

The position of the British administration From education in Iraq (1918-1920)

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Summary:

Education is one of the most important characteristics of advanced societies, as it is a standard for measuring the progress and development of peoples, as it represents the basic pillar of the state's structure, including political and economic, and its basic significance on social reality, which is represented by a civilized awareness of society.

Throughout the ages, the education sector in Iraq has suffered from neglect during the reign of the Ottoman Empire for more than four centuries, and it suffers from deliberate neglect by the high door in general and governors in particular, since most of the governors did not remain in office for more than two years, in addition to the Turkic policy that was followed towards the Arab states Trying to establish a generation that believes in Ottoman culture so that the reaction is neglecting the inclusion of people from the Ottoman provinces to these schools.

Whatever the case, the education system was also faced with the same obstacles after the fall of the Ottoman Empire and the British occupation of Iraq (1914-1918), which also passed through neglect as a result of the first four years of the completion of the occupation of Iraq and Britain's preoccupation with war with the Ottoman Empire.

The choice of the subject of the research years of the British occupation (1918-1920) as it marks the beginning of the direct British occupation of Iraq and taking a series of instructions to reform the education sector and open schools and institutes in order to establish a nucleus of the educational system in Iraq based on modern foundations and expand its scope at the level of other Iraqi brigades.

The Ottoman governors of Iraq did not take over the field of culture and education and did not introduce modern educational systems that were used in Astana not long ago to start a new stage of interest alongside education by the Ottoman governor Medhat Pasha in Iraq (1869-1872) by establishing modern schools that serve the environment of Iraq **In particular, his needs and four schools were established during his reign:**

1. **Rashidiya Civil Schools.**
2. **Rashidiya Military School.**
3. Military prep school.

4. Arts and Crafts School.

The Rashidiya Military School is the student for enrollment in the preparatory school to become an officer in the Ottoman army. In addition to the military subjects, it taught Turkish, Persian, Arabic, and a number of sports sciences and general knowledge, and most of its teachers were of course military. In those languages, social materials, and sports sciences. The middle school was characterized by being not only free, but was internal, and the language of instruction in these three schools and in the School of Arts and Crafts was also Turkish, and the Arabic language was taught by leaving This is of what we might call the beginning of Turkishness policy, this step is considered a bad start for educational policy in the Arab land..

Whatever the case may be, education in Iraq with its three provinces (Baghdad-Basra-Mosul) was limited to folk institutions with writers, religious schools, and hospices. These institutions played an important role in the life of Iraqi society, especially before the emergence of modern educational institutions in the second half of the nineteenth century, As for the battalions, they were widely spread in various parts of Iraq, and what was helped by that was that the Ottoman authorities did not consider educational services to be one of their competencies, but rather that of individuals and groups..

But it seems that the Ottoman Empire found it necessary to attach importance to the educational aspect in its legislation, especially at the end of the nineteenth century, so the number of primary schools, according to the statistic for the year 1893-94, was as follows, because the state of Baghdad included (49) schools (38) of them It followed the old system and (11) of which the modern educational system, and in the province of Mosul (392) schools all follow the old system, including (11) the new system. As for Basra, it contains (11) schools of which (90) follow the old system and (26) The new system. In fact, most schools were designated for males, except in very small proportions for females, and the first house for advertisers was mentioned in documents a. Ottoman, which refers to the date of its establishment in 1900 to one in Baghdad and one in Mosul were called (Dar elementary teachers.. (

With the Ottoman coup in 1908, education took another curve when opening a (college) law school in Baghdad in September 1908, after the authorities felt they needed scientifically qualified human rights and administrators, and the appointment of Hussein Rafeeq as director of knowledge in Baghdad Province after this position had been vacant si

nce 1898, but Education remained limited until the occupation of Iraq ..

In addition to government schools and schools, there were schools for religious communities, including the Jewish community, which had a number of schools. During the Ottoman era, the Jews of Iraq had complete freedom to establish their

educational institutions where Jewish schools enjoyed more support and support by the Ottoman governors, until their administration and members of their bodies were accompanied Education in isolation from any supervision or accounting, including the Alliance schools in Baghdad in 1864, which indicates the great importance and organized its curricula along the lines of European primary schools, where the French, English, Hebrew, Arabic, Turkish languages were learned to c Neb history, geography, arithmetic and modern science..

