

# THE NEW ORIENT

---

## THE NEW EDUCATIONAL SYSTEM IN IRAQ

BY MATTA AKRAWI

### THE NEW IRAQ

THE DEVELOPMENT of public education in Iraq in the last fifteen years has proceeded side by side with the growth of the young Iraqi Nation since the Great War. Beginning its new life as an occupied territory conquered by Great Britain, and ruled under a military régime, Iraq succeeded, after a revolution against direct British rule, in securing the establishment of a national government under the mandate of Great Britain. Eleven years later, the mandate régime came to an end with the admission of Iraq to membership in the League of Nations in October, 1932, and Iraq emerged as an independent sovereign state.

During this period which began with the Great War, tremendous changes in the life of the Iraqi people have taken place. The British conquest rudely brought to an end the comparative isolation in which Iraq had been for many centuries and established direct contact with the outside world. Europe and the West, which previous to the World War had been little more than vague ideas to the majority of the Iraqis, now became trenchant realities. The establishment of railway, motor, and airplane transportation, the coming of the wireless and, more recently the advent of the radio coupled with the study of Iraqi students abroad, brought in a powerful current of new ideas which was one of the greatest factors of change in the country. New government institutions were founded, with a king, a cabinet, and a parliament of two houses, together with the usual public services attached to a government. But above all, a wave of national feeling was gathering momentum, and the consciousness of national unity and pride was growing steadily.

It is in this period, which can rightly be termed the period of transition from a medieval to a modern way of life, that the new system of education in Iraq came into being. It is evident that in the circumstances of the birth of a new nation, education is called upon to assume responsibilities of great importance and to play a decisive rôle in the building of that nation upon sound and modern

principles. Of the aims and functions of education in Iraq we shall have more to say later in this article. Meanwhile let us inquire as to how the new educational system in Iraq came to be, and what is the present organization and status of both public and private education.

#### THE DEVELOPMENT OF EDUCATION UP TO THE GREAT WAR

Centuries of invasions, destruction, raids, and counter-raids, misgovernment and neglect had reduced Iraq into a backward, poverty-stricken and ignorance-ridden country most of which had turned into a desert inhabited by tribes. Of the old tradition of learning, there was little left to remind the Iraqi that his country was once the cultural center of Islam and the Arabs. On the whole, only two types of traditional schools were left: the small *mulla* school in which boys, and sometimes girls, learned the rudiments of reading in the *Qu'ran*, writing, and a little arithmetic; and a higher school or *madrassa* in which the Arabic language and Mohammedan religion in their many branches were taught. Both of these types of schools were situated either in mosques, or in special buildings, or even in private houses, and dependent for their support either on endowments or on tuition collected by the teachers, though the higher schools were usually endowed by pious Moslems. Some of the latter schools taught, in addition to religious and linguistic subjects, some Aristotelian logic, mathematics, and astronomy.

When, in the nineteenth century, the Turks wanted to modernize their education, they superimposed a modern secondary, and later an elementary school on the *mulla* school. As time went on, this arrangement did not seem to be successful, and there gradually grew side by side with the old system, a new system of elementary and secondary schools based on European models. In Iraq, in the year 1913, the Turkish public school system consisted of 169 elementary schools containing 6,650 pupils. In addition there were secondary schools in Mosul, Kirkuk, Sulaimaniya, Baghdad, and Basra, three teachers' training colleges, and a law school in Baghdad.

#### THE BRITISH OCCUPATION

With the coming of the World War, the system established by the Turks crumbled as they gradually withdrew before the advancing British army. It is an interesting commentary on Turkish rule and education in Iraq that they left little impress on the country, aside from some men who survived the Turkish régime, a few

