	3rd. yr. Lect. Lab.	4th. yr. Lect. Lab.
ARABIC.....	3	...	...	...	3	...	...	...	...	...	...	...
ENGLISH	3	...	...	...	3	...	...	...	...	...	...	...
CHEMISTRY.....	4	3	...	...	4	3	...	...	...	...	...	...
MATHEMATICS.....	6	8	19	10	6	8	...	...	3	14	6	18
PHYSICS	4	3	3	...	4	3	7	1	...	...	...	...
GENERAL PSYCHOLOGY.....	...	...	...	...	...	3	...	...	...	...	...	...
FORMATIVE PSYCHOLOGY.....	...	...	2	...	...	...	...	...	...	2	...	...
INTRODUCTION TO ED. ^b.....	...	3	...	...	...	3	...	...	...	...	...	...
SECONDARY ED. ^b.....	...	3	...	...	...	3	...	...	...	...	...	...
GENERAL METHODS OF ^b.....	...	...	3	...	...	...	...	...	...	3	...	...
TEACHING .....	...	...	...	...	...	...	...	...	...	...	...	...
SPECIAL METHODS OF .....	...	...	...	4	...	...	...	...	...	3 ^b	...	4 ^b
TEACHING .....	...	...	...	...	...	...	...	...	...	...	...	...
PHILOSOPHY OF ED.....	...	...	...	2	...	...	...	...	...	...	...	2 ^c
ELECTIVE IN PSY. ....	...	...	...	...	...	...	...	...	...	...	...	2
OR ED. ....	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL.....	20	6	24	3	24	6	16	20	6	24	3	23
												1

^aThe HTC Bulletin, 1955-56, pp. 35-37

^bFor one term only.

^cOffered in the second term.

students' specific branch. The general educational subjects comprised Arabic and English in addition to which the students of the arts section took discussions of contemporary problems particularly those aspects connected with Iraq and the Arab World.²³⁹

The policy followed was that every department decided its own syllabus, which was then subject to the approval of the College Council before coming into effect. The principle that the first two years were intended for a general survey of the field of study and that increased specialization occurred in the last year or two was still followed.²⁴⁰ The professional training of the students generally started in the second year with courses in introduction to education, principles of teaching in secondary education, and general psychology. In the 3rd. & 4th. years, developmental psychology, general and special methods of teaching, and philosophy of education were offered.

The course in special methods was given in the teaching of Arabic, English (offered by the English Department), social studies, mathematics, and sciences. Practice teaching was carried out in primary and intermediate schools, the period and date being decided upon by the Department of Education and psychology. Usually the period was not less than four weeks. As to philosophy of education, it covered a general survey of the main philosophical schools, especially idealism, naturalism, and pragmatism, together with their educational implications. Special emphasis was also placed on the analysis of Arab - Muslim culture in the past and the ways in which it influenced western civilization, and the effects of this on educational thought and practice.²⁴¹

Offering courses on semester basis together with the practice of giving separate or additional courses to honor students were characteristic of the point-system, see Tables 20 & 21. A significant introduction in the Foreign Languages Department was that almost all courses were taught in English. Hence the ever expressed wish that students should master one foreign language in

²³⁹Ibid., p. 3.

²⁴⁰Ibid., (1954-55), p. 17.

²⁴¹Ibid., (1955-56), p. 40.

order that they may easily read references books in that language, may perhaps have been realised with students of this department at least. As much as possible, fourth year students of this department continued to be sent to England to improve their English.²⁴²

Other noteworthy introductions were the seminars, offered to most of the science sections, usually for one hour per week. Selected topics from current literature were presented by fourth year students and members of the staff, then followed by a general discussion.²⁴³

The Education Project

An earlier undertaking of preparing specialists in education and psychology was now resorted to. The graduates of this program were also expected to be able to teach courses in both these areas, in elementary teacher-training colleges. In addition, they were to serve as supervisors in primary schools or work as principals of intermediate or secondary schools.²⁴⁴ The students accepted were those that had already completed their college licentiate training and had thus included education and psychology in their undergraduate study. Besides this, other qualifications were asked for one of which was practical experience in teaching of not less than three years.²⁴⁵

²⁴²Minutes (1952-55), Meeting (Jan., 1954).

²⁴³HTC Bulletin, 1955-56, p. 66.

²⁴⁴Ibid., p. 18.

²⁴⁵Ibid., pp. 18-19.

- Other qualifications considered in the selection of students were:-
1. General knowledge - as indicated from the quality of their college work. They should show an inclination towards research and independent study....
 2. The nature and character of their work while at college.
 3. Sufficient knowledge of English to enable the student to refer to relevant publications in this language.
 4. High moral character and acceptable personality attributes as determined by personal references from places of employment.

The length of study was one year, after which a diploma in Education and Psychology was awarded. Besides the lectures shown in Table 25 there were visits to schools, research, and seminars. To demonstrate their capacities for research, students were asked to prepare dissertations in the second term.²⁴⁶

A clear understanding of the national culture and traditions was emphasized. With this undertaking an appreciation of the spiritual value on which the cultural aspects are based was expected so that the student, by his understanding of these matters could convey their importance to those under his professional care. Furthermore, attention was attached not only to the study of society and its problems, but also to the development of the practical approaches to them: "... the student must reach the stage of formulating a sound social and educational philosophy and promoting this philosophy in his country. His understanding of the needs of society will help him guide students in a wise direction".²⁴⁷

TABLE 25

POST - GRADUATE COURSES REQUIRED FOR
THE HIGHER TEACHERS COLLEGE DIPLOMA IN EDUCATION

<u>SUBJECT</u>	<u>HOURS/WK.</u>
GENERAL PSYCHOLOGY	2
FORMATIVE PSYCHOLOGY	2
PHILOSOPHY OF EDUCATION	2
GENERAL & SPECIAL METHODS OF TEACHING.....	2
EDUCATION IN IRAQ & OTHER ARAB COUNTRIES.....	2
HISTORY OF EDUCATION ⁺	3
ADMINISTRATION & SUPERVISION ⁺	3
STATISTICS & MENTAL MEASUREMENTS	2
PRACTICAL EDUCATIONAL STATISTICS	2
MENTAL HYGIENE	2
TOTAL.....	<u>22</u>

^aThe HTC Bulletin, 1955-56, p. 27.

²⁴⁶Ibid., p. 19.

²⁴⁷Ibid.

Practice Teaching

Note should be taken of the schools that were attached to the HTC for the purpose of student's practice teaching. In accordance with the HTC Regulation for 1939 both the Ma'mounieh Elementary and the Gharbieh Intermediate Boys Schools were selected. Article 25 stipulated that:

at least one intermediate and one elementary school should be attached to the college for the purposes of practice teaching and experimentation. The administration of these schools are connected with the Dean of the college, the principal being responsible to him. Both the principal and the teachers of these schools are appointed by the general Director of Education, upon their recommendation by the Dean... Special curricula may be followed for experimentation purposes, on condition that the sanction to do so is first obtained from the Ministry of Education.

Those responsible at the College considered this article as extremely important. They contended that an institution like the HTC cannot possibly fulfill its true academic and professional mission without the presence of such schools. Furthermore, they stressed that these schools be attached administratively, financially, and professionally to the College. Although the Regulations failed to indicate the specific nature of the attachment, it was reported that these schools were in reality run according to the suggestions of the HTC's Dean.²⁴⁸ However, whenever the administration felt this bond weakening, which it was prone to do due to the Ministry assuming the direction of these schools sometimes, the college did not fail to make known its stand in the matter.²⁴⁹

On the subject of the practice - teaching schools one of the HTC's Deans commented that the nature of their attachment, partly to the Ministry

²⁴⁸Rules and Regulations of the HTC, (1937-54),

Letter from the Acting Dean, A.H. Kadhim, to the Ministry of Education, March 2nd., 1948.

²⁴⁹Ibid.

and partly to the HTC, sometimes created a problem of divided loyalty and responsibility.²⁵⁰ The administration of these schools, he said, became divided between the HTC's Department of Education on the one hand, and being public schools and liable to inspection, the Ministry, on the other hand. In addition, their financing, carried on by the Ministry, added to the confusion. Though officially these schools were related to the Ministry, their principals and teachers felt responsible toward the HTC, especially from the professional side.

In al-Ma'mounieh School the policy followed was to attempt some experimentation. Some of the new experimental methods tried were teaching reading by the use of the sentence method, and by phonetics, adapted to Arabic. The class undergoing the experiment was usually divided into two groups, each following one method. Later the students, with the help of their professor, compared the results of the two groups. Teaching was also attempted through various activities, commonly known as the project method on such topics as "date growing" and "poultry" and others.

The nearness of al-Ma'mounieh School to the HTC facilitated the organization of both practice teaching and observations. The school has a good building, which was especially designed for a model school. Allowance was made for experimentation. Some of its activities, including exhibitions, plays, and athletic events, open to the public, have usually attracted considerable attention. The school, furthermore, distinguishes itself by possessing a student - music band and by providing the parents with teacher's reports in addition to the ordinary children's grades.²⁵¹

The modern premises of Gharbieh School, a good library, assembly hall, laboratories, and a large playground, is also one of its prominent features. Moreover, a special arrangement is especially provided enabling HTC Students to carry their observations discreetly. In the Government Bacalaureat Exam

²⁵⁰ Interview with Khalid El-Hashimi, Sept. 1962.

²⁵¹ Ibid.

its students have thus far achieved very good, if not the best, results.²⁵²

Generally, the teachers are well selected. Mostly, they have been graduates of the HTC. This factor greatly aided the communication between this school and the HTC. Often, the teachers at Gharbieh School were requested to prepare the lesson to be observed using a specific method of instruction. With the HTC's professional training behind them, those teachers knew exactly what the particular method inferred. Hence, there was a greater ease with which observations were carried out and less effort exhausted. Whereas in al-Ma'mounieh School new experimental methods were attempted, in the Gharbieh School the policy was to use only methods that had already proven their worth. Among the methods tried were the socialized - recitation method, carried on by the Social Studies Department, and the Dalton method.

A coordination from the HTC was responsible for the relations of the HTC and this school. He organized both the observations and the practice teaching. Observations were first carried out of certain general methods with discussions to follow. Afterwards, special methods varied according to the particular section of the student. In the first term each student was assigned to teach one period while the rest of the class observed. In the second term the students had to teach between 4-6 weeks from 12-14 periods per week. In this assignment they carried on all the work of the original teacher, who only occasionally presented himself in the classroom. The teacher of the class also supposed to work closely with the professor of the course in special methods or his assistants.

Besides the Gharbieh School the students did some practice teaching in other intermediate secondary schools in Baghdad. The classes taught were mainly 1st & 2nd years since the 3rd year students prepared for the Government Bacalaureat Exam at the end of the year.

In both schools, Ma'mounieh and Gharbieh, Parent - Teacher Associations, not common in Baghdad yet, were formed. The Gharbieh School is hoped to be the nucleus for spreading good teaching in the country.²⁵³

²⁵²Ibid.

²⁵³Ibid.

Student - Life

In comparison with the two previous periods, the extra-curricular activities between 1945-58 acquired a new character, notably in 1953 onward. Whereas in the past they merely managed to get a small foothold in the College's program, now student activities came to assume a significant position. Ideas pertaining to this side of the student's education passed from the level of faculty meetings, discussions, and suggestions to active prosecution.

Most noteworthy were the lectures delivered once a week, under the auspices of the Dean, for one hour, to which all students were invited, (1954). Besides the faculty members outstanding speakers were invited to talk on various subjects of interest, outside the regular course of study, the purpose of this was to guide the students and improve their general knowledge. A Social Activity Committee formed of staff members organized these lectures, which became obligatory for two classes every week.²⁵⁴

Previous societies became better organized, most of them were connected with the academic departments of the college and run by students with faculty members as advisers.²⁵⁵ The Arabic-Cultural Society belonged to both the Arabic and the Social Studies Departments. In this society, debates, oratory, poetry, and acting were carried out; its distinguishing feature was the annual play performed for the public. Some attempts were also made in this direction by the English Society. In the Science Society the faculty members sometimes reported topics of interest in the field. The biology students were not connected with this club towards the end of the period but formed their own separate Nature Study Club.²⁵⁶

²⁵⁴Minutes (1952-55), Meeting (Oct. 4, 1954).

²⁵⁵Ibid., (1945-48), Meeting (Dec. 16, 1946).

²⁵⁶Interview with K. El-Hashimi, May, 1962.

A number of trips supplemented class-work. The social-studies-students, for example, went to the north of Iraq, where they could clearly observe the physical features. Similarly, trips to the oil fields of Kirkuk and Zubair, mostly for the chemistry - students, were planned.²⁵⁷ Further cultural trips were to neighboring countries. Students and teachers went to Iran to observe the educational conditions of this country and to strengthen educational ties between the two countries.²⁵⁸ Some of the other places visited were Turkey, Egypt, and the cities of Basra and Mosul, 1954. The college provided for all trips which were educational or cultural in nature.

Forming an important part of the student's extra-curricular activities were athletics. Instructors of athletics were sometimes even hired from abroad. Annual field events were held, in which competitions between classes and other colleges took place, and in which the HTC acquired a respectable standing.²⁵⁹

In December 1946, lectures or panel discussions were planned for all students, dealing with modern political thought. This was prompted by the prevalence among the student body of political views of strongly partisan nature, most of which were not founded on scientific and objective grounds. Controversial issues such as; nationalism vs. internationalism, capitalism and socialism, democracy and dictatorship, were some of the suggested topics although some of these were dealt with in some of the courses, especially those in the social studies program. In this aspect it was repeatedly emphasized that the active participation of all the faculty members, in directing and guiding the students, was needed. Advantages of personal contact with students, through trips and societies, was also stressed. There was also a desire to strengthen the feeling or the spirit of the national heritage and culture.²⁶⁰

²⁵⁷Minutes (1945-48), Meeting (Dec. 16, 1946).

²⁵⁸Statistics (1948-58), 1949, no page

²⁵⁹Interview with K. El-Hashimi, May, 1962.

²⁶⁰Ibid., also Minutes (1945-48), Meeting (Dec. 16, 1946).

The Students Union, a branch of which was formed at the HTC earlier on, represented all the colleges and student bodies. However, its activities were not limited to extra-curricular activities of social, athletic, or academic nature but reflected mostly the political pressure groups. K. El-Hashimi stated that political matters almost always managed to find their way through students ranks to the college and thus interrupted the normal life of the institution. From 1940, student - strikes were not an uncommon feature.²⁶¹ He pointed out that at this time political parties became legal and part of the public life. College students, he added, were in general more aware and informed about the political and economic issues of the country than the average citizen. They followed up the political views and ideas of the press continuously. A good number of them were enlisted, or showed allegiance to some political party, and became informal members, as student's membership or partisan politics was prohibited.²⁶² With such a strong footing, political leaders and parties never hesitated to organize, through the students, opposition to the government in power. This was exemplified in strikes and demonstration, which upset and interfered with the normal life of the college besides creating a sort of hectic atmosphere El-Hashimi added.

²⁶¹ In this connection M. Khaduri wrote that the discontented intelligenzia including young nationalistic teachers and their students were probably the most enthusiastic supporters of the Rashid 'Ali movement of 1941. Mustapha al-Wakil, Vice-President of Misr al-Fatat Society and visiting professor at the Higher Teachers College together with Sidiq Shanshal, he stated, were perhaps most violent in their broadcasts against the British attack. M. Khaduri, Independent Iraq, 1932-58; A Study in Iraqi Politics (London: Oxford Press, 1960), 2 ed., pp. 214, 224.

²⁶² Interview with K. El-Hashimi, May 1962, and Minutes (1945-48), Meeting (Jan. 14, 1947), and "Statement from the Administration of the Higher Teachers College concerning the strike of the Preparatory class," Jan. 1946.

The Students Union, instead of acting as a mediator between students and administration, had backed the students of the Preparatory class in their strike. As a result this organization was suspended at the time. A petition by its leaders seeking permission to resume its life again, was soon however, forwarded to the College Council. The Council argued that in view of its stand in the above mentioned strike and the fact that the clubs and societies already formed fulfilled most of the aims of this society, permission should not be granted. Moreover, the connection and outside associations of the students backing the Union, aroused suspicion as to whether this organization was not going to be used as an instrument of politics and consequently cause a hinderance to the education and instruction of the college.²⁶³

The whole problem of students belonging to outside associations and secret parties was discussed in the meeting of the college Council of April 15, 1947. It was pointed out that this problem was not particular of the HTC alone but was prevalent among the rest of the colleges. Considering this, the action agreed upon was to have a unified policy. It was, therefore, suggested that the Deans of all the colleges meet with the Minister of Education and arrive at an agreement.²⁶⁴

The efforts of the students in demanding the resumption of the activities of the Student's Union did not stop. After assuming an adamant attitude in January, 1947, the Council gave its consent in February, 1948. The society was to proceed according to its regulations. The justification was that the aims of the HTC embody student's participation in the College's social and cultural activities, which accustoms them in directing their own affairs.²⁶⁵ However, only about a year later, April 1949, the college council again suspended the activities of the society.²⁶⁶ Although there is no recorded reason for this action, the mention of student's strikes in January of that year may

²⁶³Ibid.

²⁶⁴Ibid., see also Meeting (April 15, 1947).

²⁶⁵Ibid., Meeting (Feb. 8, 1948).

²⁶⁶Ibid., Meeting (April 14, 1949).

account for it, the explanation being that the Student's Union was not wholly irresponsible for these strikes.

Badir Shakir al-Sayyab, a former student of the HTC, wrote in the local press after the Iraqi Revolution in 1958, that many of the student's strikes at the HTC were instigated by political elements outside the college. Subversive elements infiltrated also the student's societies in the way of election of student's boards, which was the case in other colleges also.

In this connection it is interesting to note Laqueur's comment that the Iraqi Communist Party was from the beginning a student's party. When the party was re-constituted in 1940, students were relied upon above all, as they would later hold key positions in the government and thus through them the Communist Party would achieve its aims. Moreover, students were young, did not support families, and were full of nationalist fervour. If they should be arrested, the likelihood was that they would get off more easily than if they had been workers for example, especially when a number of them came from leading families.²⁶⁷

A distinctive feature of the years following 1953 was the emphasis placed on student's guidance, hitherto unknown in the HTC program. A Dean of women was appointed for the first time. The active participation of teachers in educational and social guidance was not only stressed but also witnessed. This was achieved through the efforts of K.El-Hashimi, the Dean of the College then. He stated that the number of students was increasing to an extent which did not allow sufficient time to give students the individual attention they needed.²⁶⁸ Furthermore, teaching was stressed to be

²⁶⁷ W.Z. Laqueur, Communism and Nationalism in the Middle East (New York: Praeger, 1956), p. 179.