The Christian community also had religious educational institutions similar to the purpose for which Muslim writers were established, and the religious schools spread in churches and monasteries played a large role in education, and most of the teachers of these schools are priests and deacon monks. Students of these schools may receive their lessons in Arabic or Syriac.()

On the other hand, education was limited to male education, and female education remained late for many reasons, including the negative perception of society towards the education of women as well as the presence of a small number of girls 'schools, and the number of females from the number of souls in Iraq was unknown..

While the neglect of the educational side, in turn, has created countries that are greedy in penetration of the Ottoman Empire, and found in education its goal for proselytizing, including the American missionary missions, as the Ottoman authorities authorized the opening of a school for boys in Basra in 1909 under the management of the missionary von Ace and the language of education in it, in addition to Turkish and English, and included a mixture of Spectra of society and became known as the American School and then opened another school for girls..

The strong association with the knowledge directorates in Iraq with the Ministry of Education in Istanbul has led to the loss of these directorates for their independent administrative policy and their failure to accomplish their mission in a way that confirms their personality and clear educational approach..

In light of the attempts of the Ottoman Empire to reform the educational situation and achieve something of centralization for the Arab states, the Federal Ministry issued in early August 1913 a decision in which it outlined the necessities and different aspects in the Ottoman states requiring the country's entertainment and the happiness of its people and increasing their welfare. Residents of this language should directly do so now in the rational and middle schools and provide the reasons for higher education in the Arabic language ., but these promises were not fulfilled in light of the outbreak of the First World War and the Ottoman Empire's preoccupation with war and neglect of education as it is God general conditions of the Ottoman States and other.

This neglect is in turn evident through the number of schools. In 1913 there were (160) schools and the enrollment rate is not more than forty students per school. This

means that the actual enrollment may be less than that and in addition to that, the Turkish language of education has not changed..

The total number of educated students was registered in military schools and the total of students was in Iraq until 1914:

Private, religious and foreign schools	public schools
8020 Benin	7378 Benin
2163 girls	600 girls

Whatever the case may be, the neglect of education has led to negative effects on Iraqi society by creating a social and psychological divide gap between urban and rural residents, and even those who have been educated undergo the influence of Turkish culture, which has become the language of schools in Iraq..

Iraq under the British occupation of Iraq

The British military campaign was accompanied by a political officer whose task was to form a civil administration in the occupied territories. The civil administration was entrusted with the personality of Percy Cox, who accompanied the British campaign from 1914 to April 1918 in order to fill the administrative void caused by the escape of the Ottoman officials, accompanied with them official records and documents and ending the state of turmoil and chaos that Iraqi cities prevailed, and one of the most important issues that Cox discussed was issues of ownership, endowment, revenue, government departments, and taxes..

The Civil Administration did not give much education. The occupation's position continued negatively from education as their predecessor the Ottomans until Henry Dobbs was appointed as an import officer in January 1915, and the education was located in the Department of Imports and tried to prevent the spread of education for fear of creating an educated class that stood in the face of the colonists, but he had to give thought to The topic of opening schools due to the need for local scribes and people urging him according to his memo to Percy Cox on February 15, 1915, and two primary schools were opened, one in Basra and the other in Abi Al-Khasib, provided that they are provided with Arab teachers from the owners of the American School, and then it was fulfilled Another school was available in Al-Zubayr on the first of June 1916 and another school in Nasiriyah in March 1917 and established a circle of acquaintances in Basra in 1917 with two members of the people..

On the other hand, Henry Dobbs, in turn, made field visits to the old regular teacher, and found them ritual because of the destruction and vandalism that had occurred during the war, and she also lacked professional teachers preparing for it and the difficulty of finding someone to carry out this task, since former teachers who

were studying in the Ottoman era accused them of Dobbs receiving salaries High is not commensurate with the educational service they provide because of their low educational levels. On this basis, Dobbs saw that due to the lack of competent teachers and because the Endowment Department was unable to provide large sums to restore these schools and provide them with furniture and school supplies as well Regarding the lack of an educational system commensurate with the requirements of spreading education and promoting it in the country, that the system in place since 1869 is not appropriate, and Dobbs agreed with ACE that the study of the Arabic language be in the first four grades, and after that, the Arabic and English languages are taught side by side in other academic levels With regard to secondary schools, it was decided not to think about trying to open it until ensuring the course of teaching in the primary schools and in turn by graduating students and verifying their level of education and leaving the matter of teaching in secondary schools to the American High Hope School as well as to consider university education until a while. Expand primary and secondary schools so that the number of students is sufficient to fill university seats..