buildings, and some Turkish words in the Arabic dialects of Iraq. This was so true that the British had to begin almost anew and found difficulty in recruiting teachers for the schools which they established. They started the new educational system by opening a few schools in and around Basra in 1915. By 1920-21, three years after the end of the War, their school system comprised 88 elementary schools with 8001 children and 486 teachers. They concentrated their effort mainly on elementary education, considering it unwise to contemplate ambitious schemes in secondary and higher education, before laying down a sound foundation of elementary education. The elementary school was to consist of six years, though in practice schools containing from one to six grades existed. The British authorities wisely decided to make Arabic the language of instruction, and to use the vernacular in localities where languages other than Arabic were spoken. Textbooks were mainly imported from Egypt. The course of study was also drawn up after models of other Eastern countries.<sup>1</sup> At first some difficulty was met in finding the proper teachers for the elementary schools and for this purpose a three months' course was opened for former teachers. This humble beginning formed the nucleus out of which grew the present Teachers' Training College for Men in Baghdad. By 1920, the course had been lengthened to two years, to which graduates of the elementary schools were usually accepted, though the need for teachers often made it necessary to accept students of a lower grade. The British authorities adopted the policy of encouraging private and missionary schools partly because of the lack of educational facilities in the country, and partly, it appears, because of the curious desire to educate the students of the various religious sects separately.<sup>2</sup> Aside from elementary schools, the British also opened a school for surveyors and government employees, and initiated secondary school classes in the three cities of Baghdad, Basra, and Mosul.

FROM THE FOUNDATION OF THE NATIONAL GOVERNMENT  
TO THE PRESENT

Many of the plans contemplated by the British in 1920, were cut short by the national revolution, when the history of Iraq took

---

<sup>1</sup> Department of Education, *Syllabus of the Primary course of Study*, Baghdad, Government Press, 1919.

<sup>2</sup> *Review of the Civil Administration of the Occupied Territories of At-Iraq*, 1914-18, p. 59. Baghdad, Government Press, 1919.

a new turn. The National Government took over the Ministry of Education from the British authorities and within the first year the number of elementary schools and pupils almost doubled. Some of this increase was due to the wave of national feeling which prevailed at the time, and some to the fact that a number of denominational schools were taken over by the Ministry of Education. In the following years, the increase in the number of elementary schools was much slower. By 1929, however, the number of elementary schools had risen to 291 in which 30,888 pupils were registered. Of these, forty-four schools were for girls and contained 6,003 pupils. Beginning with the year 1932, the rate of expansion of the elementary school system began to accelerate considerably. In that year and the following, forty-nine and eighty schools were added respectively. More than 100 new elementary schools are being opened in the current year. In the academic year 1933-34, there were 53,393 pupils in 450 schools. Of these pupils 12,708 were girls studying in 87 girls' schools. The initial statistical returns for the current year indicate that the total number of elementary-school pupils will exceed 60,000. The elementary schools enrollment would thus have been doubled in the last five years.

The elementary school course of study includes the subjects of religion, Arabic, geometry, geography, history, civics, object lessons (including some science), manual training, drawing, physical education, and singing. English is taught in the fifth and sixth grades. The course is organized in two cycles: a short cycle including the first four years aiming to give an all-round training for children who usually do not stay in school beyond the fourth grade; and a two year cycle designed mainly to be a recapitulation of the four year cycle for children who stay in school throughout the six grades. This unfortunate division has had the effect of overcrowding the course of study with topics, particularly in the lower grades. A great deal of emphasis is now being laid on physical education, and scouting is encouraged by the Ministry of Education as an extra-class activity.

Side by side with the growth of elementary education, came the expansion of secondary education. From a few classes of secondary grade in Mosul, Baghdad, and Basra, there grew the three complete secondary schools in these cities. The secondary course was at first of four years' duration, but was later increased to five years, the first three of which were made into an independent unit known as the intermediate school. The plan of education in Iraq, then, is a

6-3-2 plan.<sup>3</sup> There are at present six complete secondary schools, of which two are for girls, and two are evening secondary schools, of which one is for girls. In addition, there are twenty-four intermediate schools, of which seven are for girls. There were 3,791 students in intermediate and secondary schools, of whom 459 were girls, in the year 1933-34.

The subjects taught in the intermediate schools are: the Arabic and English languages, geography, ancient and modern and Arabic history, general science, physics, chemistry, biology, physiology and hygiene, arithmetic, algebra, and geometry. In addition, athletics and games, art and music are given as extra-class activities. The secondary curriculum includes four parallel courses of two years each; the socio-literary, scientific, mathematical and commercial courses. All these courses have the subjects of Arabic, English, and social science in common. In order to improve the teaching of English, a textbook of one of the content subjects, suitable to each of the courses is studied in each of the two years in addition to the regular study of English proper. The course in social science is intended to give the students in the first year a fair acquaintance with the social, political, economic, and hygienic conditions and problems of Iraq; and in the second year to survey the problems of the Arab movement and some of the world movements and tendencies, such as the industrial revolution, nationalism and imperialism, socialism and communism, democracy and fascism, and the movement for international peace.