It is further stated that during the 1930's pan-Arab nationalist and fascist organizations were more successful among students and the intelligentzia e.g. the Futuwwa led by Sami Showkat, who tried to import Mussolini's gospel of "living dangerously". Only after the defeat of the Axis were the majority of the intelligentzia ready to listen to the new ideas of communism. Ibid.

²⁶⁸ See Appendix A

both a profession and an art involving individual attention and that it could not be carried out in mass production. Therefore having obtained the consent of the college council and the Ministry of Education, an adviser was assigned to each class. The adviser was supposed to devote at least four hours per week to help students tackle their problems.²⁶⁹ A special form was designed for this purpose.²⁷⁰ At first each adviser was appointed from 80-100 students, but this number later dropped to about thirty.

Other features of these years were:

Item. A conference on the "Teaching of Arabic" was organized by the Education and Arabic Departments. Members of other departments together with teachers of Arabic in other colleges and secondary schools, and fourth-year students of the college participated also.²⁷¹

Item. Students were encouraged to cooperate in adult education programs and in combating illiteracy. Many students volunteered to teach classes which included as many as a 100 workers sometimes.

²⁶⁹ Minutes (1952-55), Meeting (December, 1953), Meeting (May 30, 1954), and Statistics (1948-58), Letter from the Higher Teachers College to the Ministry of Education, March 17, 1954, By an agreement with the Ministry, an adviser received an amount of money equal to the sum normally set for one lecture, for every two hours of work. His number of hours were not to exceed four.

²⁷⁰ The divisions of the form included:

- a) Personal information.
- b) Hobbies,
- c) Reading preferences,
- d) Professional work preferences,
- e) Manual skills,
- f) Methods of study and reading,
- g) Self-appraisal of achievement,
- h) personal problems,
- i) self-appraisal of personality,
- j) self-appraisal of character traits.

²⁷¹ The New Teachers (Al-Muallim al - Jadid) , XIV, No.4, (June, 1951), p. 95.

Item. A series of lectures were delivered, once a week for a period of ten weeks, on primary, secondary, and university education in England by visiting professor Sir Robert Wood.²⁷²

Item. A creative Writing Club was founded which arranged meetings where selections of both students and graduates in prose and verse were recited.²⁷³

Item. An Arts Club with a professional teacher as adviser was founded. Two exhibitions of student's work, one in painting and the other in photography, were put on. The students also participated in the Art Exhibitions of all higher institutions.²⁷⁴

Item. A "Higher Teachers College Day" was introduced, when visitors were shown the various departments, laboratories, library, painting of students, and educational aids.²⁷⁵

Item. Weekly gatherings to hear classical music where the biographies of the particular composer was usually read, were introduced.²⁷⁶

Item. Attention was paid to student's publications; for the first time Sawt Al-Dar and The Athletics Activity Annual Report appeared. In addition, the journal Al-Ustath, which combined the work of both students and teachers in various fields, was issued.²⁷⁷

Item. Generally most of the graduates of the HTC were appointed as teachers in their own county or province.

Item. Students from other countries were accepted on Iraqi government account, provided they did not complete or prevent Iraqis from being admitted to the college.²⁷⁸ Foreign students are noticed to have been males only. They generally came from

²⁷²Ibid., XIX, No. 5, (Sept, 1956), p. 181.

²⁷³Ibid.

²⁷⁴Ibid.

²⁷⁵Ibid.

²⁷⁶Ibid.

²⁷⁷Minutes (1952-55), Meeting (May, 1954).

²⁷⁸Ibid., (1948-51), Meeting (July 10, 1950).

Tunis, Algiers, Zanzibar, Morocco, Libya, and Jordan. Their approximate number between 1954-58 was thirty-five annually.²⁷⁹

Concerning the division of students into fields of specialization the general trend was for the greater number of students to choose the arts rather than the sciences, within which more students selected biology and chemistry instead of mathematics and physics.²⁸⁰ K.El-Hashimi pointed out that students needed better guidance and stronger inducement to choose sciences.²⁸¹ They mostly chose the line of least resistance and avoided the science fields with their connotation of "hard-work". Another factor which may account for this tendency was that secondary school graduates who were scientifically inclined applied to the Medical College or the Engineering before attempting others.²⁸²

²⁷⁹Statistics (1948-58), 1954-55, no page. 1955-56, no page, 1956-57, no page, and 1957-58, no page.

²⁸⁰Ibid., see the tables provided, no pages.

²⁸¹Interview with K. El-Hashimi, May, 1962.

²⁸²Ibid.

III. THE HIGHER TEACHERS COLLEGE:
RULES AND REGULATIONS

The Period 1923-31

"Since its foundation, the Higher Teachers College proceeded by uncertain laws and regulations. Not only was its administration never complete, but its College Council did not have a specific obligation to fulfill. In a similar manner the admission of students, examinations, and degrees offered were not bound by any consistent policy and regulations. The only prevalent guides for its administration were the instructions of the Ministry and the traditions of the culture."²⁸³

This statement of the Director of the HTC, Naji al-Asil, (1929-31), summarizes the situation as it existed throughout the period, 1923-31. Dr. Asil pointed out that the recent foundation of the college accounted to a certain extent for this state of affairs. This confusion, he stated, was partly a result of the narrow scope with which the college first started, hence the readiness of its rules for development and adaptation. In May 1930, al-Asil wrote that the time had come where some stable regulations were required if both discipline and the smooth running of the administration were to be guaranteed. Considering the progress made by the college, such a step, was said to be necessary especially if the HTC was to take its place among the other higher educational institutions.²⁸⁴

In these circumstances, Dr. Asil requested the College Council to draft the first regulations of the HTC. The regulations of higher institutions both in Iraq and other countries were used as guides, together with the first Public Education Law of 1929.²⁸⁵ In May 1930, the final draft was

²⁸³Rules & Regulations (1929-40), Report to the Director-General of Education from Naji al-Asil, May 27th, 1930.

²⁸⁴Reference here is made to the Law College, and the Medical College, opened in 1925.

²⁸⁵Those of Egypt were especially used. Ibid.

submitted to the Ministry to be put through the official legal channels for final approval, among which was a Royal decree. The following points were some of those included in these regulations; they have a bearing on the administration of the HTC at the time and its status:²⁸⁶

Article 2 - The Higher Teachers College is a higher educational institution and ought thus to enjoy the rights accorded other Iraqi higher institutions.

Article 4 - The Higher Teachers College has a Council formed of faculty members, whose rank is that of a professor, and headed by its Director.

Article 6 - The Director is responsible for the administration and academic matters including discipline. He also approves the expenditure of the College according to its budget and acts as channel of communication between the college and official departments.

Article 8 - The faculty are permanent. If required, lecturers from outside may be invited and paid on hourly basis.

Article 9 - A faculty member requires a recognized degree of higher education in a specialized field of study, knowledge of one European language, to be over twenty-five, the satisfaction of all the conditions required of government officials.

Article 11- The duties of the College Council are:
a) Setting the program of study.
b) Organizing the list of the College's budget.
c) Electing teachers when there is a vacant chair.
d) Taking care of student's discipline.

Article 13- Education at HTC is free for those students who are chosen by the Ministry of Education, which includes provision for board - lodging, and other necessary items.

Articles 19 & 20 - Students who attend free of charge must serve an equal number of years in the secondary schools of the country or pay about ID. 38 (L.L.325.00) for each year attended at the College.

Article 38 - Student-participation in political activities is prohibited.

The Period 1935-45

The First Legal Regulations, 1939

With the HTC closing down at the end of 1930-31 all the plans, mentioned above, were stopped. Therefore, when it re-opened in 1935 the same situation recurred. The necessity of a set of regulations to provide a basic policy and hence insure the future progress of the College was re-emphasized. The policy contemplated at the time was the kind that aimed at directing the HTC as a professional and educational institution graduating secondary school teachers and administrators in education, and at the same time as an institution participating in the creation of the intelligentsia in the country.²⁸⁷

The first legal regulations were issued in September 1939 as The Higher Teachers College Regulations^{387^a}. The records available indicate that a number of attempts, suggestions, and revisions preceded this final draft. A general impression here is that cooperation between the Ministry and the College's administration prevailed in the act of drafting these regulations. An example of this is found in a letter from the College to the Ministry.²⁸⁸

²⁸⁷ Ibid., "Reasons for the Higher Teachers College Regulations of 1939", no page.

^{287^a} See Appendix (B)

²⁸⁸ Rules & Regulations (1929-40), Letter from the Higher Teachers College to the Ministry of Education, July 1937. See also, Rules & Regulations (1937-54), 1937-38, no page.

There is mention that the Dean of the HTC must be qualified in the field of education. It further asserted that had the institution been an Arts and Sciences College this condition would not have been necessary. The letter continued: "... since the objective is the preparation of teachers and educational administrators it demands the knowledge and specialty required of such a purpose."²⁸⁹ Later this suggestion became embodied in Article 8 of the final draft.^{289^a}

In the new regulations promotion of the academic faculty became based upon efforts in research and publication, which insured, to a certain extent at least, that an academic atmosphere permeated the college. The regulations also aimed at getting the best student fitted for higher education whether in their admission conditions, or in the policy of examinations, which attempted to sift students as much as possible in the first year. Once inside the college, the attendance of the student was regulated in such a manner that it directly affected the student's grades.

However, no sooner were these regulations published than they had to be revised. With the issuing of a new Public Education Law in 1940 which replaced that of 1929, it made it necessary that such a step be taken.

Attempts of Drafting New Regulations, 1940, 1942, 1944

Part VI of the Public Education Law of 1940 dealt specifically with teachers institutions. Article 23 stipulated that: "The curricula, admission regulations, administration, discipline, examinations, and degrees, of teacher's institutions and classes attached are decided by special regulations".²⁹⁰ In Autumn, 1940, a special committee was formed for the specific purpose of revising the invalidated regulations of 1939 in the

²⁸⁹Ibid.

^{289^a} See Appendix (B)

²⁹⁰ Iraq, Public Education Law, Number (57), 1940 (Baghdad: Government Press, 1941), Article 23.

light of the new Public Education Law. Although this committee prepared the assigned draft, it appears that it did not reach the Ministry and Council of Ministers for approval.

With the appointment of a new Dean in 1942 this rough draft was rechecked with the aid of regulations of other colleges namely, Colleges of Law and Medicine, and those of the Egyptian University. After obtaining the consent of the Heads of Departments the draft proceeded to the Ministry, where it stopped. However having received the approval of the Heads of Departments it may be thought to embody the plans and policies contemplated then. The fundamental basis of the draft of 1942 was the following:-²⁹¹

1. Raising the standard of the academic faculty.--

Whereas the old regulation provided for three ranks, the new regulation set five: Professors, Associate professors, Assistant Professors, Instructors, and Demonstrators. Conditions of promotion were made stricter: a longer period of experience required, and holding of academic degree.

2. Guaranteeing the relative independence and stability of the College's education policy.--

This point was stated to have been one of the important aims the regulation attempted to embody. It was considered essential that an institution of higher learning, like the HTC, should have stable education policies. This was pointed out to be impossible if faculty members were changed every now and then and its administration subject to constant shuffle. It was stressed that the Dean should

²⁹¹ Rules and Regulations (1937-54), "Summary explaining the reasons of the Higher Teachers College Regulations, 1942", no page.

remain long enough in office to be able to witness the execution of suggested plans and ideas; besides keeping the educational policies relatively stable, changing only gradually in accordance with the natural development of the institution. That the direction of the college may be safely entrusted to the faculty members, in view of the fact that there were more than 25 members with advanced degrees, more than half having the doctorate and some with long years of experience, was stated. Thus, it was suggested that the Minister of Education need only act as a supervisor.

Due to the absence of regulations the main difficulty which limited the independence of the college was the necessity of having each decision of the College Council authorized by the Minister of Education, who might possibly disagree for reasons he names. This was to provide sufficient guarantee that the college did not proceed against the wishes of the government in fundamental matters. These powers rested in the Minister due to the absence of a national university, hence a Senate which would have naturally assumed them. It was noted that Western Universities had achieved this kind of stability and independence for centuries. Although such freedom was desired by the HTC, it was reported that the recent development of higher education in Iraq made it impossible to copy the Western model.²⁹²

Accordingly, the draft Regulations stipulated that the nomination, promotion, or transfer of faculty members was to be carried out by a decision of the College Council by secret ballot. Nomination of the Dean, likewise, was to be treated in the same manner. Furthermore, the College Council, made up of faculty members whose rank is that of professors only, was to be the main organ of education-

²⁹²Ibid.

policy making, requiring the authorization of the Ministry. Another body formed of all the faculty members but excluding demonstrators, was to look into other matters like curricula, student's life etc..

3. Raising the academic standard.--

The suggestion made that an additional preparatory year should be provided in which courses are taught in English is discussed in Chapter II.

4. Provision of Specialized Study.--

The 1942 draft provided further education for the abler student after obtaining a 'License'. The policy, was to accept only few students, one or two in each field, until facilities permitted more. In order that the standard may be kept at the right level conditions for such study were made very strict. This new arrangement in the college's history; it was thought, would encourage research a vital aspect to the life of an academic institution. That some of the graduate students may become demonstrators at the HTC, was also noted.

5. Encouraging research.--

Means were provided for the publication of periodicals containing research made by graduate students, and faculty members. Special missions were made available for sending faculty members abroad for further specialization and enlightenment.

Further stress was laid on the fact that only students suitable for higher education should be able to continue thus the draft made conditions very strict for sifting students in the Preparatory and First year. Finally, it was stipulated that the schools in which students perform practice teaching must be connected with

the HTC directly so that improvement may be carried out easily and modern methods followed.

Efforts at drafting the College's regulations were renewed in October, 1944, when by a Ministerial decree another committee was formed.²⁹³ Its purpose was specifically to look into the regulations, curricula, length of study, academic standard in relation to that of Teacher Colleges in other countries, and academic qualifications of the faculty of HTC. Similarly, no direct and prompt result ensued. Instead correspondence continued to flow backwards and forwards between the college and the Ministry concerning the regulations. Though the intention of fulfilling the task at hand was always present, the action necessary for carrying it through remained absent.²⁹⁴ This state of affairs together with the use of the regulations of 1939 as instructions continued for some time.

The Period 1945-58

January, 1948, found the Dean still writing in desperation to the Ministry stating that it was most unfortunate that a number of committees had been formed in the past years and long hours of discussion had ensued with no result to show for it. A committee of the Dean, Heads of Departments, and the Director General of Higher Education at the Ministry, was suggested to finish the work as soon as possible. The presence of authorized regulations was deemed necessary the progress of the establishment

²⁹³Ibid., Ministerial decree, Oct. 14th., 1944. The committee consisted of : chairman, the adviser at the Ministry. Mr. Regge, the Acting Director of General Education, the HTC's Dean, M. Akrawi, and an HTC faculty representative, T.el-Rawi.

²⁹⁴In this connection see:-
Letters from the Ministry to HTC. March 19th., 1944, July 2nd., 1944, and October 1944.
Letters from the HTC to the Ministry, June 24th., 1944, July 5th. 1944, and September 19th., 1946.
Rules & Regulation (1937-54), no page.

and to the organization of the college's work.²⁹⁵

Finally in 1949, a set of regulations were issued, but not at all resembling the kind long sought after. They mainly concentrated on limiting the student's non-academic activities. It appears that the Government at the time forced the legislation of these regulations, after much demonstrations in the city (due to signing the Portsmouth Treaty between Iraq and Great Britain), in an effort to deter student's rioting. The contents of the regulations, Appendix (C) show clearly the intention with which they were written. That this was the case is further proved by similar regulations issued to other colleges and educational establishments at the same time.²⁹⁶

Actually, the promised regulations never materialized. Talks and plans of creating a national university, to include colleges of the desired standard, became more serious. The Ministry was fundamentally reorganized so that a department of "Higher Institutions" became incorporated as one of its principal departments. The regulations of the Ministry of 1951, 1953, stated that the colleges attached to the Ministry were to be administered according to their own rules and regulations,²⁹⁷ and were to be directly

²⁹⁵Ibid., Letter from the Dean, K.El-Hashimi, to the Ministry, January 11th., 1948. See also, letter from the Acting Dean, K. El-Hashimi, to the Ministry, Jan. 13th., 1946.

²⁹⁶Iraq, Ministry of Justice, Collection of Laws & Regulations, 1949, (Baghdad: Government Press, 1950), Amendments of the regulations of: the Law College, No.(21), 1943, pp. 10-11, College of Commerce and Economics, No.(2), 1947, pp. 11-12. College of Engineering, No.(49), 1944, pp. 13-14, Public Secondary Schools, No.(14), 1944, pp. 17-18, Institute of Fine Arts, No. (63), 1946, pp. 18-19. All the amendments were issued in Al-Waqi' al-'Iraqiyyah, No. 2696, January 27, 1949. See also Khaduri, pp. 267-69, for a description of the rioting and events at the time.

²⁹⁷Iraq, Collection of Laws & Regulations (1951), Regulation No.(19), 1951, the Ministry of Education, Article 2, which included higher institution in a separate department with the Iraqi Academy (Al-Majme' al-'Ilmi). Later 1953, they separated, see Article 7, also Ibid., (1953), Regulation No.(53), 1953, Ministry of Education, Article 2, Ibid., (1955), Regulation No. (5), 1955, Ministry of Education, Articles 2-15.

connected with the Minister until the law of the University was issued.²⁹⁸

In preparation for the University of Baghdad a special Council of Higher Education was formed in the Ministry to supervise a number of colleges, of which the HTC was one. Each college was represented by its Dean and one faculty member.²⁹⁹ Appendix (D) gives the full text of the regulations which listed among the duties of this Council, the decision of the drafts of the colleges' regulations.³⁰⁰ With the issuing of the Law of the University of Baghdad, June 6th., 1956, the designation of the basic policies and rules and regulations of the colleges included became unified and rested in the newly created University Council.³⁰¹

Some of the alterations made in the Regulations of 1939, followed as instruction, were connected with admissions and administration. In an attempt to be more selective of HTC students the condition of requiring not less than a 65% average in the Government Bacalaureat Examination was added.³⁰² A Higher Committee for student's admission, including the Registrar and two members elected from the College Council, was formed.³⁰³ Then, the appointment and promotion of the academic faculty became delegated to the College Council and administration according to rules, reportedly especially designed to bring the College on a par with collegiate standard.³⁰⁴ Further liberalizing tendencies showed themselves in the appointments of both the Dean, whose preliminary selection came to be based not upon the nomination of the Minister

²⁹⁸Ibid., (1953), Regulation No.(53), 1953, Article 38.