With regard to vocational education, Dobbs encouraged the idea of opening it after the stability of elementary schools, to start with two vocational schools, the first in a commercial school and the second an agricultural school that conducts agricultural field experiments, and regarding school fees, one rupee is proposed that gets from each student per month and in the case of a student A poor person is exempted from wages after providing a poverty certificate, but the payment of this rupee was limited to Basra schools, so after schools were opened in Al-Qurna, Al-Nasiriyah, Souq Al-Shuyukh, and Al-Amara, each Rubian was paid for each student, and it was decided to provide financial assistance in the amount of (2000) rupees to the Civil and foreign schools the first two conditions to allow the British authorities inspected and the other to be the English language teaching, either Koranic schools and teaching in the mosques have strengthened financially from Awqaf decides..

In the months that followed the occupation of Baghdad, education shared the other sciences and the devastation that it had inflicted, it was severely beaten, and it is sufficient to refer to one of the British documents in the year 1917 in this regard, as it affirmed, "The disappearance of all school furniture and other equipment, and that there are no books of any kind in Baghdad and the situation is not different. In other cities, it is about something..

This situation prompted the British forces in Baghdad that it is necessary for the education sector to take part of its plan. In mid-1917 a school was opened to train primary school teachers in Baghdad whose owners are Syriac, with the administration of Hosni Bey of Syrian origin..

After the Turkish forces left Mosul in 1918, the British forces found at that time it was necessary for them, in light of their control over the city, to take education aside from its policy, so they drew a spectacle of acquaintances and appointed one of

Mosul's intellectuals, Salim Hassoun, as a knowledge inspector, but to remain under the administration of the military ruler of Mosul ..

Education under the British civil administration

And as soon as the military operations ended after the signing of the 1918 Mudors truce, Arnold Wilson was the Deputy Governor of the Ruler of Iraq from April 1918 until October 1920. His personality and beliefs had a strong influence on the development of political events in Iraq between 1918-1920 and Wilson was a believer in an exhortation that "England should not forget Its pioneering role in teaching nations how to live, "Wilson called from his side in Iraq for direct policy and effective British rule because he did not believe in the ability of the Iraqi people to manage their own affairs, so he initiated a British civil administration in the occupied areas of Iraq..

After appointing Arnold Wilson as governor of Iraq, Iraq thus came under direct British occupation 1918-1920. The main role of the British administration was to lay the first foundations for its institutions and administrative formations. Wilson took upon himself the responsibility of organizing the administration in Iraq and was assisted by five secret secretaries who are:

- 1 -Secretary of Imports, Colonel Howell (responsible for revenue, land registration, surveying, agriculture, irrigation and municipalities.(
- 2 -Secretary of Finance, Colonel Sylter (responsible for all aspects of spending and supervising budgets, currency, customs, and commercial issues.(
- 3 -Judicial Secretary, Sir Bonham Carter (his task was to supervise the courts.
- 4 -Health Secretary Colonel Pattay (oversees health affairs(
- 5 -Secretary of Public Works, Dean Atkinson (responsible for railway projects, Basra port, irrigation, and transportation.(

And the importance of some districts, Artay and it should be related to him directly linked to the office of the Deputy Civil Governor General, such as education..

However, the association of education with the Wilson Department did not last long enough to appoint a director of education in September 1918, who is Major Bowman. Arnold Wilson reminds of Bowman's personality that he has a suggestive personality and has the enthusiasm of the evangelist. With a review of both Sudan and Egypt in a few cases. ". Thus, education will be independent and generalized throughout the Iraqi regions, and education will be in the Arabic language, and the British administration will face obstacles to the lack of trained teachers, and the British administration will in turn attempt to divide its field of interest in education to be divided into:

- 1- Primary schools (primary.(

2- Quranic schools: Mullahs or schools for teaching Qur'an are located in most cities, some of which have turned into government schools, or have been given a small financial grant or an additional teacher from government financial accreditation provided they are subject to inspection and following the established curriculum. The British report regarding education is determined that there are (50) Of the accredited battalions were searched technically, taking into consideration their assistance financially and morally, and interest in female education began in these schools. The report indicates that one of these schools includes (70) girls.

3-Secondary education: There was no attempt to undertake secondary education until 1918, when the report indicates, "But the time is not far when it must start. There are children who will complete their primary education next summer, and they may be the nucleus of a secondary school which it is hoped to open in September".