There exist only two institutions of higher learning in Iraq, the College of Law and the Royal College of Medicine. The first was established by the Ministry of Justice and was later transferred to the Ministry of Education. The latter was started by the Department of Health and is still under its jurisdiction. The Higher Teachers' Training College which was established in 1923-24 in order to train teachers for the intermediate schools was abolished in 1931. A higher school of divinity which was established in 1923 and which was the first department for the proposed National University, was abolished in 1930, and plans for the university have not been realized.

There were, during the British occupation, four technical (trade) schools in Mosul, Baghdad, Kirkuk and Basra. The last two have

---

<sup>3</sup> A movement is now afoot which aims at changing it to a 5-3-3 plan, thus shortening the duration of elementary education from six to five years.

since been abolished on account of poor attendance while the former have been raised to a standard of four years above the elementary school certificate. The school for surveyors and government employees was abolished and in its place a school of engineering was established. This in turn was abolished in 1931. A school of agriculture of a secondary standard was started in 1926 by the Department of Agriculture and was later transferred to the Ministry of Education. It also was abolished on account of poor attendance.

The course for training teachers for the elementary schools, which consisted of two years at the time of the British occupation, was increased to three, and later, to a four-year course. Since 1929, admission to the Teachers' Training College in Baghdad has been limited to the bearers of the intermediate school certificate, the student being required to pass a three-year course. Aside from the usual academic subjects, this course emphasizes the study of education and practice teaching, manual arts, gardening, and practical instruction in health and hygiene. Beginning with 1922, a shorter course of two years was started for the training of teachers of the lower grades. It admitted students who often were not even bearers of the elementary-school certificate. It was later lengthened to three years but abolished in 1931 on account of its low standard. A new Rural Training College for men was started last year in a rural environment which gives a three-year course above the elementary school. Aside from the subject of education, it emphasizes rural reconstruction, agriculture, manual training, and the practical study of health.

Women teachers are trained at a training college in Baghdad which gives a three-year course above the elementary school. A parallel rural training college for women situated in Diwaniya was opened in 1933. In spite of the difficulty of inducing girls to leave their homes and attend the two training colleges for women, efforts are being made to make students in these institutions as representative of the country as possible. Signs are not lacking which tend to show that this difficulty is being gradually overcome and more liberal ideas about education of women are spreading.

A very important feature of this period is the movement for the liquidation of illiteracy which was started by an association known as the *Ma'had al-Ilmi* (Institute of Knowledge) at the time of the foundation of the National Government in 1921. It received at first substantial grants-in-aid from the Ministry of Education and

was aided for a time by municipalities. Towards the end of the twenties its energy abated, and the movement has since been taken over completely by the Ministry. There were last year more than 10,000 students of all ages studying in evening schools for illiterates. The aim of the Ministry of Education is to have an evening school at least in every locality where there is a day school.

#### THE MONROE COMMISSION AND THE SUEHDHOF REPORT

This brings us to the end of our survey of the history and growth of the educational system in Iraq in recent times. Yet our account would not be complete unless mention is made of the work of the Educational Inquiry Commission which was called by the Iraq Government in 1932, and some of its recommendations are outlined. The Commission was under the chairmanship of Professor Paul Monroe, Director of the International Institute of Teachers College, Columbia University; the other members were Professor William C. Bagley of the same Institution and Professor Edgar W. Knight of the University of North Carolina. Dr. Mohammad Fadhil Jamali, now Director General of Education, was the official Attaché to the Commission. After spending about two months in the country, the Commission submitted a report recommending among other things that an advisory council be constituted under the chairmanship of the Ministry of Education, composed of seven directors of the departments the creation of which the Commission suggested. These departments are: the Department of Tribal, Rural, and Village Education, the Department of City and Town Education, the Department of Intermediate and Secondary Education, the Department of Vocational Education, the Department of Girls' Education, the Department of Administration and Records, and the Department of Research and Teaching Material.

