

THE ROLE OF ADVISORS AND EXPERTS IN ESTABLISHING KNOWLEDGE IN THE PROVISIONAL NATIONAL GOVERNMENT, 1920

ALYAA SABBAR KHALAF AND PROF. DR. JAMAL FAISAL HAMED

Anbar University - College of Arts Anbar University

Eayla Sabbar @gmail.com

Abstract:

This study came to shed light on the role of advisors and experts in establishing knowledge in the Iraqi interim government and the extent of their influence in formulating educational policy in Iraq, to shed light on the role of advisors and experts, especially since the British Mandate authorities appointed a British advisor to each of the Iraqi government ministers who was seeking to The reality is that it should be a real guide to the ministry, as well as highlighting the role of Mr. Heba Al-Din Al-Shahristani, Minister of Education, because he faced a big dilemma while working in the Ministry of Education, the first issue being the Mosul knowledge problem, the second issue being the scientific missions, and the malicious role that the advisers played in exploiting these two issues to achieve colonial interests in Iraq.

Keywords: *consultants, experts, Ministry of Education, Iraq.*

INTRODUCTION

The duration of the research was characterized by major political developments in the contemporary political history of Iraq, in which Iraq was subject to the British Mandate regime. The most prominent of these was the candidacy of King Faisal I and his coronation as King of Iraq on August 23, 1921, and the establishment of the modern Iraqi state.

The research title was chosen (the role of advisors and experts in establishing knowledge in the Iraqi government) to highlight the role of advisors and experts and their tireless activity in laying the firm foundations for building a modern state.

And the position of the Ministry of Education was held by ministers distinguished by their patriotic enthusiasm and efforts to raise the level of education in Iraq, and to confront the attempts of British advisors that targeted the unity of Iraqis and their authentic Arab-Islamic values.

The study contained an introduction, three axes and a conclusion dealing with the first axis (the role of advisors and experts in establishing knowledge in the interim government), the second axis (Chancellor Jerome Farrell and his conflict with the Minister of Education Hiba al-Din al-Shahristani), and the third axis (the problem of knowledge of Mosul and scientific missions.)

The first axis: the role of advisors and experts in establishing knowledge in the Iraqi Interim Government 1920

After the revolution of the twenties, the British government had to change its policy in managing the affairs of Iraq, so it decided to form an interim government that paves the way for the establishment of national rule in the country (1) entrusting its mission to Birs Cox (2) as a high commissioner in Iraq, due to his extensive relations with Iraqi politicians. After a series of discussions, on the twenty-fifth of October 1920, the Iraqi provisional government was formed, and Abd al-Rahman al-Naqeeb (3) was chosen to head it. By reviewing the formation of the provisional government, we find that the Ministry of Education and Health is an authentic ministry, and its command was assigned to Izzat Pasha al-Karkoukli (4), and the assignment of the position was not To Izzat as a result of the goodwill of the British only, but Miss Bell (5) referred to this in one of her letters that Izzat had come to meet the British High Commissioner Percy Cox and offered his services, confirming his ability to lead the Kurds at any time

He wants (6), the Minister of Education and Public Health started his work, and some British officers from the High Commissioner were appointed to some positions, as Major Smith (7) was appointed as a superintendent (director) of Iraq's knowledge, and Major Lurtis Klin (8)) as his assistant, while Jerome Farl (9) was appointed as an advisor to the minister, in proportion to his work of serving British interests (10.)

It was a result of the overlapping of the powers of the British advisors with the powers of the Iraqi ministers, as the interim government was forced to hold its first session to clarify the relationship of the ministers with the advisors according to a list drawn up by High Commissioner Percy Cox, which stipulated that each Iraqi minister should take the opinion of his British advisor who is appointed for this purpose, and thus the advisor would act as A second minister within the ministry (11.)

Izzat Pasha did not last long, as Percy Koki decided to assign him to a Shiite figure to avoid criticism that might be directed at him by excluding that sect from power, so a cabinet reshuffle took place on the twenty-ninth of January 1921 according to which Izzat Pasha took over the useful ministry after making its title the Ministry of Works and Communications (12)), and it was assigned on the twenty-second of February 1921 to Muhammad Bahr al-Uloom Tabatabaei (13.)

The reason for assigning to Mr. Muhammad Bahr al-Uloom is attributed to the existence of a previous relationship with the British, as he was appointed before their occupation of Baghdad in 1917, and they entrusted him with the task of supervising the affairs of endowments in Karbala (12). Seek to upgrade the country's knowledge (14.)