4- Training College: The educational course, which took only three months as an emergency measure, has been extended to two years. There are now fifty students who attend most of them receive a few monthly allocations. At the request submitted to the political rulers in the summer of 1918, a good number of state students were sent to join the Teachers Training College A house was rented near the college to accommodate students..

This is due, as the military governor reminds him, to a "lack of buildings, books and furniture, and not less than that the director and his employees enthusiasm, whether they are British or Arabs, the circularity of the name of the department and its popularity in people made progress an imperative, however I am compassionate that there is only a little doubt In that we, in response to the separation in educational matters, drove us quickly..

The demands of spreading education were the demands of the political forces that declared war on the Ottoman Empire, including Yassin al-Hashemi, who was in Damascus with King Faisal I, so Miss Bell in one of her letters with her parents referred to the dialogue that took place between her and Yassin al-Hashemi, one of the Iraqi politicians in 1919, who was in Damascus at the time demanded their necessity to spread education among the Iraqis, so she remembered, "Then he moved on to talk about education, accusing the British authorities of failing to do what was necessary in this regard, expressing at the same time his full readiness to leave the matter of sovereignty and managing the country to us in exchange for providing us with the necessary requirements." Education and culture for the youth of Iraq, and I have explained to him in turn the aspects of the difficulties that stand in front of such an endeavor, especially those related to the lack of the necessary educational cadres, which we have to walk slowly and carefully until the availability of a sufficient number of these cadres, and it was more useful in my opinion Yassin al-Hashemi maintained and developed Turkish schools, which is a much better situation than the absence of schools at all, and about that I told him that if the Turks were providing it in this regard, it was not more than a poisonous poison. Yassin al-Hashemi opposed

the idea of establishing a good system of primary schools and a few high schools followed by schools. It calls for the intention of qualifying immediately begin university study and he said in this regard and in the absence of leave to the adoption of university study, you will receive a number of farmers

And good engineers, but we will not, after 50 years have passed, the continuation of such a case by a group of highly educated people who are qualified to take the reins of power in the country..

And an attempt by Major Bouman found that it is necessary to find a council of acquaintances from the people of Baghdad, which was not previously familiar with a number of the most prominent poles of the renewed intellectual class, namely (Ali Al-Alousi, Jamil Sidqi Al-Zahawi, Mahmoud Shukri Al-Alousi, Anastas Al-Karamali and Jaafar Abu Al-Taman, Hamdi Baban) The purpose of the council was a consultant, not an executive.

On the other hand, female education was having difficulty creating a method in a conservative society on the one hand, and underdevelopment on the other hand was limited to the daughters of ex-officers in the Ottoman army and whoever bears the costs of education in private schools, the British authorities also found interest in women's education affairs and the role was to touch Bill Secretary of the British Accreditation House in Iraq, as there was only one school, the Zahra Khader School, which was founded in 1918, the number of its students was (40) students, and she alerted Bill Bell, the headmaster of knowledge, Mr. Henry Bowman, to the importance of establishing a school for females to teach them modern education, following It brought in the specialist th British Miss Kelly to Baghdad for her educational experience to take over the administration of the school that opened on January 6, 1920 in the city of Baghdad and became (Zahra Khadr) one of the teachers in the Kelly School, and the opening of the first female school in Baghdad was celebrated.

The annual education report in 1918 indicates the number of schools in all of Iraq for the years (1915-1918) according to the following schedule:

Number of students	Number of teachers	Total	Government schools with the assistance of the municipality	School type
155	17	3	3 -	High
1,353	91	17	16 1	Primary
1,219	51	25	9 16	Primary for boys
75	4	2	2 -	Primary girls
2,802	163	47	30 17	

Among the difficulties of education at that stage is religious education, which the British ruler explains, "The matter of religious education was very difficult and difficult. On the one hand, he was insisting that the British administration should not support any religious non-Christian religious education, even if you think that this is not Saleh in Muslim countries is primarily an approach that does not contain a religious education that lacks the necessary elements for the upbringing of the child. This education was known as a non-sectarian religious education or it is an education that deals with pure moral and moral rules. This type has failed to realize its goal because of its ambiguity to the last argument, so plan it The bottom line is to teach each child religion The one who embraced his parents. Despite the criticism heaped on all this policy of some policy views but gained public satisfaction.."