Regarding the improvement of the quality of education, the Commission recommended that the training of teachers be recognized as the major factor in the improvement of teaching, and that measures be taken to train teachers in service and to raise the standards of the existing training colleges and appoint well-trained staffs for them. School principals should be allowed to submit plans, regulations, curricula, and methods which diverge from those laid down by the Ministry, and when these are approved by the Advisory Council, they should be allowed to be put into effect. A new type of elementary village school should be experimented with, and, if successful, should be multiplied. The curricula of the elementary schools should be revised with a view to simplification and to bring-

ing them into closer touch with life. In addition, a kind of peripatetic school should be established for the tribes, and young married couples taken from the tribes should be trained to teach in it. The Commission also recommended that local interest in education be stimulated and legal provisions be made permitting the raising of local funds for schools.

A beginning has already been made in the application of some of the recommendations of the American Commission, though sometimes in modified form. Much more attention is being paid to rural and tribal education than formerly, and special rural teachers' training colleges for men and women have been established. Four of the seven directors recommended have been appointed but with the title of supervisors and with no executive powers. It is hoped that more of the recommendations will be applied in due time.

More recently the Ministry has felt the need for reforming its technical and trade education, and for this purpose invited Dr. Herman Suedhof of the German Ministry of Economics to study the problem. He presented a report recommending that the technical school in Baghdad be developed and made to consist of four sections, each headed by an expert, namely, a building and carpentry section, a mechanical section, an electrical section, and an automobile section. The curriculum should be so changed as to make training more practical in the beginning, leaving the main part of the theoretical work for later years. He also recommended that the school should keep in closer touch with the existing industrial concerns, and to facilitate this, that a board should be created to supervise the work of the school, consisting of representatives of the Ministries of Education and Communications and Economics, and of the important industries.

#### THE ADMINISTRATION AND FINANCING OF EDUCATION

As in other departments of the State, so in education, the administration is highly centralized. At the head is the Minister, who is a political man and rises and falls with the other members of the cabinet. He is supposed to supervise the work of his Ministry, decide on lines of general policy and represent the interests of his Department in the Cabinet. Under him is the Director General of Education who is a permanent official and is the real executive in the Ministry. He issues all the orders and signs all the correspondence which leaves the central office, except the correspondence addressed to the Council of Ministers and to other Ministries. With the Director General are four Supervisors recently appointed. They



are the Supervisors of Elementary Education, of Rural Education, of Secondary Education, and of the Education of Women. They are supposed to be in direct contact with the field, to raise the level of the teachers in service, and improve the methods of teaching, to supervise the training of teachers, and to present their suggestions with regard to curricula, textbooks, and policies connected with their respective fields.

Two councils control the policies of the Ministry of Education: the first, known as the Ministerial Council, meets under the chairmanship of the Minister and is composed of the Director General of Education and the four supervisors. It decides on all matters of general policy, appoints principals and teachers of secondary schools and directors of education, and approves the promotion of teachers. The second, known as the General Education Council, meets under the chairmanship of the Director General and is composed of the four supervisors, the Director of Education of the Baghdad Division, the Principal of the Teachers' Training College for Men, and the Principal of the Secondary School in Baghdad. It decides on matters relating to curricula and textbooks, the opening of new schools and classes, the expansion of the system, and on the deputation of students for study abroad.

Iraq is divided for general administrative purposes into fourteen *liwas* or divisions. Eleven of these have a Director of Education, the remaining three being combined with others. The Directors of Education are under the authority of the Director General. They are put in charge of the administration of education in their respective *liwas*, they supervise instruction, make proposals for the expansion of education within their *liwas* and submit for approval by the Director General the appointment of the staff to each of the schools under their jurisdiction.

All rules and regulations are issued by the central office. So are the courses of study and textbooks for all schools. The questions for the general examinations at the end of each of the elementary, intermediate, and secondary courses are set by the Ministry and the correction of the examination papers takes place under its supervision. The four Teachers' Training Institutions are under the direct jurisdiction of the Ministry. It will thus be seen that the Ministry of Education controls all the important factors in the educative process.