The staff of the Ministry of Education and Health during that period included a large number of Britons, Indians and Iraqis. The staff of the

Ministry of Education included (678) employees, including (13) British employees, (5) Arabs, (4) Indians, and the rest of them were Iraqis (15). As for the staffing of the Health Department, it included (166) employees, (135) Indians, (19) British, (11) Iraqis.

;(15) While another document indicated that the staffing of the Ministry of Education and Public Health for the year 1921 amounted to (537) employees, including the minister and the advisor (16).

With regard to the administrative work in the functions of knowledge, we find that the job of the British general knowledge superintendent exceeded many of the powers of the minister and the employees, which confirms that the British authorities sought to strengthen their control and notify the minister that his presence is merely a formality and that the actual administration of the ministry is based exclusively on British employees, in addition to the assignment of positions administrative and lavishing them with financial allocations that amounted to more than two thousand and one hundred rupees per month (17).

The ministry continued to perform its work until the resignation of the interim government on the twenty-third of August 1921, and in September of the same year the ministry issued a report on its work for the year 1921-1922, which was published by some local newspapers, focusing on its educational work (18).

The second axis: Chancellor Jerome Farrell and his conflict with the Minister of Education, Heba Al-Din Al-Shahristani

The Ministry of Education became a separate ministry on the tenth of September 1921 (19) and on the twenty-seventh of September 1921 the position of Minister of Education was assigned to Muhammad Ali Hibat al-Din al-Shahristani (20); After Sheikh Abd Al-Karim Al-Jazaery (21) apologized for accepting the position; The Ministry of Education had to undertake the affairs of education and raise the level of culture in the country, as is evident in the circumstances of the establishment of the new Iraqi state. Building educational institutions can only be achieved through a continuous effort supported by the government (22).

The British Mandate authorities, along with every minister of the Iraqi government, appointed a British advisor who was actually seeking to be a real guide to the ministry. In the Ministry of Education, Mr. A.L. Norton was appointed as an advisor, and after his departure, no one was appointed in his place, but the general knowledge inspector, Mr. Lionel Smith, replaced him. Since 1923, the duties of advisor to the minister in educational matters, and when Mr. Smith fell ill and traveled to Britain, Captain Jerome Farrell received the job of advisor to the Ministry of Education (23).

One of the aspects that characterized the British Mandate period was the direct intervention in the affairs of the new Iraqi government, but the Ministry of Education and Health was left to be run by Iraqis with little

British supervision, as there was only a little money in the Ministry of Education. Here, the reports that were sent by the British advisor indicated to his government, to the difficulties he faces in his job; British sources indicated many problems between the minister and the advisor, and the limits of his responsibility were not clear to the minister (24.)

The Minister of Education, Heba Al-Din Al-Shahristani, took advantage of his presence in this position to express his national aspirations aimed at developing the educational sector in Iraq and reforming its institutions. Departments, and this order was circulated and a copy of it was sent to the Director of Knowledge of Baghdad, Director of Education of Mosul, Director of Education of Basra, Director of the Teachers' House in Baghdad, Director of the Secondary School in Baghdad, Director of Al-Sana'i School in Baghdad, and Inspector General of Schools (25), with the signature of the Minister of Education Hiba Al-Din Al-Shahristani himself, then he proposed This matter is on the head of the Royal Court, Rustam Haidar, and he urged him to support this by submitting a proposal to the Council of Ministers to make the correspondences of government bureaus and their works in the Arabic language, which is the official language of the country, so the Council of Ministers agreed and decided by consensus to conduct all transactions of government bureaus in Arabic (26.)

Mr. Heba Al-Din Al-Shahristani tried to introduce the teaching of the Arabic language to foreign schools in Iraq, so he submitted a request to the Prime Minister, clarifying the reasons for this request. Mr. Heba Al-Din called for schools that contain at least 80% of Iraqi students to be national private schools and place them under the supervision of the Ministry of Education. foreign relationship (28.)

Among his efforts was to reconfigure the knowledge councils in the brigades, and it was suggested by Mr. Heba Al-Din Al-Shahristani that the Council of Knowledge be under his presidency. Al-Din Al-Shahristani (29) as he authored the Knowledge Councils in Baghdad, and this council included more than twenty members, including Muhammad Reda Al-Shabibi, Youssef Ezz Al-Din Ibrahim, Fahmy Al-Mudarris, Jamil Sidqi, Anastas Al-Karmali, Mahmoud Shukri Al-Alusi, Muhammad Khalil, Sate Al-Husri (30), Suleiman Faydi, and the task of this council is to provide advice to the Ministry of Education on important matters (31.)