On the other hand, education in 1919 witnessed a kind of progress in light of the opening of many primary and secondary schools, but this number did not rise to the proportion of the population of Iraq, according to the statistics of the British authorities for the year 1919, its results were (2,800,000) two million and eight hundred thousand, including (500,000) nomads. And (1,800,000) stable agricultural tribes, and they constitute (60%) of the total population, while the number of urban residents was (500,000), or (20%) of the population..

However, for the academic year 1919-1920 the educational situation was not good, as the schools that were constructed in 1917-1918 were just as there were only three primary schools in Iraq, one in Nasiriyah, the other in the Sheik market, and the third in Amara, and it was called Mawd School .. Military Stanley Mood, the British campaign leader who died in Baghdad of cholera in 1917.

The education sector, in turn, came to a halt when the revolution broke out in the beginning of June 1920 and reached its climax in the thirtieth of it. This coincided with the end of the academic year 1919-20 and the summer holidays began. Western educational institutions in Baghdad due to the events of the revolution in these two regions, and when the new school year began in September 1920, it was not possible to open schools in multiple regions of Iraq because the revolution continued for a period that exceeded five months, so a large number of teachers and school schools did not join their jobs, so the eyeglasses forced A rack to pay their salaries. As for the Mosul and Basra region, schools have opened in them, but the Knowledge Department issued orders not to appoint new teachers in the vacancies in them. Schools remained closed in the Middle Euphrates region until the end of December 1920, when they returned to their educational activities, where they returned to their educational activities. .

The British report on education during the revolution of the twentieth "indicates that the year opened in September 1920 in important difficulties, many schools were closed as a result of the disturbances and a large number of school teachers were unable to return to their schools in multiple regions and they had to stay in Baghdad and the areas of Basra and Mosul were less affected and paid Bonuses to those

teachers who were temporarily left without employment and expelled when conditions stabilized..

It is possible to examine the budgets of the British Civil Administration for the five years (1915-1920). The share of education from these budgets was a very small percentage. For example, the budget of 1915-1916 was (1,109,622) usury and education and health expenses were (61,345) rupees and most of which was spent on health, that is, a percentage Education was very small, while the administration's budget for the years (1917-1918) jumped to (7,607,486) rupees. The share of education and health was (175,387) only and most of it was in the health sector..

The objectives of educational policy during the British occupation era can be summed up to:

- 1 -The aim of education is to prepare a category of employees and employees to help the British authorities manage the helm and implement British policy.
- 2 -The dominant characteristic of Arab educational systems in the era of the British occupation is the academic theoretical quality, while the practical and professional aspects were neglected.
- 3 - The tyranny of centralization in the management of education affairs and its assembly by the British central authorities in terms of financing, curriculum development, inspection and examinations, and the appointment and transfer of teachers.
- 4 -The quantitative expansion in the number of schools and students was limited and did not meet the country's need and educational requirements.
- 5 -Continuing discrimination in education between the educated and pro-British classes and the schools of religious denominations and their support to create an educated group that supports British survival..

On the other hand, Lord Lloyd Dulbrand, who is interested in the contemporary history of Iraq, gives an impression on education during the era of the British administration in Iraq that Britain wanted to create a class of Mandarin with British culture, but this new class began to face several disadvantages, the most important of which are:

- 1-The learner has become embarrassed to pollute his hands or perform service work, and therefore Mandarin does not wish to engage in engineering or mechanical work and is restricted to the illiterate. Technical or industrial education is not available at that point.
- 2 -Continuing the old understanding that studying Arabic by itself is an education and the school curriculum covers a number of subjects, except that an excessive time is devoted to studying the Arabic language.

3 -The goal of the learners has become appointment in government departments, so every student who hopes to join the government service and traditional works is available to the educated man in the government..

Conclusion

Education in Iraq has gone through a state of stagnation as a result of the deterioration of the general conditions of Iraq since the Ottoman control of Iraq in 1534 until the British occupation of Iraq was not in the best condition as it is and this is evident through British concerns when it occupied Iraq in the early years until the formation of the national government that took a curve else.

Britain's main interest in opening schools is to find administrative staff from the people who believe in Britain's survival in Iraq without its focus on creating an educated class with advanced education such as medicine, engineering and other important sciences, claiming that there are not enough learners to open these colleges, so education remains restricted to primary schools The limited secondary school is provided entirely by the teachers for some teachers.

Britain's awareness that its primary concern is to extend its control over Iraq politically, economically, and even socially by creating a class that believes in Britain's survival in Iraq. This policy was reflected in education that remained confined to a specific class and this remained in Iraqi cities until the formation of the national government in Iraq.

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