On the other hand Iraq is one of the few countries in which almost all the support of public education is born by the central

budget of the State. The local communities and municipalities spend nothing on education, except for occasional subscriptions for school buildings, or small grants to poor school children made by municipalities. In this lies one of the most important problems in Iraq. For if the idea of universal education is ever to be reached, it is inconceivable that the central budget of the State will be able to bear all of its expense. Elementary education is now free for all children. A fee of about \$15.00 is charged in intermediate and secondary schools with full exemption for 35% of the students, and exemptions from one-half of the fee for another 20% of the students.

#### AIMS OF EDUCATION IN IRAQ

The aims of education in Iraq must be drawn from a study of the conditions prevailing in the country, of the problems that it faces, and of the needs that must be fulfilled in order that the country may progress steadily in its national life.

On the political side we find that a large proportion of the population of Iraq is made up of tribes which in former times were a law unto themselves, recognizing no authority or allegiance beyond the limits of their tribes. Though the majority of the population is of Arabic extraction, yet there are important racial minorities, such as the Kurds, the Turks, and the Turcomans. Sectarianism, while waning, still plays a not altogether wholesome rôle in the life of the country. The tasks which Iraqi educators have set for themselves is to bring up through the schools a generation of united and useful citizens whose allegiance transcends the limits of their tribe, race, or religion, who think nationally, and who are ready to serve their country and their fellow men. At the same time, the Arabs now find themselves largely under foreign domination and have never recognized the régime of so-called mandates imposed upon them by some of the Western Powers. One of the important functions of education in Iraq is to imbue the younger generation with the ideal of the liberation and unity of the Arab Race for which their elders worked during and after the World War.

Health conditions throughout the country are extremely bad. A multitude of diseases unnecessarily carries away a large number of people, and mutilates a still larger number. The majority of the population know almost nothing of the essentials of healthful living. Few mothers know how to bring up their children along modern lines, and child mortality is therefore very high. While fighting the prevailing diseases is a function of the Public Health organization in the country, there is little doubt that the problem is funda-

mentally one of education, as medical authorities in the country have themselves repeatedly asserted.

Education must help to raise the standard of living, particularly in the country districts, by teaching methods of agriculture, by the extension of commercial and industrial education and the creation of a sense of pride in work and habits of thrift and economy.

A drastic change must come into the family. The present patriarchal type of family with the man in almost undisputed authority and with the woman beset by ignorance, veiled or shut in her house, is perhaps the most important reason for the backwardness of Iraqi society. To raise the standard of social life in Iraq, one must educate woman and give her a sense of self-respect and of her place in the life of the country. At the same time one must educate the younger generation of men to regard women as their equals and to respect them as such.

Finally, the impact of Western civilization makes unprecedented demands on education. The introduction of western ideas, habits, and modes of life is striking at the very fundamentals of the old Arabic way of living. Beliefs are being questioned, traditions shaken, industries eliminated, and distances shortened. There is change in all phases of life, material, spiritual, and cultural. Now the Arabs are a proud race, with a proud past, a proud culture, and a proud religion. There is danger that in the rush for innovations some valuable features of their civilization be lost. At the same time the danger is indeed very great that many features of Western civilization be misunderstood. To interpret their own, as well as Western civilization to the Arabs and to try and control the process of interaction between the two civilizations, is one of the important functions of education.

#### PROBLEMS AND FUTURE PLANS

Perhaps one of the most important problems that the Ministry faces today is that of finding ways and means for the spread of education among all the classes of the population and for the realization of the goal of the universal elementary education. There are now over 60,000 children in the elementary schools. Adding all the pupils registered in all types of schools, public and private, their total number would still be short of 100,000. Yet if we were to suppose that the population of Iraq is approximately three and a half millions and that about 12% of these are children of school age, we are faced with the task of providing elementary schools for no less than 420,000 children. This means that schools have yet

to be provided for more than 320,000 children, or more than five times the number of children now enrolled in the public elementary schools. The problem is primarily a financial one, for, given the funds, it would not be too difficult to lay down plans for the realization of universal education in twenty years at most. One of the methods suggested is the levying of special and local taxes in the name of education. Another suggestion is shortening the period of elementary education to five, instead of six years, in order to utilize the saving thus made for the quicker spread of educational facilities.