²⁹⁹Ibid., (1951), Regulation of the Council of Higher Education, No. (16), 1951, Article 7(d).

³⁰⁰Ibid., Article 2(a).

³⁰¹Iraq, The Law of the University of Baghdad, No.(60), 1956:(Ministry of Education Press, 1956, Baghdad), Articles 19 & 20.

³⁰²Minutes (1948-51), Meeting (Oct. 4, 1950).

³⁰³Ibid., (1952-55), Meeting (May 26, 1954).

³⁰⁴Statistics (1948-58), 1949, no page.

of Education but upon the election of the College Council,³⁰⁵ and the Heads of Departments. The rule of occupying this latter post according to the seniority of the professors of the department for one year successively changed so that the Head of a Department became chosen from among the members of the Department for as long a period as the Dean, usually four years.³⁰⁶

With the work and organisation of the HTC becoming more diversified with the progress of the institution the administration moved towards increased decentralization. The Dean received further assistance in directing administrative matters and student's affairs, 1950 onward. The newly appointed Assistant-Dean in Administration supervised the personnel of the sections dealing with the administration, registration, accounting, records and files, book-store, furniture and equipment. Connected with the Assistant-Dean in Student's Affairs were the Directors of both the men and women Boarding Departments.³⁰⁷

Concerning the relationship of the HTC and the Ministry, matters which entailed financial responsibility or that were without precedent continued to require the sanction of the Ministry. Though it is true that with the passage of time more freedom was enjoyed by the College, administratively and otherwise, in the long run the type of relationship depended upon the understanding between the Minister and the particular Dean. Actually this operated as an index to the speed and ease with which HTC matters were dealt with at the Ministry.³⁰

³⁰⁵Ibid., Letter from the Higher Teachers College to the Ministry of Education, Feb. 1, 1951. See also Appendix (B), Article 8. Dr. Abdul Hamid Kadhim was the first Dean elected in December 1951, then Dr. Khalid El-Hashimi followed, 1953-57, and Dr. Mohammed Nasir, 1957-58.

³⁰⁶Minutes (1952-55), 19th Meeting, 1952.

³⁰⁷Statistics (1948-58), Letter from the Higher Teachers College to the Ministry of Education, February 1, 1951.

³⁰⁸Interview with K. El-Hashimi, September, 1962.

IV. THE HIGHER TEACHER'S COLLEGE:
PERSONNEL

An academic institution is perhaps best exemplified by its members, both students and teachers. It is they who participate in making the institution a cooperative enterprise and the success they achieve is often a measure of the enthusiasm and effort which they put into it. Inevitably, the establishment is imbued with their spirits and its history actually becomes a reflection of their ideals. Thus we find that the H.T.C., like many institutions, has under the influence of a number of personalities, notably Sati' al-Husri, Matta Akrawi, Fadhil Jamali, Khalid El-Hashimi, Abdul Hamid Kadhim, and Muhammed Nasir.

The Foundation Years, 1923-31: 309
Sati' al-Husri

Sati' al-Husri is well-known as an educator both in the Arab Middle East and in Turkey. In Iraq he remembered for the leading role which he played in laying the basis of the education system, a good deal of which continues to function today. But, of particular interest to this study is his role in the founding of the H.T.C.

His parents came from Aleppo. His father having received a religious education at al-Azhar, Egypt, held administrative positions in various provinces of the Ottoman Empire, one being the Yemen where al-Husri was born. He studied reading, writing, and some French at home, then attended both preparatory and advanced sections of the school known as "Makteb Mulkiyyah

³⁰⁹All information concerning al-Husri's life is taken from a summary in Arabic prepared by Sati' al-Husri himself for the Academy at Damascus, pp. 1-6 (in the files of the Academy, Damascus).

Shahaniyya", a civil service school in Istanbul (1893-1900). This was his only formal schooling.

Never content merely to follow the courses offered at the school, he did a great deal of private studying on his own initiative. First he developed a passion for solving complex mathematical problems with the result that his friends nicknamed him Archimedes, and almost forgot his real name. Then, fascinated by the natural sciences, he read and studied widely in this field, so much so that he went on to become a part-time teacher of natural sciences, and even founded a natural history museum, perfecting his skills in taxidermy, along the way.

He did not begin his studies of education, psychology and sociology, until he was already well-advanced in the study of natural sciences. His knowledge in these fields is due entirely to his own individual effort, mostly through study tours of European countries where he acquainted himself not only with the prevalent principles and systems of education, but also with the latest experimental trends. His interest was not limited to advanced countries, for he visited Rumania and Bulgaria as well as Switzerland, France, England, Belgium, Holland and Germany.

A trained civil servant, he occupied a number of administrative positions in the Arab provinces, Bulgaria and Greece. After the Young Turks' Revolution of 1908, in which he claims to have taken an active part, he returned to Istanbul, where he taught at a number of higher institutions. Among these was the Higher Teachers College, of which he became Director in 1909, reorganizing it on modern lines in three sections for the training of: (1) teacher-training teachers; (2) secondary school teachers; (3) elementary school teachers, respectively. According to his own account, these changes were "radical and revolutionary" and their effects were felt throughout the Ottoman Empire.³¹⁰ His final achievement in Istanbul was to found the "Modern School".

³¹⁰ Ibid., p.2.

This institution included three sections: a kindergarten called the "Children's Nest", a modern elementary school and an institute graduating women teachers for the care of children in nurseries and kindergartens. The experiments which he undertook at this institution reflected his deep interest in progressive methods of instruction and foreshadowed the outlook he assumed concerning their application in Iraq.³¹¹

It is worth noting that Sati' al-Husri is widely esteemed as a dedicated Arab nationalist, and certainly for a time he was closely connected with King Faisal I. In the latter's short-lived Syrian government he was the Minister of Education. In 1920, he accompanied the King to Iraq, where, after holding various high-ranking positions, he eventually became the first Arab to be entrusted with the duties of Director-General of Education (1923-27).

In this capacity he founded the Higher Teachers College, where he himself took charge of educational and sociological studies. In 1927 he resigned his ministerial duties and devoted himself entirely to the Higher Teachers College until it closed down in 1931.

From 1931 to 1934 he was Director of the Law College and subsequently returned to the Ministry of Education, in which he held various positions including that of Director of Antiquities. In 1941, the Iraqi Government asked him to leave the country, within 24 hours, having thanked him publically for his efforts in the Department of Antiquities only six months earlier. According to al-Husri, with the fall of the Rashid 'Ali coup of 1941 and the return of a royalist government, it was felt that ever since his presence in the country he had spread nationalist sentiment through the school program and the schools. Thus he was thought to have been in some measure responsible for the uprisings that had taken place. His Iraqi citizenship was withdrawn together with his pension for twenty years service, and so ended his services to Iraq.³¹²

³¹¹ Above, p.124. This with his later experience in Iraq led him to think that backward countries lacked the necessary factors for the success of such progressive methods. S.al-Husri, A Criticism of the Report of Monroe's Commission (Baghdad: Najah Press, 1932), pp. 117-18.

³¹² Interview with Sati' al-Husri, Beirut, April 20, 1963. Apparently, a number of Syrians & Palestinians were also asked to leave the country at the time. Both his citizenship & pension were subsequently returned to him after eleven years.

Between 1941 and 1957 al-Husri studied the education systems of Syria and Saudi Arabia, upon the invitation of both governments, and made recommendations for their improvement. He was also invited by the Egyptian Ministry of Education as a visiting professor in social education at the Education Institute, Cairo. Later, he was appointed as a professional adviser to the Cultural Department of the Arab League, then Director of the Advanced Arab Studies Institute, where he was entrusted with teaching "Arab Nationalism".

That his energy in publication was unceasing, is clear from the fact that although he retired from public work at the age of seventy seven he nevertheless persisted with his writing. The sixth year of his well known education year-books, compiling statistics and other information concerning the systems of education in the Arab States and the only reference books of their kind, was completed at the end of February 1963. Moreover, his memoirs are expected to be published in the summer of this year. Indeed, he has a long list of publications to his credit, which undoubtedly reflects his learning and ability.

Until the end of the First World War all his publications were in Turkish as he did not know Arabic. The most important of these were the following: a series of text-books in natural sciences which the Ottoman Ministry of Education decreed to be taught in all its provinces, The Art of Education, Reports, a collection of the reports submitted to the Ministry of Education after al-Husri's first study tour in 1910, To the Nation, a collection of lectures on nationalism and national education, Hope and Resolution, also a collection of lectures, and Japan and the Japanese, lectures on the Japanese awakening.

Some of the books written in Arabic comprise the following: some school text-books in reading and sciences, Opinions and Discourse in Education, Opinions and Discourse in Patriotism and Nationalism, both printed in Cairo, 1944, some studies on the Introduction of Ibn Khaldun, published in Beirut, 1944, and others in Cairo, 1953, The Day at Maysaloon, his memories of the last days of the Arab-Syrian State in 1920. After leaving to Egypt in 1947,

he wrote: Chapters of the Recent Past, Beirut, 1948, Opinions and Discourse in Arab Nationalism, Cairo, 1951, its second edition appeared in 1957. Lectures on the Development of the National Concept, Cairo, 1951, printed again in Beirut, 1955, Arabism, Among its Supporters and Opponents, Beirut, 1952, Arabism First, Beirut, 1955, In Defense of Arabism, Beirut, 1956, The Arab Countries and the Ottoman Empire, Cairo, 1957, a new edition appeared in 1960, Beirut, and al-Hawliyyat al-Thaqafiyya, educational yearbooks on the Arab states, 5 volumes, beginning with 1947-50.

In Iraq, Sati' al-Husri proved himself fully aware of the need for a sense of solidarity among the people. In an effort to bring them together he advocated unified program of education and a policy of centralization.³¹³ It may appear at first that such a course of action must have been adhered to at the expense of curriculum rigidity, which prevented adaptation to local requirements. Had al-Husri not believed in insuring sufficient leniency within the programs themselves, a characteristic that he deemed naturally spurred adaptation and originality, this would have been true. This outlook is reported to have been one of the main considerations in drawing up the primary school program.³¹⁴

He wrote that among the very first acts of the national directorate of education was the thorough replacement of the primary school programs of instruction, which were then progressing according to the plan prepared by the British Administration in 1919.³¹⁵ He continued stating that the guiding principles followed laid emphasis on "Arab and Iraqi nationalism" in particular. In some lessons like history for example, it prompted the teachers to direct instruction in terms of nationalistic ends. He further confessed that his personal ideas were the decisive ones in drawing up the general basis of this program.³¹⁶

³¹³Al-Husri, pp.45-8, in which he also cites his views on educational centralization which he differentiates into academic centralization, and administrative - financial.

³¹⁴Ibid., p.48.

³¹⁵Ibid., p.106. This replacement took place in the middle of 1922.

³¹⁶Ibid., p. 107.

From his previous experience in education in the Ottoman Empire, al-Husri had already formed his own opinion on the problem of the curriculum in establishing a system of education based on modern principles, in backward countries.³¹⁷ He believed that, in view of the small number of potential secondary school students and the shortage of properly trained teachers, it was essential to draw-up the program of study, both primary and secondary, on a strictly temporary basis. However, those programs should be conceived as the first stage of a long term course allowing for gradual development in conformity with improvements of standards. It is observed that he did not limit his beliefs to mental contemplation, but proceeded in his administration according to this principle and others which he held.³¹⁸

With the aim of spreading basic principles of education, al-Husri started, in January 1928, a periodical The Journal of Education & Instruction (Majalat al-Tarbiyyah wal Ta'lim). Its contents concentrated on "... school and home education, history of education, methods of teaching, the social and psychological factors involved in teaching and discipline, and the most important developments in education and other fields of the intellect."³¹⁹ No doubt of more immediate use to the teacher were the parts at the end of each issue, in which sample projects and methods of teaching some subjects were given.

It is interesting to note the publication of two lectures that the American educator Carlton Washburn gave during his visit to Iraq in the summer of 1931

³¹⁷ Ibid., pp. 108-9.

³¹⁸ Ibid., pp. 109-11. In 1926 he was responsible for the revision of the 1922 program. To benefit from the experience of teachers in this undertaking, al-Husri sent letters to all the schools informing them of the intention of the administration and asked them for their suggestions. However, although these views were taken into consideration, the core of the program remained unchanged. For some of the specific changes made to the program of the elementary and primary schools, see pp. 110-11.

³¹⁹ The Journal of Education and Instruction (Majalat al-Tarbiyya wal Ta'lim), I (1928), No.1, p.1.

together with his questionnaires on the "objectives of education".³²⁰ Washburn met al-Husri and others at the time to find out their opinion on some important problems that he had undertaken to study.³²¹ Both the comments and replies of al-Husri on some of these problems, and the lectures, were also published in this journal.³²²

One needs only glance at the table of contents to realize that al-Husri was the backbone of this journal, contributing a great deal of the articles. He often used daily incidents, usually recorded under the title "Notes and Observations", to illustrate educational principles.³²³ The subjects of many of these observations were students undergoing practice-teaching. He detested in them a love for the literal word and an undue attachment to rules in teaching, which they would have preferred had they been absolute. Thus, he often warned against the dangers of mechanical and routine teaching. The following summary, taken from an article by al-Husri, shows how students sometimes become victims of conventionality in teaching in an attempt to conform to modern methods:

³²⁰Ibid., IV, Nos.31 & 32, (1931), pp.2, 18-28. One of the lectures is reported to have been given to the students of the Training College. Whether these were HTC students or not it is difficult to state.

³²¹Ibid., p.2. See also p.7 for some of those problems. Examples are: "Should the child be educated in order to maintain the status quo of the society? How should history be taught? objectively or as a means of nationalists propaganda which serves to develop sentiment?"

³²²Ibid., pp.8-15. For al-Husri's comments on the lectures see pp.30-37, and pp.37-39 for special observations on the system of classes and Winnetka Plan.

³²³Ibid., see for example vol. II (1929), No.13, pp. 2-5, No. 14, pp. 57-61, No. 15, pp. 121-25, No. 16, pp. 169-71, No. 17, pp. 225-27, Nos. 19 & 20, pp. 361-64.

"A student practice-teacher entered the classroom with a large board, the face of which was concealed. He started the lesson by asking the students what they usually did upon waking up in the morning, to which numerous answers were given. None satisfied the teacher except one: "I put on my clothes". More questions continued and a torrent of diverse replies received.

"After much digression, a quarter of an hour later the teacher having elicited the answers "hair", and "camel" to his questions of what are clothes made of and what is it that provides the "hair", heaved a sigh of relief. Then, he triumphantly announced that the lesson therefore was the "camel". He wrote it on the blackboard and unscreened the so far mysterious board revealing a picture of a camel".³²⁴

Later, the student justifying what to him appeared the best part of his lesson, since he claimed that that kind of introduction helped to collect the students' thoughts, stated that he was introducing the topic of the lesson. An introduction, he had learned, was an important part of a lesson. Neither the student, nor his classmates were in the least bit aware of the digression and waste of time that had resulted, or that this could have been avoided by simply announcing the subject of the lesson to be the camel.³²⁵

With incidents of this kind taking place in familiar settings al-Husri's articles must have attracted many readers and contributed to the education of teachers.

However, he also dealt with broader issues and discussed, in one of his articles, the problem of education and vocation, especially the educated Iraqi's habitual preference for government rather than private employment. On al-Husri's initiative, this problem had first been exhaustively examined at the H.T.C. itself, later in response to public interest, he published the conclusions which had been reached.³²⁶ He pointed out that in the past this problem had generally

³²⁴Ibid., vol. III (1930), No. 23, pp. 1-5.

³²⁵Ibid., p. 5.

³²⁶Ibid., Nos. 26 & 27, pp. 314-20, and 421-27, The study was undertaken at the H.T.C. at about December, 1930.

been attributed it to the excessive number of schools or to the nature of the school programs.³²⁷ It was his contention, however, that it had its roots in the social and economic structure of the country. Seen in this light, the preference for a government career was not the consequence of a particular schooling, on the contrary, it was this preference as anything else, which persuaded people to send their children to school in the first place. Al-Husri, therefore, concluded that this problem could be overcome by a change in the social and economic structures itself.³²⁸

The Journal of Education and Instruction continued as such, offering invaluable literature to the teachers in the country, until 1931.³²⁹

Whether from his many books or articles al-Husri strikes one as being learned, and possessing a broad outlook, distinguished by a feeling of integrity and dedication that cannot escape even the least discerning reader. Confirming this, the annual report of the British Government on the administration of Iraq observed in 1927 that the Ministry of education and the country in general owed al-Husri a great debt for his devotion to the cause of education. It furthermore added that no other Iraqi combined his enthusiasm, experience and knowledge of educational systems, nor his fearlessness.³³⁰

³²⁷It is interesting to refer to the view of the British authorities concerning this issue in Iraq, see above, Chapter I. pp. 14-15.

³²⁸Journal of Education and Instruction (Majalat al-Tarbiyya wal Ta'lim), III (1930), No. 23, p. 426.

³²⁹It stopped being issued in its previous form at the end of 1930. The intention was to continue publishing, occasionally, special issues devoted to some specific topics in the field. One such copy dealing with "Primary and Secondary Curriculum in various Countries" appeared in 1931. However, this proved to have been the first and last of its kind. For the reasons of stopping this periodical, which may be considered a forerunner of the present journal The New Teacher (Al-Muallim al-Jadid), started in 1935, see above, pp. 128.

³³⁰Report (1927), p. 159.

