

PalArch's Journal of Archaeology  
of Egypt / Egyptology

**Educational Thought in the New Teacher Magazine  
The Coup of February 8, 1964 until the Coup of July 17, 1968**

*Alaa A. Jabbar*

University of Karbala-College of Islamic Sciences

[Alaa.k@uokerbala.edu.iq](mailto:Alaa.k@uokerbala.edu.iq)

**Alaa A. Jabbar. Educational Thought in the New Teacher Magazine The Coup of February 8, 1964 until the Coup of July 17, 1968-- Palarch's Journal of Archaeology of Egypt/Egyptology 18(4), 3622-3636. ISSN 1567-214x**

**Keywords: human element, specialized educational journalism, New Teacher Magazine.**

### **Abstract**

The issue of the human element occupies a great and wide importance in all societies because of its role in creating intellectual, economic and social development, and the field of education is the most prominent field in achieving this due to its role in laying the right foundations at the level of individual and community construction. There is no doubt that the importance of education is evident in the formation of the productive human being at the intellectual and material level and the extent to which this is important to carry out the educational and cultural tasks to which it is associated, and specialized educational journalism is one of the important means on which countries rely on achieving the requirements of the intellectual construction of educational thought in their societies because of their From a role in creating the educational and cultural link between educational institutions and individuals as well as their secretion of many problems of a professional and specialized nature for the purpose of developing effective solutions to them, and the New Teacher Magazine is one of the specialized educational magazines that have contributed greatly to spreading the correct educational thought in Iraq since its establishment in the year 1935, as I confirmed, from a specialized and sober perspective, the extent of the importance of the teacher's mission, and whether he achieved the educational and cultural mission in light of the solidarity between him and the state without which this cannot be achieved, which will be discussed in this research in relation to the New Teacher Magazine, its origin and establishment, the educational thought in the era of arrifi rule (February 8, 1963 coup - July 17 1968 coup, and the educational thought in the New Teacher Magazine for the period from the February 8, 1963 coup, until the July 17 coup.

### **1. The New Teacher Magazine, Its Origin and Establishment**

Education is one of the important and effective means in determining the level of intellectual and cultural awareness in societies, given its role in developing

different situations, and what it contributes to in determining the tendencies, trends and behavioral manifestations that in turn lead to the emergence and creation of different groups in terms of the intellectual and social level (1). After the formation of the political system in 1921, Iraq witnessed a clear development in the intellectual and cultural fields, and one of the results of this was the increase in the number of printing houses (2), which played a major role in printing many literary books, newspapers and magazines of a general and specialized character and in various fields (3).

The written press, especially magazines, was considered one of the effective tools for the maturation of cultural ideas and the identification of the intellectual paths required in the areas of building the required development in the country, being an important means for renewing information and developing ideas (4). The issue related to the specialized press, especially the educational journalism, as that press was an extension of what preceded it, as it was concerned with a certain aspect of the readers' interests in terms of providing readers with scientific and intellectual knowledge, meaning that it is a press that addresses a specific group or group of groups with specific orientations (5). The New Teacher Magazine, which was established in 1935, is considered one of the specialized magazines of a specialized educational character (6). The first issue of it was printed on February 26, 1935 (7) on the authority of the learners and to provide new educational methods and to study all problems of an educational nature to solve educational and educational problems (8).

It came in Triosta that it is an educational and cultural magazine that aims to be a mediator between the teaching bodies and educational institutions in the Ministry of Education and to warn about the need to lay the scientific foundations with regard to intellectual construction and pedagogical in all educational institutions.

## **2. Educational Thought in the Era of Knowledgeable Rule**

### **February 8, 1963 coup - July 17 1968 Coup**

#### **2.1. The Coup of February 8, 1963**

On February 8, 1963, the political system of the first republic that was established on July 14, 1958 in Iraq was overthrown, following a bloody coup by the Baath Party (9), when Abd al-Salam Muhammad Aref was installed as President of the Republic (10). The first statement issued by the National Council for the Leadership of the Coup described the event as "the uprising carried out by the people and the army in order to continue the victorious march of the July 14, 1958 revolution. Two goals must be accomplished; the first is to achieve the national unity of the people, and the second to achieve the people's participation in the type of government and its administration and the establishment of a government whose policy will be." According to the goals of the July 14 Revolution, 1958 (11), and the aim was to absorb the anger that might occur from the people because of their loyalty to the revolution's rule, meaning that the event came as a corrective movement for the revolution and

nothing more, and thus the political power was transferred to new political and social forces that will run the country in accordance with what the law has approved. It has constitutional powers in terms of the state's general policies and its political and intellectual orientations, including educational and educational policies in the country, which made society, live simultaneously.

Two crises, a political crisis and another intellectual in light of political regimes that seek to control the country's public policy, in light of its control over the political and intellectual aspect and various activities. Society and its intellectual elites to control the reins of affairs (12), and what confirmed those policies that the men of power for the coup devoted their concern from the beginning to the preservation of the security of the system and the independence Its control and control over power, and the matter is clearly evident in the National Assembly Law, which was approved a month after the coup d'état that was called the April 4 Constitution. The constitution, despite its issuance, came from an authority led by a political party, as it was devoid of political ideas and principles. It did not include the general trends of the political system and its general policies for the administration of the state, as it was limited to discussing the method of exercising political power only (13).