Captain Farrell, through his job, tried to control the affairs of knowledge in Iraq and direct educational policy in a way that serves the British colonial interests. He considered himself the first official in the Ministry of Education, and that he is doing his work on behalf of Mr. Smith, the knowledge advisor, and that he is responsible before King Faisal I (32) before the delegate The dispute raged many times between him and the Minister of Education, Heba al-Din al-Shahristani, who was intending to bring about a change in the educational policy (33) and Captain Farrell believed

that the educational system established by the British administration was the best that suits the needs of the country (34) as he was keen to show himself as The forbidding matter in the Ministry of Education, and he did not stop interfering in the simplest matters, and from that he clashed with the minister about naming one of the schools after the Maude Memorial School. To present this name to the Council of Ministers, but he refused to take responsibility for the designation. Farel said in his letter to the High Commissioner that if the Council of Ministers puts difficulties in this way, he will He suggested that the school be called the "Von Drgoltz School." (35) Captain Farel was described by a contemporaries as having more political inclinations than educational inclinations (36), and as rigid, narrow-minded, and arrogant in character; Farrell believed that Iraq was a backward country that should not be compared to Turkey or Syria, and that there were teachers who still denied the sphericity of the earth (37).

The memorandum of Captain Farrell, which he sent to the Secretary of the High Commissioner in Iraq, is entitled

))Ministry of Education and its Relationship to the Mandate and the League of Nations)) on November 7, 1921 sheds light on his educational policy and helps to understand the conditions and conditions of the Ministry of Education under the British Mandate. He referred at the beginning to the role of education in building the individual and said that this is done in the areas Four: cultural, physical and moral He added that the Ministry of Education is the most important, if not the only, direct means by which we can accomplish, in a spirit of responsibility, the establishment of a modern state in Iraq (38).

Captain Farrell's point of view was that the moral decomposition of the Iraqi people is the result of a great indulgence in vices of all kinds. Therefore, he suggested in his memorandum that intellectual and physical growth should be achieved by encouraging the scouting movement and sports. He indicated that he had noticed through his experience that the middle classes of the Iraqi population lacked awareness According to his opinion (39).

Captain Farrell warned of the nationalistic and patriotic tendency that was growing in Iraq and sought to use education in military development; He also talked about religious and racial differences, claiming that they are an obstacle to the establishment of a national Iraq. Farrell referred to the increasing demand for primary schools and teachers in general. He stressed that the Iraqi public's opinion aspires to a higher level than primary education. Therefore, he saw that teachers of higher education cannot be Iraqis. At the time when the need for foreigners became urgent, proposals were made to reduce the number of foreign workers and even a minimum level of foreign cadres (40).

Farrell indicated that economic necessities and political events in 1920 were the reason for reducing the number of British workers in the circles of

knowledge to the lowest possible. The positions that were occupied by the British in April 1920 became only four, and six positions remained vacant. As for the employees whose positions were canceled in 1920, they are the owners of the administration. The higher inspection, the secondary inspectors, and the educational staff, and the British employees then occupied three types of administrative, educational and clerical positions. The presence of British employees in the ministry does not represent the minimum, so it insisted on not reducing them in any way. On the contrary, it seeks to fill the vacant administrative positions, including the assistant officer of the Kirkuk knowledge area, the assistant officer of the western region, the director of women's education and the director of vocational education with British employees (41.)

On the twenty-sixth of November 1921, Farrell wrote another memorandum about the needs of the Ministry of Education and indicated that most of the public schools are located in rented buildings and are unfit in terms of health and education. He also referred to King Faisal's proposal to establish a college for the children of tribal sheikhs that provides an intermediate education between primary and higher education (42.)

The third axis: the problem of knowledge of Mosul and scientific missions

First - the problem of knowledge of Mosul

This problem represented one of the most prominent obstacles that al-Shahristani faced in the management and reform of knowledge. It also drains a lot of the knowledge budget because of its management represented by Captain Farrell, who was called Hiba al-Din al-Shahristani, the three-pronged official, as he held the position of director of Mosul Knowledge, agent of the General Knowledge Authority in Baghdad, and agent The advisor to the minister, which gave him wide powers that he used to stir up sectarianism, assisted in that by Mr. Brayir, the agent of the knowledge inspector and the inspector of knowledge of Mosul, Salim Hassoun, who was his means in implementing his ideas and what he aspired to (39). From January 1922 to Chancellor Farrell, he asked him due to his preoccupation with the center of the circles of knowledge in Baghdad, saying: "I see the appointment of Asim Effendi Chalabi as the first and most suitable of them to carry out these tasks, as long as your Excellency is busy with multiplying works, and this issue secures your ideas and our ideas..." (43.)