Unfortunately, however, these qualities were also a drawback to him and may have been the cause of his resigning the post of Director-General in 1927. For the above mentioned report also noted that "... His unremitting efforts to secure efficiency and a high standard in teachers and pupils naturally aroused opposition, and it is a deplorable fact that his retirement was largely the result of his failure to obtain even the moral support of those who at heart approved his policy and appreciated his value."³³¹ But, according to al-Husri's own account, the unified program of education which he had put into effect brought about the dissatisfaction of the Persian element, in the country. This, he said, successfully interpreted as an anti "shi'ite" move, caused him considerable conflict within the Ministry of Education, particularly with the ministers. Coupled with this, he added, was the detrimental fact that he was a non-Iraqi. The Iraqis, he remarked, always strongly objected to the employment of foreign teachers. Thus, encountering so much opposition, he said that he preferred to withdraw completely.³³² It is interesting to mention that al-Husri alleges this opposition to his person to have also been instrumental in the closure of the HTC, though partially. The implication being that the wish to pull down everything created by al-Husri, was present.

His conviction of this must have been quite strong, for he declares that he did not interfere in the closing of the College lest his stand be thought to be inspired by self-defense. Moreover, he stopped the Journal of Education and Instruction in 1931 was for the same reason. He states that the teachers, were in fact afraid to read the magazine and possibly lose favour due to the friction between the directorship of education and himself its editor.³³³

³³¹Ibid., From talks with some Iraqis al-Husri was said to have been very strict and rigid in his dealings which caused his opposition.

³³²Interview with Sati' al-Husri, Beirut, April 20, 1963.

³³³Ibid., The Elementary Teachers College, started by al-Husri also to prepare teachers for the elementary schools in the provincial districts, was also abolished in 1931. Al-Husri claims the reason to have been wholly political under the pretext that the standard was low and the cost of the upkeep high. He states that contrary to his stand with respect to the closing of the HTC, he fought hard to maintain this college, but it was unavailing.

Most characteristic of al-Husri was perhaps his devotion to scholarship. Diligent and exacting he seldom let untruths or distortions pass uncorrected. An example of this is his reply to the report submitted by the Paul Monroe Commission, which was invited by the Iraqi Government in 1931 to study the educational conditions and potentialities and recommend a future policy most suited to the country. Al-Husri explicitly stated his opinion of the Report revealing the seemingly many mis-representations with which it abounded. This appeared first in the form of letters, addressed to the chairman of the Commission, Paul Monroe, and published in the local papers of Baghdad. Later, they were bound, together with Dr. Monroe's answer, as a book.^{333^a} Besides offering proof of al-Husri's praiseworthy ability and thoroughness in supporting an argument, this book includes some of his views on some of the pressing problems in education together with some substantial first hand information on the history of education in Iraq.

In connection with the HTC, the above mentioned Report sufficed to merely state that "... a higher training school for the preparation of intermediate teachers was maintained in Baghdad for several years, but was closed in 1931".³³⁴ Al-Husri's surprise at such slight treatment was duly warranted. He reminded the chairman that the HTC lasted eight years through which it progressed considerably and graduated a respectable number of trained teachers. He further asserted the educational service it rendered by recalling the efforts it had shown in academic research, specifically in the field of experimental psychology. Certifying this he enumerated some of the intelligence tests it had used: eg. the American Army General Classification Tests, on 450 students, and achievement tests in mathematics, on 972 students. Besides this, he stated that the college had translated into Arabic the most important intelligence tests.³³⁵

^{333^a} Above, 311 n.

³³⁴ Monroe, p. 89.

³³⁵ Al-Husri, pp.138-39. Some of those tests were by Thurston, Decroly, Rossolino, and mathematical tests by Curtis, and others.

Al-Husri therefore was justified in reproaching the Committee for its neglect of studying how and why the HTC had to be closed and what plans had been suggested for broadening its scope.

The above account gives an idea of the kind of person the founder of the HTC was. His uniqueness of personality, regarding the college was advantageous in that the College was organized to the best of al-Husri's ability. Paradoxically enough, it may also have been a discredit if it actually was a contributory factor in the closing of the HTC. Though it is difficult to pinpoint his influence at the HTC but its extent may be assessed by the fact that his association with the College, which lasted eight years, came at a time when it was still new and had not yet formed far reaching policies.

Emergence of the Professional Character
of the College, 1935-45:

Mohammad Fadhil Jamali, Matta Akrawi.

When the HTC reopened in 1935 the aim was to raise standards by employing more highly qualified staff. With few teachers available in the country a number came from Syria, Lebanon, Egypt, Europe, and the U.S.A. Contracts were usually for one year, renewable for two or three years. Some of the prominent members employed came from Egypt, like, Abdul Wahab 'Azzam, who later became the Dean of the College of Arts and Sciences in Cairo, Muthhir al-Sa'id, Izzat Rajih, and Kamil Nahas. With these teachers present, who all happened to be in the field of psychology, together with Matta Akrawi and Fadhil Jamali, the professional character of the College became apparent. The content of the professional courses took form and became more established. Among the features introduced were the supervision programs designed mainly to prepare teachers for the primary teachers colleges.³³⁶

³³⁶ Above, p. 62 & Table 12.

Mohammad Fadhil Jamali, (1903-)³³⁷

A graduate of the American University of Beirut, Fadhil Jamali studied under a Macy Fellowship of the International Institute, at Teachers College, Columbia University, where he obtained the M.A. and P.D. degrees in 1930 & 1932 respectively. He lectured on education at the HTC from the time of its reopening until 1947. He taught educational psychology, school management, philosophy of education, and moral philosophy. In addition, he held the posts of Director-General and Supervisor-General of Education and Public Instruction (1932-43), and Director-General of Foreign Affairs (1944-46).

After 1946, his career showed a definite tendency towards politics. He first became a Member of Parliament in 1946, and continued as such until 1957, when he became a Member of the Senate. During this time he became twice President of the Chamber of Deputies and Prime Minister, Minister to Egypt, and held the portfolio of Minister of Foreign Affairs six times.

Following the Iraqi Revolution of 1958, he was tried by the Revolutionary Military Tribunal for his political views and activities. The death sentence that was passed was later commuted to ten years imprisonment. However, he was released from prison after serving three years only. At present he is a professor of philosophy of education at the Higher Teachers College of Tunis University.

In spite of the shift in his career, Jamali was reported to pride himself in the fact that he was always a teacher above everything else.³³⁸ He

³³⁷All information concerning Jamali's career cited, has been obtained through private correspondence with Fadhil Jamali himself, January, 1963.

³³⁸S. Fahim introducing Fadhil Jamali, A Progressive Philosophy of Education for a Progressing Arab World (Beirut: Department of Education, American University of Beirut, 1956), p.32. Hereafter cited as Progressive Philosophy.

represented Iraq and participated in a number of conferences, both educational and political.³³⁹ Most important perhaps was his signing the UN Charter at San Francisco on behalf of the Iraqi Government in 1945. Decorated by the heads of states of a number of countries, he was also among the recipients of the first Teacher's College Columbia, Medal for Distinguished Service in 1954.³⁴⁰

In 1935, as Director-General of Education he founded, with Matta Akrawi as editor, The New Teacher (Al-Muallim al-Jadid). This educational and cultural review followed in the footsteps of The Journal of Education and Instruction in that it provided a point of contact between the teachers and the Ministry as a forum for expressing ideas. Its main difference, however, was that though it dealt mainly with educational topics it by no means intended to limit its articles to such subjects. The reason for this was furnished by the well-known saying that education is life itself and should therefore comprise all aspects of life.³⁴¹ In the inaugural issue, Jamali said the aim of the magazine was to help the teacher become progressive, a fact upon which the development of the community depends and which is necessary if the past glory of the country is to be regained.³⁴²

Many of the articles revolved around "traditional vs. progressive education". This was probably a natural consequence of the return of American trained Iraqis, mostly working in the field of education, who had become increasingly conscious of the traditional methods followed and of the prevailing educational conditions of the country. Hence, The New Teacher offering a good opportunity to express their feelings, they did not hesitate to do so.

³³⁹Some of these conferences were: Conferences of World Federation of Educational Associations, Geneva 1929, and Denver, Colo., 1930, UNESCO Conference, Florence, Italy, 1949, Asian-African Conference at Bandung, Indonesia, April, 1955, Chairman of the Iraqi delegation to the UN General Assembly (1947-52) & (1954-56).

³⁴⁰Teachers College Record, LVI (Oct.1954-May,1955),p. 238. The countries that decorated him were: Iraq, Iran, Jordan, Lebanon, the Republic of China, Spain, Tunisia and Morocco.

³⁴¹Editorial, The New Teacher, I (Feb.,1935) No.1, pp.1-2.

³⁴²Fadhil Jamali, The New Teacher, I, (Feb., 1935), No. 1. p.6.

The keen efforts of the H.T.C. staff, and sometimes students as well, in contributing to this magazine is most noticeable. That this was so may be explained by the nature of the College itself, i.e. its close association with teachers.

The form of The New Teacher was revised in 1945, and is issued now under the supervision of a special committee with the help of the Teacher's Union and the H.T.C.³⁴³ This magazine was regarded then as a means of uniting the cooperative efforts of the Ministry of Education and the Teacher's Union on the one hand, and the H.T.C. on the other hand. Later it was decided to associate it with the H.T.C.'s administration.³⁴⁴ The New Teacher, to which most of the education cadre contributed material, continues to be issued by the Ministry of Education to the present day. The best tribute to its quality and service was the compliment John Dewey paid it for its educational efforts. He also promised at the time to prepare an article especially for it should conditions permit.³⁴⁵

Jamali's publications in English are limited to The New Iraq: Its Problem of Beduin Education, originally his Ph.D. dissertation and published in the series of studies of the International Institute of Teachers College, Columbia, in 1934: One other article appeared in the Education Yearbook, and a lecture printed in the Moslem World.³⁴⁶ In Arabic, he has a monograph on "Education in Modern Turkey", 1937, and another on "Trends in Modern Education in Germany, Britain, and France", 1938, a memorandum on the "Future of

³⁴³The New Teacher IX (January, 1945) No.1, inside cover.

³⁴⁴Ibid., XIV, (June, 1951), p.93. No.4.

³⁴⁵Ibid., (April, 1951), No. 3, p.88.

³⁴⁶Fadhil Jamali, Personal letter. January, 1963. The title of the article was "Education of the Nomadic Tribes in Iraq," Education Year-book, (published jointly by Teachers College, Columbia, and the University of London), 1956, the title of the lecture: "The Teaching in the Theological Schools of Najaf", Moslem World, 1960.

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³⁴⁴Ibid., XIV, (June, 1951), p.93. No.4.

³⁴⁵Ibid., (April, 1951), No. 3, p.83.

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Education in Iraq", 1944, and Iraq Yesterday and Today, 1952. He translated Education in a Changing World by W.H. Kilpatrick, and has written a number of articles on education, Arab affairs, and international problems. He reports that some articles on education in Iraq and other educational topics are awaiting publication.³⁴⁷

Matta Akrawi (1901-)³⁴⁸

Another graduate of the American University of Beirut and Teachers College, Columbia University, with an equally distinguished career is Matta Akrawi (M.A. 1926, Ph.D. 1934). His field, however, was strictly educational in scope. After his return from the United States in 1929 he successively acted as Principal of the Primary Teachers College, Baghdad (1929-33), Director of Primary Education and Research at the Ministry of Education (1934-35), and Director of Education of the Kirkuk and Hilla areas (1935-37). His association with the Higher Teachers College, lasting eight years, then followed. Combining teaching and administration work he was Acting Dean (1937-40) then Dean (1941-45), as well as professor of education. He was in large measure responsible for developing the institution from a junior college for men to a four-year, degree-granting, co-educational college with an international staff.

After leaving the Higher Teachers College, Akrawi stopped teaching and devoted himself exclusively to administrative and research work. First, he became a member of the Commission of the American Council on Education for the study of education in the Arab countries, which took him on visits to more schools and colleges of all types in Iraq, Syria, Lebanon, Jordan, Palestine (both Arab and Hebrew schools) and Egypt. The result of this undertaking was the publication, with the co-authorship of the Director of the study, Roderic

³⁴⁷Ibid.

³⁴⁸All information concerning Akrawi's life, career, and publications has been taken from his "Curriculum Vitae", written by himself, (available in the files of the Dean's office, American University of Beirut), pp.1-10.

Mathews, of Education in the Arab Countries of the Middle East, listed among the outstanding educational books of 1949.³⁴⁹ Indeed, it has now become well known as a reliable educational reference book on the area. Holding the post of Director of Higher Education in the Ministry of Education followed directly after; and as such, apart from the Minister himself, he was the most senior official in the Ministry.

After 1949, Akrawi became associated exclusively with the Department of Education of UNESCO, apart from holding briefly the post of the first President of the University of Baghdad.³⁵⁰ He helped to found UNESCO's Education Clearing House, became its head, initiated, planned and edited its first series of comparative studies. Then he assumed the following posts in turn: Head of the Division of Extension of Primary Education, Deputy-Director of the Department of Education in charge of the program in school education, UNESCO's Adviser to the Republic of Sudan - assisting in drawing up a five-year plan for education, representative of UNESCO at the United Nations (Director of its New York Office), Director of Research in the first explanatory stage of the Joint UNESCO-International Association of Universities' studies on the "Role of Institutions of Higher Education in the Development of Countries in Southeast Asia". Moreover, he was repeatedly asked to participate in missions - delegations on behalf of the Iraqi Government and UNESCO. An example of this was his preliminary explorations for UNESCO in Egypt, Lebanon, Syria, Iraq and Turkey which led to the foundation of the UNESCO Fundamental Education Training Center for the Arab States at Sirs-el-Layan, Egypt.³⁵¹

³⁴⁹Ibid.;, p. 5.

³⁵⁰Ibid., p. 2. This was in (1957-58). After the 1958 coup d'etat in Iraq, Akrawi was made to retire from this post by the revolutionary authorities.

³⁵¹Ibid., p. 4. Some others were: Head of Iraqi Delegation to Universities Conference, convened by UNESCO at Utrecht (August, 1948), member of UNESCO's first UN Technical Assistance Mission to Indonesia (1950), and on behalf of UNESCO studied the fundamental education pilot project in Haiti (1952).

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Akrawi writes that a great deal of his work was "initiating, planning and supervising the execution of UNESCO's world-wide campaign for the extension of free and compulsory education. This entailed preparing and holding a number of international and regional conferences and seminars, conducting studies, advising on sending experts and on granting fellowships."³⁵² He also worked out UNESCO's Major Project for the Extension of Primary Education in Latin America. It meant travelling widely in Europe and the Middle East, South and Southeast Asia, parts of North Africa, and North and South America.

Akrawi's world-wide travel, during which he visited educational establishments of numerous countries, and developed a relationship with their educational authorities, was not limited to short visits. He lived for extended periods of six, eight, and ten years in Lebanon, the United States, and France respectively. Akrawi has a thorough command of Arabic, English, French, and a basic knowledge of German, Spanish, and Turkish.

As a result of extensive travel and study, Dr. Akrawi was once described as exceptionally knowledgeable in comparative education.³⁵³ Indeed, aware of the fact that he was returning to a newly born educational system Akrawi states that he took care that his post-graduate studies embraced a broad background in the field of education, concentrating mainly upon teacher education but supplementing it with substantial studies in the fields of philosophy of education, educational psychology, comparative education, and curriculum.³⁵⁴ His Ph.D. dissertation was written on curriculum construction in the public primary schools of Iraq and was based on an analysis of the political, economic, social, health, and educational needs of the country. This was subsequently published by the Teachers College Bureau of Publications in 1942.

³⁵²Ibid;, p. 2.

³⁵³G.F. Zook, cited in Mathews and Akrawi, p.V.

³⁵⁴"Curriculum Vitae", p. 1.

His publications include books, articles, essays and reports in Arabic and English, with one educational study in German. John Dewey's book, Democracy and Education, was translated by Akrawi with the help of Z. Mikhail in 1946, the second impression appearing in 1954. A copy of the translation with a dedication was sent to the author on the occasion of his 90th birthday. Dewey wrote back to say that he loaned the translated issue together with the English edition to an accomplished Arabic-speaking friend of his who had remarked that Dewey "... was certainly to be congratulated on having found a translator at once so accurate and so spirited."³⁵⁵

Editorial activities undertaken by Akrawi were numerous also. While at UNESCO, Akrawi planned and prepared with B.A. Liu, who was in charge of statistical work, and the staff of the UNESCO Educational Clearing House, the World Handbook of Educational Organization and Statistics, (UNESCO 1952), containing the description and statistics of 57 educational systems. This first attempt by UNESCO was later developed by the Clearing House to include almost 200 national school systems and came to be known as the World Survey of Education (UNESCO, 1955, 1959, 1962). In addition Akrawi initiated and planned the UNESCO series of publications on compulsory education, supervising and editing eight studies of the fifteen countries undertaken. Similarly, he worked on such studies as Raising the School Leaving Age by I.L. Kandel, Child Labour in Relation to Compulsory Education by the staff of the International Labour Organization, and A Ten Year Plan for Education in Iraq, published by the Ministry of Education, Baghdad, 1946.

Beginning in 1963-64, Akrawi is to begin service as professor of education at the American University of Beirut.

It is not surprising that both Akrawi and Jamali had progressive educational views. Writing once about Dewey's educational philosophy, Jamali asserted that what Dewey aimed at, in the direct activity experience in school,

³⁵⁵Ibid., p. 7.

the encouragement of scientific approach in students, and the development of self-discipline, are the most worthy objectives that education should aim at in all places and times. He finished by stating: "This is what we would like our own educators to believe in."³⁵⁶ Similarly, Akrawi believed that "... the proper subject matter of education is derived from the activities, problems and needs of life..." which, he added, are "carried on or solved or met by the learner consistently with his capacities or interests and in the light of the best heritage of the human race."³⁵⁷ It follows, therefore, he reasoned, that the function of education is to help individuals and the mass of people to attain an ever-rising standard of living, materially, physically, mentally, socially and spiritually. But, lest it be construed that he regarded education as the cure of all the ills of Iraq, he noted that education was only one of the many agencies for the reconstruction and improvement of life in the country.³⁵⁸ Jamali, however, went further on this point and considered education the greatest factor in building and rebuilding of nations.³⁵⁹

On philosophy of education, Jamali stated that after more than thirty years in the field of education he has reached the conclusion that a philosophy of education should be based upon two basic principles, that of comprehensiveness and that of integration. He is found to have repeatedly advocated adopting such a philosophy: once in a lecture in Baghdad in 1940,³⁶⁰ and again

³⁵⁶ M.F. Jamali, "John Dewey and his Philosophy of Education", The New Teacher, VI, (Jan., 1941), No.3, p.175. For a definition of his concept of education, see M.F. Jamali, The New Iraqi Its Problem of Beduin Education (New York: Bureau of Publications, Teachers College, Columbia University, 1934), p.11.