A second problem is that of the comparative emphasis which is to be laid on the various types of education. How much public money should be spent on nursery-kindergarten, elementary, secondary, higher and technical education? The opinion of Iraqi educators is now almost unanimously agreed that the main emphasis is to be laid by far on elementary education. There are only eleven kindergartens in the country, and the idea is that the Government cannot afford to embark on an ambitious scheme of kindergarten education. The problem is more complicated with regard to secondary education, because upon it and upon higher education depends the quality of leadership in the country. Are the doors of the secondary schools to be wide open to virtually all those who desire to enter, as is the case in the United States, or is there to be, as in France, a ruthless process of selection, and only the *élite* be admitted? The weight of opinion seems to be gravitating towards the method of selection, though nothing like the French system is contemplated. At the same time, the idea is gradually gaining ground for multiplying the centers of agricultural, commercial, and industrial education on the intermediate (Junior High) and secondary levels, in order to check the influx of students into the purely academic courses and in order to enhance the economic development of the country. Except for the Law and Medical Colleges, the country is dependent for its higher education on institutions abroad. For the last twelve years, the Ministry of Education has been sending a large number of students to Syria, Egypt, France, Germany, Great Britain, and the United States to study in their higher institutions. This policy is likely to continue for some time, since it is thought that the time has not yet come for the launching of a big program of higher education.

A third problem lies in the necessity for the improvement of the teaching staff. Starting with a very low standard in 1918, and checked repeatedly by political and financial difficulties, the Depart-

ment, later the Ministry, of Education had to employ teachers of a low caliber and hurriedly to train others. Of more than 2,000 teachers now employed in this system, the present writer estimates that at least 1,400 need further training. In order to remedy this situation, the Ministry is contemplating a program of training in service through special summer and yearly sessions for teachers, through publications, and through supervision. At the same time a new scheme which links promotion and increase in salaries with professional growth is now under consideration.

Curricula have for some time been a vexing problem. They have been repeatedly criticized on almost all sides as too academic, detached from life, and unnecessarily loaded. The blame for the rush of young men to government offices has often been laid at the doors of the schools and the type of "theoretical" education they are giving. Hence there has been a strong demand for more practical courses of study. Yet curricular reform, if not accompanied by a proper training of teachers, would largely be a paper reform. To make curricula more relevant to everyday life also needs a number of years of study and experimentation.

Character education is one of the most difficult problems of education in Iraq. Science as yet knows very little about the psychological processes of character formation. Yet to raise the standard of honesty among children, to reduce the amount of foul language picked up by children from the environment, to imbue the pupils with the ideals of service, and to break the highly individualistic traits of the Arab, and to teach him the method of coöperation are great problems indeed.

Limitations of space do not allow more than a mere mention of some of the other important problems of education in Iraq. Among these are the problems of the method of expansion of the elementary school system, of increasing attendance in the schools pending the time when compulsory education becomes practicable, of examinations, of textbooks and equipment, of the teaching of foreign languages, the teaching of Arabic reading to beginners, and so on.

#### PRIVATE AND FOREIGN SCHOOLS

The number of local private schools in Iraq is fairly large. The majority of them are elementary schools usually lower in standard than the public schools. A few maintain secondary classes, while the number of the old-fashioned ungraded *mulla* schools is still large. Of the more notable private schools may be mentioned the

Ghary School in Najaf, the history of which goes back to the revolution of 1920, the Tafayudh, Jaafariya and Hussainiya schools in Baghdad. Most of the other schools are Christian or Jewish denominational schools. Of these, perhaps the largest is the Jewish Shamash School in Baghdad. The Ministry of Education annually gives grants-in-aid to various private schools with the desire to encourage them. Some of these grants are quite substantial.