The method that Farrell followed in dealing with Mosul schools, based on creating a kind of discrimination between Muslim and Christian schools, had caused a social rift within the Mosul community, revealed by the complaints that were sent by well-known Mosul personalities to the minister, as they reached an extent that the minister could not remain silent about (44.)

The complaints indicated that what was allocated from the education budget went, on orders from Captain Farrell, to Christian schools, either in

the form of subsidies or for the purpose of opening new schools in churches and monasteries, which led to an increase in the number of Christian schools many times the number of Muslim schools (45).

As the number of Christian schools in Mosul and its dependencies was twice that of Muslim schools, while the number of Muslims in Mosul was more than twice the number of the Christian population, and this indicates the unfair distribution of schools (46).

To confirm this, the complaints would reach the minister, and he would look at them, and he would take the necessary investigations to ascertain the credibility of the information received and the status of its senders in Mosul. Christians and monks, and that the director of knowledge of Mosul, Captain Farrell of Britain, used to spend the money of knowledge on the monasteries and refer the clerks of the monasteries to schools in the name of knowledge and on its religious body, its current condition, and its sectarian names remain (47).

The problem turned into an issue of public opinion when the press took care of its subject and published the complaints of some of the people of Mosul, explaining the reasons for the deterioration of the situation of acquaintances in Mosul (48). The people of Mosul to the office of the Ministry of Education, and he decided to direct the Minister of Education to take care of the issue and find the necessary solutions for it (49).

From the foregoing, it appears that Counselor Farrell was practicing proselytizing the Christian religion while he was impersonating an official to implement his government's policy aimed at proselytizing the Christian religion.

Heba al-Din al-Shahristani tried to address the problem wisely. At the same time, his advisor and director of Mosul education, Captain Farel, wrote, inquiring about the state of education in Mosul, indicating to him that there were many complaints received by the Ministry, which confirmed the deterioration of the educational situation, in addition to the existence of sectarian discrimination led by the person of the advisor and the inspector of Mosul. Salim Hassoun, however, the counselor gave the minister answers that were not commensurate with the size of the problem, justifying the opening of schools for Christians due to the need for them, and at the same time praising the capabilities of Salim Hassoun (50).

Heba al-Din al-Shahristani replied to the letter instructing the Council of Ministers to put a solution to the problem that he had become certain that there had been a deep misunderstanding between the inspector, Salim Hassoun, and the majority of the people, and that harmony between the two parties would be difficult. From the people of Mosul, however, the problem remained insurmountable for the minister in appointing a qualified person from the people of Mosul, so he attributed the nomination of Asim

Chalabi as the director of the acquaintances of Mosul, according to the letter of the director of the royal court to the minister (51.)

Al-Shahristani issued an order to the inspector, Salim Hassoun, to leave the inspectorate of Mosul and move to Basra. He also sent a telegram to the governor of Mosul, Wahbi Amin, informing him of the matter and asking him to prepare one of the Mosul personalities to take over the inspector of the Mosul acquaintances. Instead of Salim Hassoun, without being informed of this, Hafiza the advisor, who began to put obstacles in the path of the minister in order to impede the measures he takes for the purpose of reforming the ministry and developing the state of knowledge, especially after the problem of knowledge of Mosul was solved (53.)

Within that context, the relationship between the minister and the advisor was strained because he had seen his personal mail, so the minister wrote a memorandum reprimanding him for his transgression by saying: ((It would have been better for someone like you to save an exchange of respect, and you have no right to demand a copy of my private and unofficial mail)) (54) The counselor answered the minister's memorandum with another one, in which he explained that the administrative matters in the ministry are not a personal characteristic, but are of an official administrative nature, and this is what allows me to see it in my capacity as a counselor (53). It became so complicated that the minister was fed up with the advisor, as he expressed it by saying, "My chest is tired of enduring this nightmare that has occupied my mind and delayed me from my work" (55); Al-Shahristani added that violent altercations took place between him and me, which ended in his complaint against me with his superior subordinate (56). The minister was then forced to raise the matter to King Faisal I in a complaint to him, which he wrote down in his memoirs, saying: ((I have been afflicted with a great calamity that prevents me from all desires, my lord became a fael He opposes me in all matters, oppositions that are funny and weeping)) (57.)