³⁵⁷ Akrawi, p. 213.

³⁵⁸ Ibid.

³⁵⁹ Above, p. 140.

³⁶⁰ M.F. Jamali, "Implications of the Present War to Modern Education", The New Teacher (Al-Muallim al - Jadid), VI (Nov., 1940), No. 2, pp. 85 & 87. For the full text of the lecture, see pp. 83-87.

at a conference held at the American University of Beirut concerned with a philosophy of education for a progressing Arab World, in 1955.³⁶¹ Furthermore, he argued in favor of an eclectic philosophy of education based on these two principles on the assumption that the various philosophies of education - idealism, realism, naturalism, and pragmatism - concentrate on but one aspect of existence neglecting the rest. Having established that what was required was a comprehensive and integrated progressive Arabic philosophy of education, he further held that this must entail a thorough study of the conditions of the Arab World and analysis of its life noting down points of weaknesses and merit.³⁶² For a summary of Jamali's general educational views, it is perhaps best to refer to an address he gave, in 1954 at the International Alumni Conference of Teachers College, Columbia University, entitled: "Teachers College and its Graduates Abroad."³⁶³ After mentioning that Iraq can pride itself on having some twenty graduates of Teachers College, all of whom occupy important positions in education, teaching or other areas of public service, he proceeded to state that Teachers College graduates have a special mission that aimed at changing human society and influencing the whole world. He continued explaining that their mission emanate from the following principles:

- "1. Respect for the human individual and his right through education to be a member of a free society.
2. That education is continuous and influences man through-out his life, or "... from the cradle to the grave" as put by the Prophet.
3. That education should embrace the "whole individual, the three R's not being enough since they are only tools for education.

³⁶¹M.F. Jamali, "A Progressive Philosophy of Education: Its Importance to the Arab Countries," Progressive Philosophy, pp. 32-33.

³⁶²Ibid., p. 34.

³⁶³M.F. Jamali, "Teachers College and its Graduates Abroad", Teachers College Record, LVI (Oct. 1954-May 1955), pp. 249-50.

4. That education in its broadest sense does not include schooling alone.
5. That education should become a democratic process of sharing interests, knowledge, and activity.
6. That education is a living experience.
7. That education should provide equality of opportunity to all.
8. That education is the greatest factor in building and rebuilding nations.
9. The nations should live together cooperatively in a democratic world."^{363a}

On more specific issues like nationalism and education, Jamali stated that education should be directed toward creating a solid national unity. Arab unity, according to him, was the first step that education should fulfill;³⁶⁴ Not contradicting this, Akrawi speaking in 1939 on "Public Education and its influence on National Awakening" said "... if we desire unity and independence for the Arab nation we must spread public education and direct it along national lines."³⁶⁵ Elsewhere he also noted that through education "... we, the teachers in Iraq, strive to establish an integrated identity for Iraq and the rest of the Arab world."³⁶⁶ He continued in mentioning that the grounds upon which this identity rests were a national spirit and consciousness, high moral standards and true knowledge, without which he said the rebuilding of the nation to be impossible.

Persisting further on the subject, Akrawi said that the teacher, in taking care of the education of the new generation, upon which the future of the nation depends, perhaps has the larger share of those working in the

^{363a} Ibid.

³⁶⁴ M.F. Jamali, "Implications of the Present War to Modern Education", The New Teacher, VI (Nov. 1940), No. 2, p.85.

³⁶⁵ M. Akrawi, "Public Education and its Influence on National Awakening", The New Teacher, IV (June, 1939), No. 2, p. 100.

³⁶⁶ Ibid., p. 95.

national sphere in the way of service and responsibility. The implication of this aim, of building the nation, according to Akrawi, raises the profession of teaching from its own level of value and prestige to an even higher one. Thus, he argued, if teachers conceived of their work in such a broad outlook, where the whole Arab world together with life's varied experiences was their concern, there would be no room for limiting their work to four walls of the classroom nor for dullness and despair.³⁶⁷ Concluding, Akrawi stressed that it was the duty of the Higher Teachers College, students and teachers, to share in the high ideals of the teaching profession. He mentioned that even though the College was still in its initial stage (1939), it had planned to share in this aim of building the country guided by these three points: national spirit, high moral standards, learning and objective thinking.

According to Akrawi the education of teachers was definitely a university concern. If the university did not actively participate in the preparation of teachers, he stated in his speech on "Academic Standards" at UNESCO's "University Conference", (Utrecht, 1948), it will be obliged to admit students not up to the desired standard as a result of poor teaching. To pay attention to the preparation of teachers was considered to be in the best interest of the university since improving standards in secondary schools ultimately leads to better standards in the university.³⁶⁸

With the establishment of the University of Baghdad in 1958, Akrawi as its first President, wrote that the time had come to reconsider what the mission of the Higher Teachers College ought to be when it became part of the university.³⁶⁹ He believed that its mission should emanate from the

³⁶⁷Ibid., p. 96.

³⁶⁸Ibid., XII (Nov., 1948), No.2, pp.1-9. For what he considered to be fundamental principles in teacher education, see Akrawi, pp. 243-45.

³⁶⁹M. Akrawi, "The Mission of the Higher Teacher College," The Academic Review of the Higher Teachers College (Al-Ustath), VI, Nos. 1 & 2, p.7.

cultural and educational needs of the country. He listed these as: first, the preparation of teachers for both the primary and secondary schools, second, the preparation of specialists in education and psychology to meet the demand of teaching in its various forms, in Iraq, and, third, the investigation of the problems of Iraq and the Arab countries in the fields of psychology and education, besides participating generally in the progress of these fields.

Concerning the preparation of secondary school teachers, he pointed out that in view of the presence of the Arts and Science College within the university it was no longer necessary for the Higher Teachers College to assume the responsibility of the first two years of the original four.³⁷⁰ Akrawi appears to have considered these years to be devoted to an education of a general nature and hence thought that the Higher Teachers College could dispense with them without any harm. For, he believed equally strongly in keeping within the bounds of the College the remaining two years, which he suggested could perhaps be increased to three. His whole argument rested upon the differences inherent in the approach to academic subject matter in an arts and science college and a teachers college. He stated, that at the former, the study of academic courses, being usually oriented purely toward specialization in the field, allowed no regard to the requirements demanded of a teacher; while in the latter it was imperative that such study be guided along instructional and educational lines.

He further deemed it detrimental to secondary education to separate the educational courses from the academic ones. He hastened to add, however, that this did not mean lowering of academic standards nor that the person following this type of study for teaching purpose could not become a specialist. Elaborating further, he said that while the student is taking such a course of study he must also be exposed to the education problems that may face him in teaching the subject matter. Moreover, Akrawi stated:

³⁷⁰ Ibid., p. 8.

"... the spirit of the educator, which is human and based on service to others and educating the rising generation with all the care, service, kindness and discipline that it entails, should gradually inculcate itself in him."³⁷¹

In this respect, it is interesting to note that Jamali also favored a course lasting five years, though he entrusted it wholly to a teachers college holding that this method succeeds in combining professional, specialized, and general education.³⁷²

Regarding the preparation of education specialists, Akrawi reproached the Higher Teachers College stating that it had followed the same plan for about 20 years without taking advantage of the vast opportunities to serve Iraq and Arab instruction and truly influencing its course.³⁷³ He granted that the College in the past was obliged to concentrate on achieving a respectable standard in both its academic and professional sides, but asserted that having done this (1958), it ought to strengthen its professional side, especially with the presence of other institutions to aid it in its task. Here, he probably was referring to the Arts and Sciences College taking over the Higher Teachers College students in the first two years of their collegiate life. Remarking that the Ministry of Education was in a dire need for educational specialists in curriculum text-books, methods of teaching, audio-visual aids, educational guidance etc, he noted that rather than proving itself to be momentary this need was in a process of continuation.³⁷⁴ Thus, he left the challenge to the Higher Teachers College to gradually follow this aim and graduate such specialists.

As much as Akrawi considered it imperative that the Higher Teachers College should engage itself in the preparation of education specialists who

³⁷¹Ibid.

³⁷²Fadhil Jamali, personal letter, January, 1963.

³⁷³Akrawi, The Academic Review of the Higher Teachers College, VI, Nos. 1 & 2, p. 7.

³⁷⁴Ibid., pp. 9-10.

can lead the educational movement in Iraq and neighbouring Arab countries he was of the opinion that the College should become the center to investigate the psychological and education problems, most of which were thought not to have been adequately studied.³⁷⁵ In support, he mentioned that the educational philosophy followed remained superficial, aims and educational ideals vague, that education persisted to be uncreative and imitative of Western models, that no study had thus far been made of the educational implications of the Eastern Arab-Muslim culture, of the educational requirements of the national life and unity, nor of the educational impact resulting from either the interaction of the local civilization with that of the West, or from the tremendous development the Beduin, rural, and urban societies were undergoing. Though he by no means thought this to be all that was demanding study, what he wanted to show was the importance of establishing a university-center that would undertake such research with other psychological experiments. And, to the Higher Teachers College he entrusted this task.

In conclusion, Akrawi, granting the "mission" of the Higher Teachers College to traverse beyond the preparation of teachers, wondered whether the name should not be changed to the College of Education. He envisaged the Higher Teachers College as the highest institution in Iraq preparing teachers and educational leaders and carrying on educational research, which he said the country was deprived of.³⁷⁶

The Professional Character Re-Emphasized (1945-58):

Khalid El-Hashimi, Abdul Hamid Kadhim, Mohammad Nasir.

Like their predecessors Khalid El-Hashimi, Abdul Hamid Kadhim, and Mohamad Nasir, were degree-holders in education from Teachers College, Columbia. They also, argued for equality of opportunity and moral progress,

³⁷⁵Ibid., p.10.

³⁷⁶Ibid., p.11.

were devoutly committed to education as an instrument of social mobility, and saw the future as a better and happier place. Sharing common views in the field, they continued, whether as Deans or professors of education at the HTC, to perpetuate the professional trend already begun by Akrawi and Jamali.

They were helped in this by the fact that the years following the end of the war were most conducive for the HTC to continue emphasizing its professional character. Commenting on the educational trends in the period following 1945, Dr. Kadhim indicated that the development of education in the country had advanced to a level (in 1945) whereby discussions on education rather than entailing the necessity of spreading schooling, which had been a principal concern for a substantial time, concentrated on the need of defining educational aims.³⁷⁷ Failure to draw-up long-ranged educational programs were mentioned to have perhaps been one of the most important charges set against the Ministry of Education. Furthermore, he stated that the authorities became increasingly aware of the need for specialized men wherever professional responsibilities were involved. The vast expansion in education following 1945, was said to have been coupled not only with the need for teachers but also with a development in the outlook of the public towards education, especially in its function in the improvement of life in the country.

Thus inevitably, attention became focused on the teacher. The importance of his role, persistently emphasized by specialists in the field fell on more receptive ears, both public and authorities alike. And, with the foundational years past and more than two decades of experience behind the education system, together with more Iraqis on the spot who, having completed their studies abroad, mostly America, were reinforcing each other's educational

³⁷⁷A.H. Kadhim, "Modern Trends in Education in Iraq," Lectures on Education in Lebanon, Syria, Egypt, Jordan & Iraq, (Beirut, Dar al-Kitab, 1958), pp. 180-86, see also pp. 186-95. Cited hereafter as Lectures on Education.

view points, the time was ripe at the HTC Khalid El-Hashimi, Abdul Hamid Kedhim, and Mohammad Nasir, to solidify and bring nearer to perfection that which had thus far taken shape, namely the preparation of teachers according to modern education principles.

Khalid El-Hashimi (1908-)³⁷⁸

Granted the Ministry of Education - Scholarship, offered to those with outstanding secondary school records, he spent his undergraduate years at the American University of Beirut, obtaining the Normal Certificate and B.A. degree in education, psychology, and social sciences, in 1928. Upon his return to Iraq his services were naturally connected with the Ministry of Education: first, as a teacher of education and psychology at the Elementary Teachers College, Baghdad, then as Director of Education for the Kut and Amarreh districts, Director of the Rural Teachers College, and of the Elementary Teachers College.

In 1938-39, he joined Teachers College, Columbia, to specialize in teacher-preparation and earned an M.A. degree. Again as a scholarship student, he proceeded to Ohio State University, where Boyd H. Bode supervised his work leading to the Ph.D. degree in 1941. Eversince, apart from acting as Director of Secondary Education in the Ministry for one year, and as Cultural-Director at the Iraqi Embassy in Cairo and later in London, where he was in addition the private tutor of the late King Faisal II (1948-52), his work has been connected totally with the HTC either as a professor of education or as Dean.

³⁷⁸ All the information cited concerning the curriculum vitae of Khalid El-Hashimi has been received through private correspondence available in the author's files. February, 1963.

He is a member of the P.E.N. Club in Iraq and has represented his country on various conferences: eg. The New Educational Fellowship Conference, Nice, 1932, UNESCO Conference, Paris 1949, The Educational Conferences on the "Preparation of the Arab Teacher", held by the Cultural Department of the Arab League, Beirut 1957, a "A Progressive Philosophy of Education for a Progressing Arab World", held by the Department of Education of the American University of Beirut, Beirut 1958.

His Ph.D. dissertation, Reconstruction of Teacher Education in Iraq with Special Reference to Arab - Muslim Culture, was translated and published in Arabic.³⁷⁹ At present, it is in its third printing. Further books written were in collaboration with some colleagues. These varied from school textbooks in history and geography to a series of "Arabic Readers" for beginners and adults, and a text-book on principles of education for teachers - colleges.³⁸⁰ In addition, a number of articles appeared in The New Teacher, The Academic Review of the Higher Teachers College and other magazines.³⁸¹

³⁷⁹It was translated by A.A. Bassam as Tajdid Manahij 'Idad al-Muallimeen fi al-'Iraq ma' Nathra Khasa ila a-Thaqafa al-Arabiyya al-Islamiyya, (Beirut Dar al-'Ilm lil Malay'min, 1946), 151 pages. Cited hereafter as Tajdid Manahij.

³⁸⁰With A. al-Maghriby, he wrote The Middle East (Al-Sharq al-Adna), with A.A. al-Doury, M. Jawad, and N. Ma'rouf, History of the Muslims (Tarikh al 'Arab wal Islam), with J. Omar, N. Sarafa, and others A Series of Readers for Beginners and Adults, and A Series of Geographic Readers, with G. Shahla, A. al-Mashuq, and S. Sabbagh, and Mabadi' al-Tarbiyya li Dour al-Mu'allimeen wal Mu'allimat Principles of Education for Teachers Colleges with A.H. al-Rahim.

³⁸¹Notably the following:

"On the policy of secondary education", published by the Cultural Department of the Arab League, and sent to the conference held on secondary education held in Alexandria, 1950, "Our Social and Education Aims", and "The Philosophy of Realism" both published in the Academic Review of the Higher Teachers College, IV (1955), subsequent issues.

Abdul Hamid Kadhim (1912-)³⁸² &
Mohammad Nasir (1911-)

Both Abdul Hamid Kadhim and Mohammad Nasir attended the Elementary Teachers College in Baghdad and were appointed after graduation to teach at the Practice Teaching School attached to the college. With scholarships from the Ministry of Education they were sent to the American University of Beirut preliminary preparation to their joining New College and later Teachers College, Columbia, from where they obtained B.A. & M.A. degrees.³⁸³ After their return, they were appointed as instructors of education; first at the Elementary T. College, Baghdad, which coincided with the time that El-Hashimi was its Director, and then at the HTC, where they also worked as Assistant-Deans at the time that Akrawi was Dean.

Though not at the same time, both resumed their studies leading to Ed. D. degrees at Columbia University,³⁸⁴ and returned to the HTC, becoming professors of education and Deans. Abdul Hamid Kadhim became the Dean upon the departure of El-Hashimi to Cairo, (1948-52). It is significant to add that he was the first to be elected Dean after the regulation, stipulating that the Dean was recommended by the Minister of Education, changed so that his appointment became based upon the election of the College Council and consent of the Minister of Education.^{384a} At the Ministry of Education he has assumed the posts of Director-General of Education and that of Minister of Education, and was actually as such in the Cabinet preceeding the Iraqi coup d'etat of 1958. Today he is working with UNESCO as an education expert. It is worthy to mention that his services were twice lent to UNESCO and that he was decorated with the Teachers College Medal, like Jamali, for distinguished service in 1954.³⁸⁵

³⁸²Unfortunately information on A.H. Kadhim was not accessible. The little which appears was casually volunteered by El-Hashimi through private correspondence, by which means the curriculum vitae of M. Nasir was also received. The two are treated together due to the similarity in background.

³⁸³M. Nasir obtained a B.Sc. (1934-36), & M.A. (1936-37). A.H. Kadhim most probably obtained his B.A. & M.A. degrees at the same time.

³⁸⁴Kadhim obtained his degree in 1947 (approx) while Nasir earned his between (1949-54) at the time he was working at the Iraqi Embassy in Washington D.C.

^{384a}El-Hashimi was chosen next (1953-57), then Nasir (1957-58).

³⁸⁵Teachers College Record, LVI (Oct. 1954-May 1955). pp. 238-9.

Mohammed Nasir, save for acting as Director of Education of Basrah district for one year, continued uninterruptedly on the teaching staff of the College, from 1939 to 1945. Then, following posts were: Cultural Attaché and permanent cultural representative at the Arab League Cairo (1945-48), Cultural Attaché to the Iraqi Embassy, Washington, D.C., (1948-54), visiting professor, University of California, at Los Angeles (1954-55), then except for Acting Director of Education at the Ministry (1958), professor of education at the HTC from 1955 to the present, being the Dean in (1951-58).