Aside from the Jewish schools of the *Alliance Israélite* in Mosul, Baghdad, and Basra, most of the foreign schools are Christian missionary schools. Foreign schools are more or less looked upon with suspicion, partly because of the natural aversion of the Mohammedan to the idea of Christian proselytizing, and partly because of the fear that they become centers of foreign propaganda. The number of foreign schools in Iraq, however, is far less than in Syria and Palestine. The oldest foreign school is that of the Carmelite fathers founded about the middle of the eighteenth century and reorganized and enlarged in 1858.<sup>4</sup>

There are four American schools. The oldest is that established in Basra in 1910 by Dr. Van Ess of the American Mission. It now has an average annual enrollment of about 225 pupils. Its program covers primary, middle, and junior secondary school work. It draws students from well-to-do families of Basra as well as poor families from the city and the surrounding rural districts. The American School for Boys in Baghdad was founded about ten years ago and grew rapidly until its enrollment reached 425 students. Though at first a missionary school, it is now virtually independent. Instruction in the higher school division is in English. The school is quite a popular one in Baghdad and its student body is almost evenly drawn from the three great religions of Judaism, Christianity, and Mohammedanism. The authorities of the school hope to raise it as soon as possible to the standard of a junior college. The American School for Girls is also a popular one; it was founded about ten years ago and draws its students from the three religions. Its enrollment is now 130 students. Finally the American Jesuit Fathers have recently founded in Baghdad a school known as the Baghdad College which they hope to develop gradually into a higher institution.

There are unfortunately no reliable statistics for the private and foreign schools in Baghdad.

---

<sup>4</sup> Chiba, Hatib, *La Province de Baghdad*, pp. 105-07. Cairo, 1909.

## A BIBLIOGRAPHY ON EDUCATION IN IRAQ

1. Department of Education, *Administration Report for the year 1919*. Baghdad. Government Press, 1920.
2. Government of Iraq, *Review of the Civil Administration of the Occupied Territories of Al-Iraq, 1914-18*, pp. 58-64. Baghdad, Government Press, 1918.
3. Department of Education, *Syllabus of the Primary Course of Study*, Baghdad, Government Press, 1919.
4. Ministry of Education, *Annual Reports, for the years 1922-23, 1923-24, 1924-25, 1925-26, 1926-27, 1927-28, 1928-29, 1929-30, and 1930-33*. Baghdad, The Government Press. (In Arabic.)
5. Ministry of Education, *Syllabus of the Primary Course of Study*, Baghdad, Al-Furat Press, 1926. (In Arabic.)
6. Ministry of Education, *Syllabus of the Intermediate Course of Study (Provisional)*. Baghdad, Al-Adab Press, 1931. (In Arabic.)
7. Ministry of Education, *Syllabus of the New Secondary Course of Study, (Provisional)*, Baghdad, Government Press, 1933-34. (In Arabic.)
8. Ministry of Education, *Report of the Educational Inquiry Commission*, Survey Directed and Report edited by Professor Paul Monroe, Baghdad, Government Press, 1932. (In Arabic and English.)
9. Ministry of Education, *A Memorandum on Technical Training in Iraq*, by Dr. Herman Suedhof. Baghdad, Government Press. (In Press.)
10. Anonymous, "Iraq," in the *Educational Yearbook of the International Institute, 1927*, Edited by Professor Isaac L. Kandel, pp. 215-229. Bureau of Publications, Teachers' College, Columbia University, New York City, 1928.
11. Conway, A., "Education in Iraq, 1927," *Journal of the Central Asian Society*, Vol. xiv, Part iv, pp. 334-339.
12. Jamali, Muhammad Fadhil, *The New Iraq, Its Problem of Bedouin Education*, Bureau of Publications, Teachers' College, Columbia University.
13. Akrawi, Matta, *Life and Education in Modern Iraq*, Oxford University Press. (In Press.)
14. *Report on Iraq Administration*, October, 1920—March, 1922, pp. 77-87; April, 1922—March, 1923, pp. 163-170 and 193; April, 1923—December, 1924, pp. 201-220. London, H. M. Stationery Office.
15. *Report of His Britannic Majesty's Government to the Council of the League of Nations on the Administration of Iraq, for the year 1925*, pp. 133-142; 1926, pp. 123-130; 1927, pp. 151-160; 1928, pp. 127-136; 1929, pp. 135-145; 1930, pp. 122-127; and January to October, 1932, pp. 11-12. London, H. M. Stationery Office.
16. *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 1920-1931*, pp. 224-234. London, H. M. Stationery Office, 1931.
17. "Ajjan Al Hadid," "Le Développement de l'Éducation Nationale en Iraq", *Revue des Etudes Islamiques*, Année 1932. Cahier III, pp. 331-354. Paris, Librairie Orientale Paul Geuthner.