The Minister of Education, Heba al-Din al-Shahristani, submitted a letter to the Cabinet Secretariat in May 1922, requesting the abolition of the position of (General Superintendent of Knowledge) because it is one of the redundant positions in the ministry and there is no benefit in having it in the presence of the minister and his assistant advisor. Evidence for this is that there is no private employee from his year until now, but the chancellor performs that job, and he demanded that her duties be transferred to the assistant minister so that the British chancellor remains in his job, and the cabinet agreed to cancel the job (58.)

King Faisal I stood beside his minister and was able to convince Sir Percy Cox, the British High Commissioner, to transfer Farel out of Iraq. That was Sir Percy Cox, the British High Commissioner in this field, as he helped me transfer him outside Iraq according to my request, so the Ministry was able

after him to carry out its work in the best possible way (59), and this was another achievement that is credited to the Minister of Education because his Ministry was the first Iraqi institution to get rid of the restriction of the British advisor (60).

From the foregoing, it appears that the continuous effort made by the Minister of Education, Heba Al-Din Al-Shahristani, to get rid of Captain Farrell after exposing his aggressive scheme, which was seeking to implement his country's plans to spread the Christian religion with the help of inspector Salim Hassoun.

Heba al-Din al-Shahristani paid special attention to the scientific missions, especially studying outside Iraq, based on the need to keep up with the progress in the sciences enjoyed by the West, as he saw ((that the East, especially our beloved Iraq, has strongly felt its need for the West in industries and sciences of all kinds, and the need of Iraq in its present condition To the sciences of the West is clearer than fire on a beacon, and this heavy need does not lessen its burden except to obtain their knowledge and use their industries to rise after that people, even if some of their needs. The lack of specific and accurate names for selecting the members of the mission prevented its implementation in a timely manner (61).

Heba al-Din al-Shahristani inherited the scientific mission with its problems that were associated with the problem of knowledge of Mosul, as the lack of a special system for missions generated many problems, the first of which was the presence of two students candidates from non-Iraqi subordination, which created a debate between the minister and his advisor on the one hand, and between the ministry and the cabinet on the other hand (62) That is why Heba al-Din al-Shahristani wrote, in order to present a system for scientific scholarships. He presented him with a preamble that emphasized the importance of keeping pace with the scientific and industrial progress of European countries, and that this could not come without either of the two things: requesting specialized teachers from Europe to the schools of our country .. or equipping those who are ready from our children to Western international schools to complete the types of useful sciences and useful industries, so they return to their homelands with the expected benefits (63).

The system included scholarships from eight articles, the most important of which was the first, which emphasized the age of the scholarship, which it specified between (20-28) years, so that it would be the duty of the government to spend on it. The eighth, which emphasized the necessity of deliberation in choosing the schools and colleges in which the scholarship students will study, i.e. scrutinizing their scientific status, importance and quality of study in them, and concerned with the issue of comparison between applicants for the purpose of admission and making the final

decision in that exam that must be conducted for students, as it becomes the main mediator between students for admission to the missions (64.)

A group of students from different brigades of Iraq were sent abroad to complete their specialized scientific studies. This group is considered the first group to obtain the opportunity to study abroad. It consisted of nine students: Mohiuddin Amin from Mosul, Hassan Al-Sayyid Mustafa from Baghdad, Muhammad Fadel Al-Jamali from Baghdad, and Khalil Ibrahim Qaddo from Baghdad, Muhammad Dashti from Karbala, Youssef Zainal from Baghdad, Antoine Emmanuel from Baghdad, Jack Yahya from Mosul, and Ali Hassan from Basra (65.)

CONCLUSION

After completing this research, with the help of God Almighty, we can summarize the most important results we have reached:

- The revolution of the twentieth century had a major role in changing the British government's policy in managing Iraq's affairs, so it decided to form an interim government that would pave the way for the establishment of national rule in the country.

- The British Mandate authorities, along with every minister of the Iraqi government, appointed a British advisor who was, in fact, seeking to be a real guide to the ministry.

- Overlapping the powers of the British advisors with the powers of the Iraqi ministers, and the chancellor may act as a second minister within the ministry.

Ministers like Hiba al-Din al-Shahristani assumed the position of the Ministry of Education. They were distinguished by their patriotic enthusiasm and efforts to raise the level of education in Iraq and to confront the attempts of British advisors that targeted the unity of Iraqis and their authentic Arab-Islamic values.

- The chancellor was practicing a kind of distinction in dealing with the aim of preaching the Christian religion in order to implement the policy of his government.