As to publications, Kadhim made a translation of Woodworth's General Psychology, probably a result of his teaching the course at the College. More recently, A Guide to Students Studying in the USA, by M. Nasir appeared. Both of their dissertations, which dealt with education topics specifically related to Iraq,³⁸⁶ remained unpublished. Both have also worked as co-authors on a number of books and have contributed articles to professional journals and Iraqi dailies.³⁸⁷ Moreover, they have participated on behalf of Iraq in educational conferences. Kadhim offered the lectures on Iraq in the series that studied the development of education in some of the Arab countries (1945-55), organized by the Education Department of American University of Beirut, Beirut, Spring 1955,³⁸⁸ Another example is Nasir's participation in the conference on "The Preparation of the Arab Teacher", held by the Cultural Department of the Arab League, Beirut, August, 1957.

³⁸⁶The titles were: "A Plan for the Reconstruction of Teacher Education in Iraq", Columbia University, 1947, by A.H. Kadhim and "Proposals for the Reorganization of Post Secondary Education in Iraq in the Light of Recent Trends and Practices in Higher Education", Columbia University, 1955.

³⁸⁷Nasir was co-author of: Arabic Reader, Civic Education, Books and Libraries in the Elementary Schools, Readings in Arabic (I & II). The articles were contributed mostly to The New Teacher, The Academic Review of the HTC, and some in the Iraqi dailies.

³⁸⁸"Modern Trends in Education", and "Political, Economic, and Social Problems which face Education in Iraq". These, together with rest of the lectures, appeared in "Lectures on Education" pp. 177-207.

Some other conferences attended by Kadhim were: The Social Studies Conference, held by UN & the Arab League (Beirut, August 15th., 1949), and UNESCO's fifth conference (Florence, May 17th, 1950).

Nasir is a member of the P.E.N. Club in Iraq, the John Dewey Society in America, and was the former secretary of the New Education Fellowship, (the Iraq Branch).

As it has been already suggested none of El-Hashimi, Kadhim, or Nasir possessed educational philosophies or principles that diverged or contradicted those of progressivism. However, this does not necessarily rule out differences among each other, but rather than occurring in the broad over-all concepts they showed themselves in the emphasis placed within this context, a manifestation easily accounted for if individual effort is taken into consideration.

It is most noticeable in reviewing the available data that of the three El-Hashimi was always most emphatic in considering Arab-Muslim Culture in tackling educational issues. This stemmed from his belief that the most suitable educational and social aims were those that were connected with both the past and present and which helped to create a happy future. He assumed education to be related to the social life and system, strongly bound by the geographic locality and local culture, and therefore possessing national and local characteristics and changing with changes in time and place. Accordingly, education was declared a service to a definite society at a specific time and place in history with strong relations to the culture it belongs to, being expressive of its philosophy and expressed needs.³⁸⁹ For this reason, he drew much attention to the need of studying Arab-Muslim Culture and its most outstanding values and ideals as an essential prerequisite to educational considerations. It is appropriate to note that his Ph.D. dissertation included

³⁸⁹K. El-Hashimi, "Our Social and Educational Aims", The Academic Review of the Higher Teachers College, IV (1955), p. 19.

an analysis of the components that constituted Arab-Muslim Culture,³⁹⁰ and that these were made the backbone of his recommended plan of reconstructing teacher-education in Iraq. The construction of the term, "Arab-Muslim Culture" was purposefully selected, its connotation being that the present civilization has been the result of a cooperative effort of both the Arabs and the Muslims.

The implication of the foregoing to the role of the teacher was to think him competent of explaining, according to his higher cultural and professional background, the culture and civilization of the Iraqi nations in a manner that would prompt further developments and progress.³⁹¹ As such, the teacher was not only viewed as an educator but also as a social guide, reformer, and an inspiring leader. In his address: to the graduates of 1946, El-Hashimi, then the Dean, specifically qualified the teacher as the person who "... enlightened the rising generations with their ideals and the significant characteristics of their own culture and those of others with an awareness to the parts which ought to be adopted and those to be evaded, according to some clear criteria and defined principles."³⁹² Hence, he deemed the future

³⁹⁰The different components, according to El-Hashimi, were not destined to integrate with one another completely. He considered it essential to study these divergent tendencies with the view of uniting them according to the ideals held, which task he entrusted to education. For, he believed that the new generation, in addition to its pride in its culture, must be exposed to the conflicting elements in it and points of weakness as a preliminary step to its reinterpretation and future progress, Tajdid Manahij, pp. 50-51.

³⁹¹K. El-Hashimi, The Higher Teachers College Bulletin, (1954-55), p. 2.

³⁹²K. El-Hashimi, The New Teacher, (September, 1946), Nos. 4&5, pp. 21-22.

progress of the country, especially in the critical and transitional stage it was experiencing, to be largely dependent on the degree of success or failure in this task of achieving new integrations. Therefore, he urgently called for increased care in a teacher-education backed by a social and educational philosophy that would enable the teacher to comprehend fully his stand, and what it involves, concluding he added, that such an outlook did not reduce teaching to the mere transmission of ordinary knowledge but went beyond to imply the active participation in the creation of a new Iraqi generation able to work with other nations in building a new world based on sufficiency, equality, and justice.³⁹³

In regards to the HTC, considering the spread of the role of the modern teacher as one of the ultimate aims of the College, El-Hashimi emphasized that the HTC ought to constantly stress it, to authorities and public alike.³⁹⁴ But, interpreted in terms of the more immediate and direct work of the College helping the students to develop their intellectual and social abilities, considered essential to the guidance of Iraqi youth intelligently, was said to be one of the fundamental duties of the institution. He therefore, commented that the student's education and preparation "... must be at once extensive and intensive to make them useful citizens and educators which fact necessitates independence of thinking, self reliance, and due emphasis laid on the creative spirit in their undertakings".³⁹⁵ They should be assisted, he continued, to develop a weltanschunug based on sound social and educational philosophies, which would help them understand how to adjust their wishes in accordance with their society's. Above all, he wrote, "... they should be guided towards a right adjustment of personal and social needs. Such spiritual guidance depends, of course, on the completest cooperation between the student and the teaching staff. And the College itself must be regarded

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Ibid.

394 K. El-Hashimi, The Higher Teachers College Bulletin, (1955-1956), p. 1.

395 Ibid., (1954-55), p. 2.

as a forum in which, by the cooperation of administration, teachers and students, a healthy cultural environment is produced, favourable to stimulating a creative attitude to science, arts, and education".³⁹⁶

Not forgetting the College's most obvious function of providing the secondary schools of Iraq with competent teachers, he stated that it must provide a system of higher education up to a university level. This, understandably enough provided for the students' professional training as well. As to the students, they were to be selected from all over the country. His stand in sum was this: though he recognized that the students had to acquire the specific knowledge to instruct, he deemed it equally important that they acquired the right spirit and principles to promote among the young generation.³⁹⁷

Reflected in the College syllabus, this stand appeared in the harmonious synthesis of three kinds of study:³⁹⁸ (1) special study in specific branches of knowledge (2) general study, which included discussions of contemporary problems particularly those aspects connected with Iraq and the Arab World (3) study related to professional training. These three kinds of study were interwoven to a great extent lending each other support. Dr. El-Hashimi's repeated emphasis on the importance of guiding the students morally, since they were to become worthy leaders themselves, was not merely a passing remark. During his term of office as Dean, student's-guidance programs were in fact introduced at the College.

In view of the scarcity of accessible data regarding both Drs. Kadhim and Nasir, the above discussion dealt with Dr. El-Hashimi's outlook only. However, as already mentioned, there is no reason to doubt any disagreement,

³⁹⁶Ibid., (1955-56), p. 2.

³⁹⁷Ibid., p. 3.

³⁹⁸Ibid., pp.2-3. Above, p. 88.

thus what has preceeded may be safely assumed to have been shared by all.³⁹⁹

Concerning the achievements of the HTC, Dr. El-Hashimi remarked, that in spite of the College's assistance to the best of its ability, in the expansion of secondary education and the training of students to a point where they were able to continue their higher studies abroad,⁴⁰⁰ there were still great challenges ahead. These were, the need for more research and creative activity in the different branches, particularly that of education and psychology. He held that even greater efforts than those already made by the academic staff,⁴⁰¹ were demanded if standards throughout the country were to be improved.

³⁹⁹A.H. Kadhim indicated that the Iraqi Society is Arab-Muslim in its constituents, traditions, and culture, was an established fact among the educational authorities in the country. Lectures on Education, p. 186.

⁴⁰⁰El-Hashimi stated that the accomplishments of the HTC graduates may be considered a fair indication of the standards maintained at the College. He reported the difficulties encountered when HTC graduates studied abroad to have been negligible, a considerable number took their degrees in the time normally allotted for the type of study, or required only a slightly longer time. Quite a number of the graduates, he mentioned, returned to the HTC as members of its academic staff. The names of some of them graduates, with the degrees obtained are given in Appendix (E).

⁴⁰¹Some of the books published by the HTC staff are given in Appendix (F). These publications, El-Hashimi said were a credit to the College.

V. THE HIGHER TEACHERS COLLEGE:
LIBERAL OR TECHNICAL?

In 1958, the University of Baghdad was founded - a development which will have a profound effect on the whole range of education in Iraq and not least on the Higher Teachers College. The future of the HTC, which like all other colleges has been affiliated to the new university, now depends on the outcome of a debate between two opposite schools of thought, the one advocating a liberal-cum-technical aim for the College and the other purely technical one. No attempt is made here to resolve this debate, but simply to help in this direction by situating it in its proper historical perspective.

From 1943 onwards, many committees were formed and experts were invited from European and American institutions to study the proposed plan for a national university into which all existing colleges would be incorporated. Following the recommendations of these committees the College of Arts and Sciences was founded in 1949 to provide the liberal education often considered to be the basis of any sound university.

The first law providing for the establishment of Baghdad University was enacted in 1956. After the Revolution of 1958 this was superseded by a second law which defined the main objectives of the university as follows: (1) "to prepare people for the various professions as well as to provide the country with experts; (2) to carry out scientific research, both theoretical and practical, and (3) to educate the youth of Iraq to be good citizens who will be capable of fulfilling the aspirations and needs of the country."⁴⁰²

An entire 'university city' is being constructed on the Jadiriyah peninsula to the south of Baghdad. Until it is completed, each college will continue to function in much the same way that it has done in the past.

⁴⁰²The University of Baghdad General Catalogue, 1959-1960, p.8.

The HTC is opposed to any plans which may force it to do away with the policy it has followed since it was founded. Its opposition is founded not on sentiment, but on the fact that this policy is intimately bound up with the whole theory of teacher education which the College has evolved over the years. Thus, any threat to its policy constitutes a threat to long-standing, mature convictions - in fact, to the very spirit and *raison d'etre* of the College. Basically, the HTC stands out for the retention of its broad academic and liberal function, while some of the education authorities, together with a body of opinion in the University itself, would have it confined to the particular field of education.

The law of 1958 did not precisely define the future status of the HTC as an integral part of the university. However, the possibility of the College of Arts and Sciences assuming responsibility for the purely academic side of prospective teachers' education had been under consideration for a number of years.

Generally speaking, the training of secondary school teachers may follow one of two methods. The first, which prevails in Britain, is for the prospective teachers to take a collegiate training or degree in one or more subjects and then to receive one year's educational training which leads to some kind of teacher's certificate. The other method, followed in America, is for instruction in general and specialized education to proceed simultaneously throughout the undergraduate's career.

The HTC favored the second method, which conformed more closely to its conception of the teacher's role.⁴⁰³ How exactly this conception expressed itself in the teaching method and how in turn this method evolved, under the influence of leading HTC personalities, has been dealt with at length in the preceding chapters.

Incorporated into the university, the HTC changed its name to the College of Education. What does this mean in terms of the overall purpose of the HTC

⁴⁰³Above, pp. 151-53.

and the role of the teacher? What policy is to be followed in the training of teachers? In other words, is the program which the HTC developed over many years of experimentation and adaptation now going to be discarded? The answer to these questions will determine the future status of the HTC.

A scrutiny of Western educational system shows that the classical concept of liberal education forms a deeply entrenched tradition, which long predates the utilitarian concept, which grew out of the need to train competent specialists. In America these two concepts of education "... have had a fatal tendency to travel divergent paths. In fact, the history of the philosophy of higher education is in large part an account of the tendency of these two to fly apart and the recurrent endeavours to reunite them..."⁴⁰⁴ reported J. Brubacher and W. Rudy.

In Iraq, the development of these two functions of education - i.e. the liberal and the technical - is different in that, both made themselves felt simultaneously. Conditions in the country were such that to begin with higher education was closely connected with an education of a general character. The lack of educational facilities or trained personnel, which characterized the early stages of nationhood, and a public opinion which placed great faith in the powers of education, led higher education to be regarded as a prerequisite for national leadership and official responsibility. All forms of higher education in Iraq first made their appearance in professional schools and colleges.⁴⁰⁵ As mentioned earlier, it was not an uncommon practice for students to attend those institutions especially the Law College and the HTC, with no intention of later practising the profession concerned.⁴⁰⁶ From the start, therefore, the liberal and technical functions

⁴⁰⁴J.S. Brubacher & W. Rudy, Higher Education in Transition, an American History: 1636-1956 (New York: Harper & Brothers, 1958), p. 278.

⁴⁰⁵Above, pp. 35-36. This continued to be so until the establishment of the College of Arts & Sciences in 1949-50.

⁴⁰⁶Above, pp. 35, & 37.

of education came together in a natural partnership; any later tendency to diverge was rather the result of particular circumstances than of inherited tradition.

From the time of its founding, the HTC, as one of the few higher educational establishments in Iraq, was confronted with the double task of providing higher education and training secondary school teachers - a combination which was accepted without demur. Professional training, especially for secondary school teachers, naturally came to be associated with university education. The fact that the Government sent Iraqis abroad for higher studies and professional training and later appointed them as secondary school teachers, strengthened this bond.

Accordingly, the HTC became more and more convinced that teachers for the secondary schools required a substantial amount of higher education. Discussions and plans centered on the need for a university-level education. The gradual extension and reorganization of the HTC's curriculum as has been noted, was constantly being undertaken in an effort to improve academic standards. Thus, the College soon began to furnish at one and the same time a liberal as well as a professional type of education.

The nature of the relationship between the liberal and professional education is the subject of widespread controversy in educational circles.⁴⁰⁷ It must be pointed out, however, that this does not appear to have been much of an issue in the minds of those in authority in the first stage of the College's career. That the policy adopted by the College held a potential source of conflict was first brought to notice by Lionel Smith.⁴⁰⁸ He opposed its policy on the ground that the best method of educating teachers was by first allowing students to devote all their time to attaining certain academic standards and then giving them training in teaching methods as a separate program. In his opinion, the HTC's policy of giving students detailed instruction in educational principles and techniques was completely misguided. In

⁴⁰⁷ A thorough discussion of this point is made by M.L. Borrowman, The Liberal & Technical in Teacher Education: A Historical Survey of American Thought (New York: Bureau of Publications, Teachers College, Columbia University, 1956).

⁴⁰⁸ Above, pp. 47-48.

the early days of the HTC (1923-31), he opposed the College Council and the Ministry of Education, which had drawn up plans whereby instruction in education and psychology should begin, as did general academic instruction, in the freshman year. It has been pointed out earlier that his opposition may have been a factor in the closing of the College in 1931.⁴⁰⁹

In 1935-36, the policy of combined instruction was resumed without any conflict of opinion. The absence of an overall criterion for selecting courses prior to 1940⁴¹⁰ may have been due to conflict and uncertainty as between the College's two characteristic aims: Was the College supposed to be turning out teachers or pure academic specialists? As time went by, the HTC acquired a greater understanding of this central problem. In 1940, under Dean Akrawi, more accent was laid on the College's essentially technical aim - i.e. producing teachers - but not at the expense of general academic standards.⁴¹¹

Thereafter, under the guidance of Akrawi, El-Hashimi, Kadhim and Nasir, the curriculum steadily developed in the following years to a point where all types of instruction were knit together within a single integrated framework: professional training studies (education and psychology), specific academic studies, studies supplementary to the student's branch of specialization and general cultural studies.⁴¹² It can be said, therefore, that the judicious balance eventually achieved between the four fields of study was the product of long-term, practical experience, and as such was a truly empirical solution.

⁴⁰⁹Above, p. 45.

⁴¹⁰Above, p. 73.

⁴¹¹Above, pp. 74-75.

⁴¹²Above, p. 88.

The opposition to the HTC's conception of its own role, first voiced by Lionel Smith, in the early 1930's, was renewed with much greater effect from 1943 onwards, when plans were first mooted for a national university.

The first proposal for modifying the technical-cum-liberal function of the HTC was the most drastic, advocating as it did the complete abolition of the College itself. This proposal was embodied in the recommendations of the Hemmly Committee, the first committee engaged by the Ministry of Education to lay down plans for the founding of the Iraqi university.⁴¹³ Arguing that higher institutions in Iraq could not maintain high academic standards because they did not set out to teach academic subjects for their own sake, (due to their professional nature), this committee recommended the establishment of a college of Arts and Sciences along the lines of British universities. Under this system the study of education was to be one of the specialities of the College of Arts.

A similar proposal was made by two British educational experts, Sir Charles Darwin and Dr. Arthur E. Morgan, who were invited in 1948 by the government to study the project of Baghdad University.⁴¹⁴ It is interesting to note, however, that the two experts were impressed by the high academic standards achieved by the HTC. "... in spite of the fact that this institution is compelled to combine general education with professional education".⁴¹⁵

Their main contention was that it would be an extravagance for the same academic subjects to be taught in two entirely separate institutions - an independent HTC and the university proper. Another drawback of a separate

⁴¹³The members of the committee were: Professor Hemmly, ex-Adviser to the Ministry of Education, Deans of the Medical and Law Colleges, Dean of HTC, Mr. Atkinson, Director of Irrigation, A. Shamma, Director of Records.

"The Iraqi University in the Report of the Hemmly Committee", The New Teacher, XIII (December, 1950), No.1, pp. 6-8.

⁴¹⁴For the text of their report see "University Education in Iraq", The New Teacher, XIII (December, 1950), No.1, p.17 ff.

⁴¹⁵Ibid., p. 48.

status for HTC was that it isolated its students, who as prospective teachers would be the victims of the limited academic scope of the teaching profession, from the general life of the university. After a transitional period, during which it would be necessary to tolerate this duplication of functions, the HTC should give way to a Department of Education within the College of Arts. Prospective teachers would only begin their professional studies, including practice teaching, after passing the second year's examinations in arts and sciences. Meanwhile they would continue with their general academic education. After four years, they would graduate with a B.A. (Education) or a B.Sc. (Education). If the graduate was considered to have had insufficient practice teaching, he could have a term's practice teaching after his fourth year.