- The government of Mr. Heba Al-Din Al-Shahristani was the first Iraqi government to get rid of the restriction of the British chancellor.

SOURCE LIST

- [1] Abd al-Rahman al-Bazzaz, Iraq from occupation until independence, Al-Ani Press, Baghdad, 2nd edition 1967, p.
- [2] Percy Cox: British by origin. He studied at Harrow School and completed his studies at St. Hurst Military University. He graduated with the rank of lieutenant and joined the government of India. He was appointed as a political officer for the British campaign to occupy Iraq. Brigadier General Delamine's campaign remained as head of the political

- department until 1918. He was assigned as a minister plenipotentiary in Tehran. He returned to Baghdad and appointed a high commissioner for the years 1920-1923. For details, see: Hassan Latif Al-Zubaidi, *Encyclopedia of Iraqi Parties*, Al-Arif Publications Corporation, Beirut, 2007, p. 149; Muntaha Azab Dhouib, *Percy Cox and his role in Iraqi politics 1864-1923*, unpublished master's thesis, University of Baghdad, College of Arts, 1995; *The New Encyclopedia Britannica*, Volume 3, p699
- [3] Abd al-Rahman al-Naqeeb: He was born in Baghdad in 1845. He studied religious and intellectual sciences. He has a scholarly council that is held in the Kaylani city. He was known for his inclinations towards the Ottoman Empire. After that, he formed two three governments, the first after King Faisal was crowned king of Iraq in 1921. More see: Raja Hussein Al-Khattab, *Abd al-Rahman al-Naqib, his private life, his political views, and his relationship with his contemporaries*, The Arab Publishing Corporation, Baghdad, 1984; Hassan Latif al-Zubaidi, previous source, pp. 558-559.
- [4] Izzat al-Kirkukli: He is Izzat Pasha Ibn al-Hajj Zainal. He was born in Kirkuk in 1870. He graduated from the Military School in Istanbul in 1888. He served in the Ottoman army. He rose in military positions until he became a brigade commander in 1905, and became responsible for the administration of Kirkuk in 1908. And commander of the thirty-eighth division in the state of Basra 1912, then became governor of Basra by proxy in 1913, was referred to retirement in 1914. More see: Mir al-Basri, *Turkmen Flags and Turkish Literature in Modern Iraq*, Dar Al-Warraaq, to publish, London, 1997, pp. 50-51 ; Fadel Talal al-Quraishi, *Lexicon of famous people of history and media*, Dar al-Kutub al-Ilmiyyah, Baghdad, 2010, p. 269.
- [5] Miss Bell: She is Gertrude Margaret Lothian Bell. She was born in 1868 in Britain. She studied history at Oxford University and mastered several languages. She began her exploratory activity in the Arab regions in 1892, and in 1907 she published a book on Syria. During the years 1909-1914 she wandered between Iraq, Syria and Turkey, where she visited the archaeological sites and collected information. In 1915 she appointed an employee in the intelligence department in Egypt as a translator. In 1916 she entered Iraq and settled in the state of Basra for a period of time, then moved to the state of Baghdad. She died in 1926 and was buried there. More information For her political activity, see: Yusuf Ibrahim Al-Quraishi, *Miss Bell and its Impact on Iraqi Politics*, Arab Vigilance Library, Baghdad, 2002, pp. 8-260.
- [6] Al-Bilad, newspaper, Baghdad, Issue 6, January 14, 1930
- [7] Lionel Smith: One of the history professors at Oxford University in Britain came to Iraq with the British campaign in 1914. After the end of the war in 1918, he was appointed as a political governor for Najaf Al-Ashraf.

Acquaintances remained in the job until its abolition in 1931, he left Iraq. Iraq, Newspaper, Baghdad, Issue 1350, October 15, 1924; Ibrahim Khalil Ahmed, *The Development of National Education in Iraq (1869-1932)*, Publications of the Center for Arabian Gulf Studies, Basra, 1st edition, 1982, p. 118.