A third report by an advisory commission of British University professors invited by the Government in 1953, reaffirmed the general point of view of the two previous reports but in a vaguer and more moderate form.⁴¹⁶ Again the main issue singled out was the wasteful duplication of functions, and again the need for maintaining high standards in the pure academic fields was stressed.⁴¹⁷ It was found that the College of Arts and Sciences was two years behind British educational standards; while the HTC, handicapped by its technical training responsibilities, was as much as three years behind-hand. However, this time, it was not suggested that the HTC should be dispensed with altogether. True the committee proposed that the College should relinquish all its science instruction, but as to arts subjects, it refrained from committing itself. It merely stated its belief, however, that the HTC was capable of maintaining as high, if not such comprehensive, academic stand-

⁴¹⁶ Report to the Minister of Education of the Royal Iraqi Government by a Commission of British University Professors, May 1953. The members of the commission were: H.B. Charlton, Professor of English Literature in the University of Manchester, J. Davies, Professor of Mechanical Engineering in the University of London, H.A.R. Gibb, Landian professor of Arabic in the University of Oxford, and L.D. Stamp, professor of Social Geography in the London School of Economics.

⁴¹⁷ Ibid., pp. 6, 17-18.

ards as the Arts and Science College, and yet fulfill its purely technical functions as well.⁴¹⁸ The main problem, as always, was to achieve a satisfactory ratio between technical and academic studies.⁴¹⁹

Meanwhile, in 1948, the Ministry of Education had already taken the same stand as the first two committees. The possibility of attaching the HTC to the proposed Arts College was raised, as there were not enough Iraqis to staff it. In fact the Ministry approached Kadhim, then the HTC Dean, requesting him to combine the deanship of the two institutions. But he refused and due to his continued resistance nothing resulted for the time being.⁴²⁰

Soon, however, in the absence of Dean Kadhim in 1951-52, the Ministry of Education forced a decision on the Council of Higher Education to free HTC from academic instruction during the first two years. The students were to go to the College of Arts and Sciences for these courses. When Kadhim returned, he submitted his resignation in protest. The news soon spread and the cause was taken up by such a well-known political figure as Taha al-Hashimi. His article, "Let no ill befall the HTC", published in some of the newspapers, aroused considerable public indignation. Public pressure was so strong that the Minister of Education asked Kadhim to withdraw his resignation and the decision was not acted upon.⁴²¹

In support of its stand, the Ministry made a major issue of the duplication of functions by the Arts and Science College and the HTC, stressing the waste of money and effort that it believed to result from this situation. Moreover it derived further ammunition for its stand, when it became apparent that the graduates from the College of Arts and Sciences, as pure academic specialists, could not be usefully absorbed in such an underdeveloped society as Iraq's. These graduates were therefore thrown upon teaching in secondary

⁴¹⁸Ibid., p. 31.

⁴¹⁹Ibid., p. 39.

⁴²⁰Interview with A.H. Kadhim, June, 1963.

⁴²¹He did not comply at the time. Ibid.

schools. In view of this, the Ministry contended that they should be given a year's professional training by the HTC - a contention which strengthened the case for the incorporation of the HTC into the Arts and Science College.

The points of view of the above-mentioned reports were developed and expanded by another expert in the field, Robert E. Tidwell, consulted by the Iraqi Government in 1957. He produced a report on teacher education and training in Iraq and its relation to the proposed university with more detailed and comprehensive conclusions than the ones stated previously.⁴²² His main argument was that the HTC should devote itself exclusively to its technical function, but that this should embrace a much larger field than it did at the time. He noted the absence of a proper research program, of experimental facilities for developing and testing techniques, of a psychological clinic and of a field study program. These, he said, were a few of the tasks which a fully fledged teachers college could be expected to take on. Moreover, it need not confine itself to the training of one type of teacher, but could diversify its program to train teachers for all kinds of public schools, as well as specialists in education and psychology.⁴²³

All this, of course, would mean that the HTC would give up the teaching of academic subjects altogether. The College of Arts and Sciences, to which the HTC's academic teachers would be transferred, would perform this function for the College, as it would for all the other professional colleges and schools making up the university.⁴²⁴

In view of this consistent clash of opinion - between those advocating the retention of the HTC's status quo and those in favor of its conversion

⁴²²Teacher Education and Training in Iraq and Contributions to the Program by the Proposed University, by R.E. Tidwell, May, 1957.

⁴²³Ibid., pp. 16, 23.

⁴²⁴Ibid., p. 23.

into a purely technical institute - it seems that some compromise solution is inevitable. This in fact was foreshadowed in a speech by Akrawi, the university's first president and, significantly, an ex-Dean of the College itself.⁴²⁵ Briefly, he proposed that students preparing to be secondary school teachers should take all their courses at the College of Arts and Sciences in the first two years. Thereafter, the College of Education would provide for both their academic and professional training. At the same time the technical function of the College would be enlarged along similar lines as those suggested by Tidwell, in which event the change of the name to the College of Education would be more appropriate.

⁴²⁵Above, pp. 142-44.

APPENDIX A

NUMBER OF STUDENTS AND GRADUATES OF THE^a
HIGHER TEACHERS COLLEGE, 1923-1958

YEAR	STUDENTS ENROLLED			GRADUATES		
	Males	Females	Total	Males	Females	Total
1923-24	50	---	50	...	...	...
1924-25	24	...	24	11	...	11
1925-26	9	...	9	...	...	...
1926-27	9	...	9	7	...	7
1927-28	21	...	21	...	...	...
1928-29	24	...	24	18	...	18
1929-30	26	...	26	4	...	4
1930-31	44	...	44	17	...	17
1931-32	...	...	...	...	...	...
1932-33	...	...	...	...	...	...
1933-34	...	...	...	...	...	...
1934-35	...	...	...	...	...	...
1935-36	37	...	37	...	...	...
1936-37	86	...	86	39	...	39
1937-38	92	10	102	...	...	...
1938-39	169	16	185	36	...	36
1939-40	191	21	212	...	...	...
1940-41	293	28	321	54	9	63
1941-42	322	48	370	56	6	62
1942-43	293	74	367	49	6	55
1943-44	260	88	348	67	4	71
1944-45	245	102	347	75	18	93
1945-46	236	111	347	56	35	91
1946-47	269	131	400	36	18	54
1947-48	354	178	532	52	15	67
1948-49	363	215	578	55	22	77
1949-50	410	244	654	60	50	110
1950-51	481	237	718	112	64	176
1951-52	514	222	736	103	64	167
1952-53	567	210	778	115	48	163
1953-54	602	220	822	131	45	176
1954-55	614	229	843	114	48	162
1955-56	685	241	926	152	58	210
1956-57	695	333	1028	125	52	177
1957-58	716	352	1068	160	53	213

^aAnnual Report of the Ministry (1957-58), pp.72-73, & 141-42.

APPENDIX B

THE HIGHER TEACHERS COLLEGE REGULATIONS,
NUMBER (55), 1939

Upon the recommendation of the Minister of Education as approved by the Council of Ministers and in consonance with article 26 of the Public Education Law, No. 28, 1929, the following regulations were established:-

Article 1 - The purpose of the Higher Teachers College is the preparation of teachers for the intermediate and secondary schools, and of school administrators capable of carrying out the type of work which a specialization in education. Its purpose is also to offer special sessions of instruction to improve both the knowledge and ability of teachers.

Article 2 - This institution is directly connected with the Ministry of Education. All questions concerning the Higher Teachers College are subjects of directed reference to the Minister of Education.

^aIraq, the Ministry of Education, The Higher Teachers College Regulations, No. 55, 1939, (Baghdad, Government Press, 1940).

PART I

THE ADMINISTRATION AND THE TEACHING STAFF

- Article 3 - The members of the teaching staff in the institution have three ranks: professors, assistant professors, and instructors.
- Article 4 - The requirements for a professional rank are the degree of PH.D. from a recognized university, teaching experience of not less than five years, at least two year being spent at a higher academic institution, and worthwhile academic research.
- Article 5 - The requirements for assistant professorial rank are the degree of PH.D. and two years teaching experience, or an M.A. degree with five years of teaching experience, three of which are to be at a higher academic institution, or either a License or a B.A. degree with ten years of teaching experience, five of which are to be at a higher educational institution, on the condition that all the degrees are from recognized universities.
- Article 6 - The rank of instructor requires a PH.D. degree, or an M.A. degree with two years of teaching experience, or either a License or a B.A. degree with five years teaching experience, on the condition that all the degrees are from recognized universities.
- Article 7 - In the event of the non-availability of academically qualified staff for Arabic, religious instruction, physical

education, handicrafts and fine arts, the requirements of academic degrees for appointment may be waived.

Article 8 - A Dean is appointed to the institution from among the teachers of education. His appointment, which requires a royal decree and the approval of the Council of Ministers, is recommended by the Ministry of Education. The Dean occupies one of the chairs of education but does not receive an additional salary for doing so.

Article 9 - The appointment of the teaching staff together with their transfer and promotion is carried out upon the recommendation of the Dean and the sanction of the Minister of Education.

Article 10 - Each teacher occupying an academic chair is responsible for the teaching and the academic activity in the subject or subjects connected with that chair.

Article 11 - The academic chairs of the institution are as follows:-

- a) Education - Two chairs excluding that of the Dean.
- b) Psychology - One chair.
- c) Arabic - Two chairs.
- d) English - One chair.
- e) Philosophy and History - One chair.
- f) Arab History - One chair.
- g) Contemporary History - One chair.
- h) Ancient History - One chair.
- i) Geography - One chair.
- j) Mathematics - One chair.
- k) Chemistry - One chair.
- l) Physics - One chair.
- m) Zoology - One chair.
- n) Botany - One chair.
- o) Physiology Anatomy and Hygiene - One chair.

Article 12 - Professors are assisted in their teaching by assistants and instructors, whose number is decided upon by the Dean in accordance with the demand.

Article 13 - Members of the teaching staff are divided among the following academic departments:-

- a) Department of Arabic.
- b) Department of Psychology and Education.
- c) Department of Social Studies.
- d) Department of Science and Mathematics.

It is possible to add other departments or to divide the above departments by a decision of the College Council. The Dean heads the Department of Psychology and Education. The rest of the departments are headed by the members of the rank of professors in each for one year, in turn starting with the eldest. The heads of departments meet, from time to time, as committees to look into matters connected with the department and the improvement of teaching. The opinion of each department is taken first in matters concerning its affairs and then put before the College Council.

Article 14 - Outside lecturers may be invited to teach courses for which there is no available qualified instructor from the regular staff. Their appointment is for one academic year and requires a recommendation by the Dean and the sanction of the Minister of Education.

Article 15 - The Dean is responsible for the following duties:-

The administration, student's discipline, supervision of teaching and examinations, provision of the necessary equipment for the instruction and housing of students, and the atmosphere which permeates the institution. He appoints all the personnel of the institution apart from

the teaching staff, after receiving the sanction of the Minister of Education. He forwards his recommendations to the Minister of Education on any matter concerned with the development of the institution. He is automatically the Chairman of the College Council.

Article 16 - Professors, Assistant Professors, and instructors make up the College Council.

Article 17 - The duties of the College Council are:-

- a) Organizing and revising the curriculum, subject to the approval of the Council of the Ministry of Education.
- b) To take into consideration all subjects concerned with the progress of the institution and the improvement of its academic standard.
- c) To discuss the students' final grades.
- d) To discuss the institution's budget and forward recommendations on it.

Article 18 - The College Council will meet at least once a month. When necessary the Administration may call for emergency meetings.

Article 19 - Professors and instructors will normally teach twelve hours per week.

Article 20 - Research and publications are basic conditions of advancement for the teaching staff.

Article 21- Apart from their teaching duties, the academic staff are required to:-

- a) Supervise the cultural advancement of the students, develop their moral and social character, and direct special attention to the care of their students' health

and academic progress. In addition they should set a good example for their students and imbue them with national, moral and spiritual principles, both inside and outside classes.

- b) Cooperate with the administration in its supervision and guidance work. According to their specialty they should participate in extra-curricular activities.

Article 22 - An Assistant Dean may be appointed from among the academic staff, to carry out any duties entrusted to him by the Dean, and to act in his stead in administering the institution during the absence of the Dean. He will be appointed by a ministerial decree based upon a request from the Dean.

Article 23 - An adequate number of clerks and workers is appointed to carry on the duties assigned to them by the Dean, to whom they are responsible.

Article 24 - A Boarding Department is required. One of the academic staff will help the Dean in its administration. Other faculty members will be appointed by the Dean as supervisors, of a maximum of fifty students each. They will supervise the students' academic, social, and moral life. They will reside in the Department, take their meals with the students, and make sure they are living in hygienic conditions. Another Supervisor will be appointed to administer the purchasing, storage, kitchen, cleanliness, and other matters which the Dean entrusts to him. Supervisors are responsible to the Dean.

Article 25 - At least one intermediate and one elementary school will be appointed through the department of General-Education

upon their nomination by the Dean. The above mentioned department in the Ministry of Education will also be responsible for complete equipment of the schools. Special curricula may be followed for purposes of experimentation provided sanction is first obtained from the Ministry of Education.

PART II

STUDENT'S ADMISSION

Article 26 - To be admitted as a student, the following conditions are required:-

- a) Possession of the Government's Secondary Certificate or a certificate which the Government considers to be of equivalent status.
- b) Passing a medical examination, which qualifies a person for Government employment, together with taking a small-pox vaccination.
- c) Showing an official certificate which proves that the student is known to be of a good character, reputation, and not to have been convicted of punished a non-political crime or a moral misdemeanor.
- d) Iraqi nationality and identity card.
- e) Passing the qualifying exam in (1) Arabic, (2) English (3) at least one subject form the field in which the student intends to specialize.
- f) Filling up a form containing the student's name and surname, place and date of birth, father's name and surname, guardians name, occupation, permanent address, temporary address if the student is living outside his place of residence, and other information the administration may require.
- g) Passing the interview examination with the Admission Committee.

Article 27 - Students who are not of Iraqi nationality may be accepted if granted the permission of the Ministry of Education.

Article 28 - Higher Teacher's College graduates, who followed the two-year, or three-year programs, may be admitted to complete

their education in classes above the ones they graduated from, in order that they may receive their "License".

Article 29 - No student will be accepted in the special session, mentioned in article 1 of these regulations, without permission of the Ministry of Education. Section (a) of article 26, will be excluded from the admission conditions of students entering these sessions. A special certificate is offered those who satisfactorily complete these sessions.

Article 30 - It is the responsibility of the Administration to set and make known in good time the dates of: accepting admission requests, qualifying examinations, interviews with the Admission Committee, and all other matters connected with student's admission. Student's registration ends at the end of the first week of October. However, the Admission Committee may accept, in special cases, students until the end of the month. The Committee will present the list of students, it selects for admission, to the Ministry of Education for its sanction.

Article 31 - A special file will be kept for each student, where all his papers, certificates, and grades will be kept. After his graduation, the important papers in this file or a photograph of them will be sent to the Ministry of Education with a private personal report on the student, written by the Dean after discussion with the College Council.

PART III

ATTENDANCE & HOLIDAYS

Article 32 - Classes begin in the first day of the second week of October. They end at the conclusion of the third week of May.

Article 33 - The College closes on the following Days:-
a) Fridays & Thursday afternoons of every week.
b) Official feasts on which Government offices are closed.
c) The week after second term examinations.
d) In Extraordinary cases as decided by the College Council.

Article 34 - No student is allowed to absent himself from a course throughout the academic year for more than the number of hours that course meets each week. For each additional absence two grades are subtracted from the final average of that course, unless the absence is either permitted by the Dean or due to circumstances considered justifiable by the Dean. Any student who absents himself for more than (45) days of an academic year will be considered to have failed in that year, no matter what the reasons for his absence may be. Absence from four separate class sessions is the equivalent of one day's absence.

PART IV

TEACHING

Article 35 - The duration of study at the College is four years with the exception of those students admitted before the issuance of these regulations.

Article 36 - Arabic is the language of instruction, however some courses may be given in a foreign language.

Article 37 - Instruction is free of charge. Attached Boarding Department operates at Government expense. Guarantees, to serve the Government on conditions laid down by the Ministry, must be given by the students. Either day or boarding students may be accepted at their own expense.

Article 38 - Teaching is based upon specialization. Courses are divided into four groups:-

- a) General courses, which are cultural in emphasis and required of all students.
- b) Professional courses, which are connected with the arts of teaching and psychology which are also required of all students.
- c) Specialized courses according to the specific academic fields of study in which students are engaged.
- d) Minor courses which the student takes from a field related to that of his specialization.

Article 39 - The number of weekly periods for any one field of study must not be below twenty.

Article 40 - The weekly periods are divided for purposes of instruction in the following manner:- General and professional courses

take up approximately half of the time, while specialized and minor courses make up the other half. The College Council decides the details of the curriculum and the subjects included in each branch.

Article 41 - At least four weeks in a year are set aside for practice teaching in the elementary and intermediate schools. The details of this activity are subject to authorization by the College Council.

PART V

EXAMINATIONS

- le 42 - Examinations are of three kinds:-
- a) Class tests which the teacher administers either to assess the daily progress of students or to conclude a main topic of the course.
 - b) Term examinations, which are administered twice a year in the second week of December and the fourth week of February.
 - c) Final Examinations, which begin at the end of May and are either oral or written, or both depending on the decision of the College Council.
- le 43 - The College Council decides the specific dates of make-up examinations which will be held during the second half of September.
- le 44 - Oral examinations are administered by committees of specialists, nominated by the Dean and including the teacher of the course. In the final year two oral comprehensive examinations are taken, one in the student's field of specialization and the other in the professional courses.
- le 45 - In the final year each student must choose two topics for research, one in his field of specialization and the other in education or psychology. Topics are approved by the teachers who are specialized in the fields of research in regards to the topics. Each thesis must be presented at least two weeks prior to the final examinations. No student will be admitted into the final examinations who has not previously submitted his thesis.

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Article 46 - The final grades are calculated as follows:-

- a) The final grades of courses with no oral examinations nor projects are calculated by adding the term average with the final examination grade and dividing by two.
- b) The final grades for courses which include both written and oral examinations are calculated by adding the term average with the cumulative score of oral and written examinations and dividing by two.
- c) The final grades of courses which have oral and written examinations, and a project are calculated by adding the averages of the term two project grades, the oral, and written examinations and dividing by three.

Article 47 - Grades for courses including a practical section in both the term and final examinations are calculated by counting the practical examination as one third and the written as two-thirds.

Article 48 - Each of the oral comprehensive examinations in the final year has a separate grade. Failure in one disqualifies the student from graduation.

Article 49 - The student's proficiency in the reading, writing and speaking of Arabic is considered a basic requirement for graduation, no matter what the student's field of specialization. Furthermore, a good reading knowledge of a foreign language is also a basic requirement for graduation. The College Council makes the final decisions in these matters.

Article 50 - For advancement into the next class, a grade of 60% in each course and an over all average of at least 65% is required.

Article 51 - A student will be required to take make-up examinations in the following cases:-

- a) If he obtains a grade of 60% or more in each course but fails to obtain 65% overall average. In this circumstance he may repeat the examinations of one or two courses to be chosen by him at the beginning of the next academic year, in order to raise his over-all average to the required standard.
- b) If a student obtains an average less than 60% in one course but has an over-all average of 65% or more he must repeat the examination of the course in which he failed.

Article 52 - A student is considered to have failed in cases other than those mentioned in articles 50 & 51.

Article 53 - Any student failing in the first year in more than two subjects, or in two subjects and the over-all average, must withdraw from the institution.

Article 54 - Absence from the final examinations without a formal excuse will be considered as a failure. If a valid excuse for absence is given the student will be required to take a make-up examination.

Article 55 - Absence from or failure in make-up examinations nonmatter what the reason may be, disqualifies the student from passing.

Article 56 - If a student fails a year due to negligence he repeats the year at his own expense. Should he again fail due to negligence; during his stay at the college, he will be expelled.

Article 57 - In handicrafts, art, and practical courses which include laboratories, the student must complete the work set for him, otherwise he will not be admitted to take final examinations in these courses.

PART VI

DISCIPLINE

Article 58 - The conduct of students should be in accordance with their self-respect, the prestige of the institution and of the teaching profession. They must avoid anything which upsets the discipline or harms the reputation of the Higher Teachers College in addition to obeying the rules and regulations of the institution and performing their assignments. Participation in politics is prohibited, whether inside or outside the institution.

Article 59 - A Standards Committee will be formed with the Dean as the chairman and the membership of two of the academic staff, nominated by the Dean and receiving the sanction of the Minister of Education. An additional member will be appointed to act as an alternate when necessary.

Article 60 - The College may employ any of the following disciplinary actions:-

- a) personal warning
- b) removal of such privileges as may exist
- c) written warning for which five grades are removed from the department mark.
- d) temporary removal from classes, for not more than two weeks and for which twenty grades are removed from the department mark. The student will be restricted to the Boarding Department.
- e) expulsion for the remainder of the year, for which fifty one grades are removed from the department mark.
- f) permanent expulsion

A student fails his year if he loses 51% or more of his department grade due to disciplinary measures taken against him.

Article 61 - The Dean will assign the punishments (a) & (b) above. The Standards Committee signs (a), (b), (c), (d) & (e) above. The College Council must approve all disciplinary actions upon the recommendation of the Standards Committee. The penalty of permanent expulsion requires the sanction of the Minister of Education.

Article 62 - The penalty of permanent expulsion is to be employed in the following cases:-

- a) Carrying of arms in the College, whether with or without permission.
- b) Instigation of strikes and riots, and spreading harmful propaganda.
- c) Insulting faculty members.
- d) All crimes punishable by law, apart from those mentioned above.
- e) Drunkenness whether inside or outside the College.
- f) All conditions in which the presence of the student inside the College becomes harmful.

Article 63 - Cheating or attempting to cheat in an examination will be dealt with by the Standards Committee. If cheating is proved, the student concerned will either be failed for the year or expelled. The Minister of Education and the College Council must sanction permanent expulsion. If the first penalty is decided upon the student must leave the institution for the remainder of the year.

PART VII

DEGREES

Article 64 - Students who complete the assigned three-year program are granted a certificate by the Minister of Education, which qualifies them to teach in either the intermediate or secondary schools, to supervise and administer elementary schools, or to teach physical education, depending on the specialization of the student.

Article 65 - Students who complete the assigned four-year program are granted a degree of "License" by the Minister of Education. The "License" will be one of the following:-

- a) License of Science for students whose course of specialization is science or mathematics.
- b) License of Arts for students whose course of specialization is Arabic, or Foreign languages, or Social Studies.
- c) License of Education for students whose course of specialization is education, psychology, or physical education.

The student's area of specialization must be indicated on the degree.

Article 66 - According to the Academic Standing of students the degrees are of three types:-

- a) Distinction - a general average of 90% and above.
- b) Honours - a general average between 80-90%
- c) Pass - a general average between 65-80%.

Article 67 - With the sanction of the Minister of Education the College Council can issue certificates other than those mentioned.

PART VIII

MISCELLANEOUS

Article 68 - Students undergo a thorough medical examination twice a year. Health files are kept for the students.

Article 69 - The Minister of Education issues the instructions necessary for the enforcement of these regulations.

Article 70 - These regulations are considered in effect from the date of their issuance in the official bulletin.

Article 71 - The Minister of Education is responsible for the execution of these regulations.

Written in Baghdad, 14th. of the month of Rajab, 1358, 29th August 1939.

Signed:

Abdul Illah

Nuri al-Said (Prime Minister and Acting Minister of Interior).

Ali Jawdat al-Ayyoubi (Minister of Foreign Affairs).

Taha al-Hashimi (Minister of Defense)

Saleh Jaber (Minister of Education)

Omar Nathmi (Minister of Transport and Works and Acting Minister of Economics).

APPENDIX C

THE HIGHER TEACHER'S COLLEGE REGULATIONS,
NUMBER (8), 1949

On the basis of Articles 5 & 17 of the Public Education Law, Number 57 of 1940, and upon the recommendation of the Minister of Education, as approved by the Council of Ministers, the following regulations were established:-

- Article 1 - a) The Dean is responsible for discipline in the College.
- b) Students must observe the College's regulations, avoid all matters which jeopardize disturb security, order, and the good reputation of the College. Students are not allowed to organize group absences from classes, discussions, or other academic functions. They should take no part in politics or matters which encroach upon religious beliefs, whether inside or outside the College.

Article 2 - Those who violate the above article are to be punished by the following actions:-

Warning, letter of reprimand, dismissal from the College for a period not exceeding one month, dismissal from examinations for one term or, more, and final expulsion.

Article 3 - Final expulsion is pronounced in the following cases:

- a) Instigation of strikes, riots, dissemination of subversive or political party propaganda.
- b) Carrying of arms in College with or without license.
- c) Insulting professors in any way.
- d) If sentenced by court for a crime or a misdemeanor.

e) In all cases where a student's presence is harmful to the College or public interest.

Article 4 - The Dean executes the first three penalties indicated in Article 3, but should he find it fit to impose a heavier punishment the case, after being investigated, should be turned to the College Council, who will hear the student's defense before using any of the other punishments in the aforesaid article. Should the penalty be final dismissal, it should meet with the argument of all members of the College Council, or the majority, and receive the sanction of the Minister.

Article 5 - These regulations also apply to the Queen Alliyeh College.

Article 6 - It is the duty of the Minister of Education to execute these regulations.

Article 7 - These regulations are executed from the date of their publication in the official bulletin.

Written in Baghdad, January 18th., 1949.

Signed by:

Abdul Illah,

Nouri Es-Sa'id, (Prime Minister and Acting Minister of Interior).
& Cabinet.

^a Rules & Regulations (1937-54), no page, also in Collection of Laws & Regulations (1949), pp. 14-16, & Iraq, Al Waqai' al-'Iraqiyya, No.2696, Jan., 27, 1949.

APPENDIX D

REGULATIONS OF THE COUNCIL OF HIGHER EDUCATION,
NUMBER (16), 1951

On the basis of article (17) of the Public Education Law of 1940 and the recommendation of the Minister of Education, as approved by the Council of Ministers, the following regulations were established:-

Article 1 - A council called the "Council of Higher Education" is to be formed to supervise the following colleges:
College of Law, Higher Teacher's College, College of Engineering, Queen Alliyah College, College of Commerce & Economics, College of Arts & Sciences.
Other colleges may be added or substitute by a decree from the Council of Higher Education.

Article 2 - The Council of Higher Education is to be comprised of:-

- a) Permanent Natural members: Minister of Education, Deans of the colleges and one member chosen by each college from its faculty.
- b) Three other members may be added, chosen by the permanent members from persons of distinguished academic and social status.
- c) One of the Council members will undertake the duties of a treasurer.

Article 3 - The Minister of Education is the honorary president and will represent the "Council of Higher Education" before the Council of Ministers and Parliament.

^aCollection of Laws & Regulations (1951), pp.47-50.

Article 4 - The Council of Higher Education will elect its chairman from among its members.

Article 5 - The Council of Higher Education has the right to accept contributions and charity.

Article 6 - The Council of Higher Education will adopt the financial measures necessary for the founding of the University.

It will perform the following duties:-

- a) It will examine and consider the budgets submitted to it by the colleges before submitting it to the competent authorities.
- b) It will decide upon the establishment of academic chairs and the appointment of the academic faculty and upon promotions, transfers, furloughs, in conformity with the public laws and after consulting the council of each college.
- c) It will establish new colleges, or approve the inclusion of other institutions.
- d) It will approve the drafts of the regulations of the various colleges, and issue special rules for their execution.
- e) It will enforce unified principles for the admission to colleges and boarding departments and for their administration.
- f) It will decide upon the means by which the academic standard of the colleges may be raised, and will uniformly reorganize the colleges in for the purpose of university guidance. It will organize means of co-operation between the colleges.

Article 7 - The Council of Higher Education will form:-

- a) Councils and committees as the necessity arises and will indicate the limits of their rights.

- b) A Central Disciplinary Committee to investigate matters put before it by the Council, and which will be guided by regulations issued by the Council.

Article 8 - The Council of Higher Education will meet by invitation from the chairman or following a request of any four of the members. The presence of a majority is required to validate actions taken.

Article 9 - Decisions of the Council of Higher Education must be carried by a clear majority vote and will be effective in all colleges without decrees from the councils of the colleges.

Article 10 - Decisions of the Council are considered effective as they stand, but the Minister has the right to intervene, within a period of not more than a fortnight from the date of the decision, in which case the Council reconsiders the matter. Decisions receiving 2/3 votes are considered final.

Article 11 - The Council of Higher Education will appoint the personnel necessary for administering its work. It will also issue the required rules for the execution of these regulations.

Article 12 - These regulations are effective from the date of their publication in the official bulletin.

Article 13 - The Minister of Education will execute these regulations.

Written in Baghdad, May 8th., 1951.

Signed:

Abdul Illah,
Nouri Es-Said (Prime Minister)
& Cabinet.

APPENDIX E

HIGHER TEACHERS COLLEGE GRADUATES FOLLOW-UP^a

Some of the HTC graduates who worked, on the teaching staff of the College. All have Ph.D. degrees unless otherwise indicated.

Department of Arabic

- | | |
|------------------------------------|--|
| 1. al-Jawari ^b , A.A.S. | Cairo University |
| 2. al-Na'imi, S. | Paris University, (Sorbonne) |
| 3. al-Tahir, A.J. | Paris University, (Sorbonne) |
| 4. al-Wahbi, A. | (Dr-es-lettres) Paris University, (Sorbonne) |

Department of Education & Psychology

- | | |
|---|---------------------------------------|
| 5. al-Jalili, A.R. | University of Southern
California. |
| 6. al-Kaisi, A.R.K.
(Director of Cultural Relations at
the Ministry of Education also). | Columbia University. |
| 7. al-Mansour, I. | ? |
| 8. Muhyi, I.A. | Columbia University. |
| 9. al-Rahim, A.H. | (Ed.D.) University of Tennessee |
| 10. Sarrafa, N.Y.
(Previously Director of Sec. Ed.
at the Ministry.) | (License) H.T.C. |

^aAll the information concerning the graduates follow-up, which appears above was provided by Khalid El-Hashimi, interview, Spring, 1962.

^bLecturer delegated for part-time teaching.

11. al-Tu'ma, A.H. University of Maryland
12. al-Zawba'i, A.J. (Ed.D.) University of S. California

Social Science Department

13. Abdul Majeed, A.A. (Geog.), Ohio University.
14. Abbas, N. M.A. (Geog.), Clark University.
15. al-Ansari, F.H. (Hist.), Indiana University.
16. Atrushi, S. (Geog.), Clark University.
17. al-Fayadh, A. M.A. (Islamic Hist) American University of Beirut.
18. al-Khashab, W. Clark University.
19. al-Mayah, A. (Ec. Geog.) Clark University.
20. al-Wai'li, F. (Anc. Hist.) Chicago University.
21. al-Yusuf, A.G.A. (Hist.), Iowa University.

Biology Department

22. Khalaf, K.T. University of Oklahoma.
23. Mrad, B.M. (invertebrates) ?
24. al-Najim, A.T. University of Michigan
25. al-Rawi, M.A. (Insects) ?
26. Saleh, M.S. University of Michigan
27. al-Suhaily, I. (Plant Pathology) ?
28. al-Talib, Kh. (Plant Physiology) ?

Chemistry Department

29. Abdul Latif, R. Louisiana State University.
30. 'Ajam, A. ?
31. al-Dawody, A.M.N. ?
32. al-Mahdi, A.A. Queen's, Belfast.

Mathematics Department

33. al-Dahir, M.W. University of Michigan
34. al-Nafousi, A.A. University of Michigan

Some of the HTC graduates who worked elsewhere

35. Abdul Majid, A.A. (Geog.)
36. Ali, A.J. (Soc. Sc.)
37. al-Doury, Y. (Plant Pathology) working in U.S.A.
38. al-Daoud, M. Ministry of Foreign Affairs.
39. al-Ghita, A.K. (Physics)
40. al-Hani, N. London University-Ambassador, Beirut, then Damascus.
41. Ilias, T.H. Director-General of Cultural Relations, Ministry of Ed.
42. Ja'far, N. Director-General of Cultural Relations, Ministry of Planning.
43. Jawad, M. (Maths) Teacher at College of Sciences.
44. al-Hassoun, A.R. ?
45. al-Khalaf, J. (Geog.) Chicago University. Head of the Teachers Ed. Institute at Rabat, Morocco.
46. al-Khalis, S. Teaching Arabic at Moscow University.
47. Khasbak, J. Teaching at Arts College.
48. al-Khidheiri, A.A. Dean of the College of Agric.
49. Ma'rouf, N. Dean of the Arts College.
50. al-Mutalibi, London University, Teaching at Arts College.
51. Rida, M.J. (Education), Michigan University
52. Samarra'i, I. Professor in Arabic Literature, Tunis.
53. Sa'id, J. ?
54. al-Sahib, H. (Soc.Sc.), Chicago University.
55. al-To'ma, J. Harvard University, Cultural Attaché, Washington, D.C.
56. Yasin, A.K. ?
57. Zalzal, A. Inspector-General at Ministry of Education.

M.A. degrees

58. al-Baki, A.A.

Under - Secretary of the
Ministry of Finance.

59. Hammoudi, A.I.

Director of Cultural Affairs
of the Ministry of Foreign
Affairs.

60. al-Shamsi, A.

Head of the Administration-
Ministry of Education.

APPENDIX F

SOME BOOKS PUBLISHED BY THE^a
HIGHER TEACHERS COLLEGE

A noteworthy feature was the College's publication of books written by its staff members. The conditions required was whether the book was suitable for teaching purposes at the HTC or not, as decided by a committee formed at the time for the purpose. In addition, the consent of both the College Council and the Ministry of Education was needed. Adoption of the book by the College involved buying the copyright of the particular book and printing the necessary number of copies for its students. This procedure helped many to publish their studies and research by financing the operation. When the budget of the HTC could not meet the demand the Ministry of Education quite often published some books on its own account.

1. Abboud, Y., Chemistry of Metals
2. , Chemistry of Non-Metals.
3. Abdalla, A.J. General Physics.
4. , Sound.
5. Akrawi, M. trans., Democracy and Education, by J.Dewey.
6. Ali, L., Physics. (3 vol.)
7. Baqir, T. , Textbook of Ancient History.
8. al-Basir, M.M., Abbasid Literature.
9. , (al-Mouwashah fil Andalus wafi al-Mashriq).
10. , Literature in the First Islamic Period.

^aMinutes (1945-48), & (1952-55), no page and no date of publication.

11. , The Age of the Qur'an.
12. al-Doury, A.A. , The Early Abbaside Period.
13. , Islamic Institutions, Part I.
14. al-Dujaily, H; , Principles of Secondary Education.
15. , The State & Education.
16. al-Hafith, N. , Secondary Education in Iraq.
17. El-Hashimi, K. , Reconstruction of Teacher-Education Programs with Reference to Arab Muslim Culture.
18. Husted, G. , The Physical Background of the Geography of Iraq. (Probably in English)
19. Ibrahim, T. , Textbook of Descriptive Analytical Chemistry.
20. , Physical Chemistry.^b
21. Ja'far, N., , Education & Philosophy.^c
22. El-Junaidi , Textbook of Volumetric Chemical Analysis.
23. Kadhim, A.H; , Psychology, a translation of General Psychology by Wordworth.
24. al-Khalaf, J.M. , Physical Features of the Geography of Iraq.
25. Muhyi, A.J. , translation of Psychology for Everyday Life, by F. Ruch.
26. Nafe'a, M. , translation of History of the Arabs, by Philip Hitti.
27. 'Omar, J. , Introduction to Education.^d
28. al-Rawi, T. , The History of Arabic Sciences.
29. Saleh, Z. , A Brief History of Iraq.^d
30. Sharif, B. , Methods of Teaching Arabic.
31. al-Yasin, M.H. , General Methods of Education.^d

^aIn 1953, the College decided that these books were to be provided to the graduating students. The idea was to supply the students with the necessary equipment for their teaching career.

^bIbid.,

^cIbid.,

^dBooks which were agreed upon by the College in 1953, to be provided to the graduating students.

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