- [8] Lorats Cullen: One of the intelligence officers of the British Indian Army, who has had his intelligence mission in the tribal areas of Iraq since 1900, if his administration commissioned him to collect detailed information about the whereabouts of oil in Iraq and write reports about it, after the Ottoman forces besieged the British forces in Kut in 1900. 1916 He was sent on a secret mission to negotiate with the besieging forces and lure them with money to break the siege on the besieged British forces there. He took several positions in the Iraqi Ministry of Education in 1922. p.87.
- [9] Jerome Farrell: Captain Farrell was one of the British who had a prominent role in Iraqi knowledge during the era of the British Mandate. He came to Iraq with the 1918 campaign and joined the service of the British Department during the First World War 1914 intelligence in the British army. Then he was appointed director of the knowledge of Mosul, then a consultant to the Ministry of Education in the year 1921 until his services in Iraq ended and he traveled to work in the knowledge of Palestine in the year 1922. Abd al-Razzaq al-Hilali, *History of Education in Iraq 1921-1932*, p. 26
- [10] Ibrahim Khalil Ahmed, *Education during the Mandate 1920-1932*, Researchers Group, Al-Mufasssal fi Tarikh Al-Mofasir Iraq, p. 713
- [11] Muhammad Muzaffar Al-Adhami, *The Iraqi Constituent Assembly, Part 1, General Cultural Affairs House, Baghdad, 2nd edition, 1985*, pp. 138-139
- [12] Zina Muslim Darwish, *Ministry of Communications and Works (1920-1939) Historical Study*, Unpublished Master Thesis, College of Education, Ibn Rushd, University of Baghdad, 2012
- [13] Muhammad Bahr al-Uloom al-Tabatai: He is Sayyid Muhammad Mahdi bin Hassan bin Muhammad Taqi bin Muhammad Mahdi Bahr al-Ulum from the Hassani masters whose lineage goes back to Hassan bin Ali bin Abi Talib, born in Karbala 1866, he studied religious sciences at the hands of Sayyid Muhammad Kazim al-Yazdi, he is considered one of the men The National Movement, if he contributed to the activities of the Al-Nahda Association in 1918 to stand up to the British occupation, and he had many activities, he died in 1932, and was buried in Najaf Al-Ashraf, more see: Hanan Fahim Miri Al-Salman, *The Bahr Al-Uloom family and its role in the history of Iraq (1920-1958)* , Unpublished Master Thesis, College of Education, Al-Qadisiyah University, 2008, pp. 43-47; Department of Information and Documentation, *Iraq Facts and Events, Part 1, Edition 2*, 2010, pg. 69.

- [14] Abd al-Razzaq al-Hassani, *The Official Origins of the History of the Iraqi Ministries during the False Royal Era*, Irfan Press, Sidon, 1964, p. 10; Falah Hassan Kazzar Abbas, previous source, p. 472 15 Iraq, Jr

Source list

- [1] Abd al-Rahman al-Bazzaz, *Iraq from occupation until independence*, Al-Ani Press, Baghdad, 2nd edition 1967, p.
- [2] Percy Cox: British by origin. He studied at Harrow School and completed his studies at St. Hurst Military University. He graduated with the rank of lieutenant and joined the government of India. He was appointed as a political officer for the British campaign to occupy Iraq. Brigadier General Delamine's campaign remained as head of the political department until 1918. He was assigned as a minister plenipotentiary in Tehran. He returned to Baghdad and appointed a high commissioner for the years 1920-1923. For details, see: Hassan Latif Al-Zubaidi, *Encyclopedia of Iraqi Parties*, Al-Arif Publications Corporation, Beirut, 2007, p. 149; Muntaha Azab Dhouib, *Percy Cox and his role in Iraqi politics 1864-1923*, unpublished master's thesis, University of Baghdad, College of Arts, 1995; *The New Encyclopedia Britannica*, Volume 3, p699
- [3] Abd al-Rahman al-Naqeeb: He was born in Baghdad in 1845. He studied religious and intellectual sciences. He has a scholarly council that is held in the Kaylani city. He was known for his inclinations towards the Ottoman Empire. After that, he formed two three governments, the first after King Faisal was crowned king of Iraq in 1921. More see: Raja Hussein Al-Khattab, *Abd al-Rahman al-Naqib, his private life, his political views, and his relationship with his contemporaries*, The Arab Publishing Corporation, Baghdad, 1984; Hassan Latif al-Zubaidi, previous source, pp. 558-559.
- [4] Izzat al-Kirkukli: He is Izzat Pasha Ibn al-Hajj Zainal. He was born in Kirkuk in 1870. He graduated from the Military School in Istanbul in 1888. He served in the Ottoman army. He rose in military positions until he became a brigade commander in 1905, and became responsible for the administration of Kirkuk in 1908. And commander of the thirty-eighth division in the state of Basra 1912, then became governor of Basra by proxy in 1913, was referred to retirement in 1914. More see: Mir al-Basri, *Turkmen Flags and Turkish Literature in Modern Iraq*, Dar Al-Warraq, to publish, London, 1997, pp. 50-51 ; Fadel Talal al-Quraishi, *Lexicon of famous people of history and media*, Dar al-Kutub al-Ilmiyyah, Baghdad, 2010, p. 269.
- [5] Miss Bell: She is Gertrude Margaret Lothian Bell. She was born in 1868 in Britain. She studied history at Oxford University and mastered several languages. She began her exploratory activity in the Arab regions in 1892, and in 1907 she published a book on Syria. During the years 1909-1914 she

wandered between Iraq, Syria and Turkey, where she visited the archaeological sites and collected information. In 1915 she appointed an employee in the intelligence department in Egypt as a translator. In 1916 she entered Iraq and settled in the state of Basra for a period of time, then moved to the state of Baghdad. She died in 1926 and was buried there. More information For her political activity, see: Yusuf Ibrahim Al-Quraishi, *Miss Bell and its Impact on Iraqi Politics*, Arab Vigilance Library, Baghdad, 2002, pp. 8-260.

- [6] Al-Bilad, newspaper, Baghdad, Issue 6, January 14, 1930
- [7] Lionel Smith: One of the history professors at Oxford University in Britain came to Iraq with the British campaign in 1914. After the end of the war in 1918, he was appointed as a political governor for Najaf Al-Ashraf. Acquaintances remained in the job until its abolition in 1931, he left Iraq. Iraq, Newspaper, Baghdad, Issue 1350, October 15, 1924; Ibrahim Khalil Ahmed, *The Development of National Education in Iraq (1869-1932)*, Publications of the Center for Arabian Gulf Studies, Basra, 1st edition, 1982, p. 118.
- [8] Lorats Cullen: One of the intelligence officers of the British Indian Army, who has had his intelligence mission in the tribal areas of Iraq since 1900, if his administration commissioned him to collect detailed information about the whereabouts of oil in Iraq and write reports about it, after the Ottoman forces besieged the British forces in Kut in 1900. 1916 He was sent on a secret mission to negotiate with the besieging forces and lure them with money to break the siege on the besieged British forces there. He took several positions in the Iraqi Ministry of Education in 1922. p.87.
- [9] Jerome Farrell: Captain Farrell was one of the British who had a prominent role in Iraqi knowledge during the era of the British Mandate. He came to Iraq with the 1918 campaign and joined the service of the British Department during the First World War 1914 intelligence in the British army. Then he was appointed director of the knowledge of Mosul, then a consultant to the Ministry of Education in the year 1921 until his services in Iraq ended and he traveled to work in the knowledge of Palestine in the year 1922. Abd al-Razzaq al-Hilali, *History of Education in Iraq 1921-1932*, p. 26
- [10] Ibrahim Khalil Ahmed, *Education during the Mandate 1920-1932*, Researchers Group, Al-Mufasssal fi Tarikh Al-Mofasir Iraq, p. 713
- [11] Muhammad Muzaffar Al-Adhami, *The Iraqi Constituent Assembly*, Part 1, General Cultural Affairs House, Baghdad, 2nd edition, 1985, pp. 138-139
- [12] Zina Muslim Darwish, *Ministry of Communications and Works (1920-1939) Historical Study*, Unpublished Master Thesis, College of Education, Ibn Rushd, University of Baghdad, 2012
- [13] Muhammad Bahr al-Uloom al-Tabatai: He is Sayyid Muhammad Mahdi bin Hassan bin Muhammad Taqi bin Muhammad Mahdi Bahr al-Ulum from the



Hassani masters whose lineage goes back to Hassan bin Ali bin Abi Talib, born in Karbala 1866, he studied religious sciences at the hands of Sayyid Muhammad Kazim al-Yazdi, he is considered one of the men The National Movement, if he contributed to the activities of the Al-Nahda Association in 1918 to stand up to the British occupation, and he had many activities, he died in 1932, and was buried in Najaf Al-Ashraf, more see: Hanan Fahim Miri Al-Salman, The Bahr Al-Uloom family and its role in the history of Iraq (1920-1958) , Unpublished Master Thesis, College of Education, Al-Qadisiyah University, 2008, pp. 43-47; Department of Information and Documentation, Iraq Facts and Events, Part 1, Edition 2, 2010, pg. 69.

- [14] Abd al-Razzaq al-Hassani, The Official Origins of the History of the Iraqi Ministries during the False Royal Era, Irfan Press, Sidon, 1964, p. 10; Falah Hassan Kazzar Abbas, previous source, p. 472 15Iraq, Jr