It was natural for these policies to be reflected in the educational system and its educational thought, especially since the new authority is a reality, led by a party whose most ideas focus on the national side and spread its culture, and therefore we find that education and its educational thought have started to take a path different from the ideas that were approved by the July 14 revolution of the year 1958 in building the personality of the Iraqi individual in light of his national orientations, rather than focusing on setting national foundations that take into account the reality of the country and the conditions for its development. One of the results of this was the occurrence of a major defect in the level of building the Iraqi state in light of the presentation of these priorities, as the new politicians and those with them worked to cancel the previous educational foundations and ideas that had been laid, and to make nationalist ideas prevail at all levels of education. This set a new base for educational thought in the country in which patriotism and nationalism are shared as ideas with the preponderance of the national educational thought on the national side (14).

And the matter came to directing those policies by accusing everyone who works to the contrary of that of being people and not loyal to their patriotism (15). Not only that the elements that led the educational process and started working to consolidate these concepts, and these trends have emerged even at the level of higher education in Iraq, for example, but not limited to, the researcher Rajaa Hussein Al-Khattab who wrote about the establishment of the Iraqi army accused Jaafar Abu He embraced populism, while praising Yassin al-Hashemi, saying that Abu al-Taman was calling for Iraqi unity at the expense of Arab unity (16). Moreover, the university laws that were issued affirmed and encouraged the national trend in its academic studies and educational institutions, and how many professors and intellectual elites were playing that role when they took control of matters and did not give them the opportunity for any ideas that contradict the national ideas that they believed in and worked to consolidate. Among the laws that were enacted at the time was

Law No. (51) of 1963, which was issued on June 17 of the same year, as the goals of the University of Baghdad were defined with national trends, so the goals of the university's mission in light of one of its paragraphs emphasized (caring for Arab-Islamic heritage and national education. And making education a basis for national orientation, and setting up a national philosophy to prepare future generations (17).

On June 26 of the same year, the National Coup Council issued Law No. (58) to regulate the work of the Teachers 'Syndicate in Iraq. The second article of it specified the objectives of the union in a way that serves national trends and Arab heritage, while not giving the national side more importance, and accordingly the objectives were defined. Syndicate action with the following (18):

1. Assigning the Iraqi Republic as part of the Arab nation, and defending it by all possible means and fields, especially in the fields of education, curriculum development and teaching methods in accordance with the creed of the Arab nation.
2. Combating trends and ideas that contradict the republican system in Iraq and the history and goals of the Arab nation and contribute to the resurrection of Arab heritage.

It suffices to point out here that the late leader Abdul Karim Qassem was dropped on the accusation of populism because he was accused of anti-nationalism and adopting progressive patriotic thought. The matter was invented by one of the prominent Syrian politicians in The history of Syria after the Second World War, and he assumed the position of Deputy Prime Minister of Syria at the time, when he said: "The rule of Abd al-Karim Qasim is a communist populist rule that disdains the Arab nation and works to weaken and suspend its affairs and neglect it. Arabism in Iraq was in distress, because it was subject to challenges from its opponents, and therefore the elimination of that regime was required by nationalism to preserve the entity, heritage and existence of the Arab nation" (19).

At a time when the political system should have called for the nation with all its sects and doctrines in the country, and not to overlook the national aspect as a basis for building its intellectual policies, without focusing on one direction because of the caveats and disadvantages in the state building processes and its general foundations so that the state turns into a group of intellectuals And politicians who do not know anything about the intellectual and organizational structure (20). Forgetting that the beginning of intellectual and organizational progress in the state lies in focusing national educational concepts first, to achieve progress and development in countries and society at the same time.

And fulfilling the requirements of education, in other words, that education is a true mirror of the philosophy of society, spreading patriotism in the hearts of young people and raising them first to take pride in their country, and then to the nationalism to which they belong, and the duty was to share this information as an example, school administration, curricula and methods as tools Learning and intellectual education, to raise the level of education and society, not for the purpose of obtaining political gains in reaching power, or achieving political influence (21). And not taking into account civil and political freedoms and political rights to create a political and social balance

between the different groups of society, so what is useful in drawing the state's public policies is to reach a high degree of intellectual freedoms and political rights that do not distinguish a particular group or thought over another thought or category from others, according to the researcher's point of view which is one of the risks that the state may face in how it manages the state and organizes society (22).

It is more likely that the political situation at that stage was more likely than that, due to the nature of the political situation at its time, as the situation and the political conflict that was clear was the extent of its negative impact on the educational process in its various stages. The nature of that conflict hindered the implementation of the plans required to develop the educational and educational activity of the country in terms of its intellectual and organizational foundations, including the project to combat illiteracy and compulsory primary education, the expansion of the school feeding project and the development of education levels in all its stages. The conflict also withdrew to the conditions that prevailed in education, as the educational bodies were preoccupied with internal conflicts in many schools and institutes, which left negative effects on the relationship of teachers and on the educational level and educational thought in general (23).

Accordingly, it was not far from these trends what the government did to form a supreme council for educational planning, which came in the reasons for it, "based on the goals of the state, and to draw the outlines of an educational and cultural policy that believes in the principles for which it came" (24). And that was in order to strengthen that philosophy. The council's objectives were not achieved due to the many trends and the multiplicity of committees that formed and improvisation methods that prevailed to implement its reform plans and programs, as well as the lack of necessary studies and statistics and the deterioration of general conditions, and most importantly, the focus on developing an educational policy for the country based on the state's philosophy and educational goals(25).

And what contributed to the weakening of the educational process and its required trends is that the political struggle between the leaders of the coup turned into a severe struggle to monopolize power, according to the policies that were started by adopting political slogans of a national character in that, and at the same time showing themselves that they are the best of those who preceded them in running the state (26). Especially since the political system of the July 14, 1958 revolution was unable to maintain the balance of political forces at that time. As well as moving away from political conflicts and working jointly in setting the correct policies in the management and development of the country (27), and accordingly, a group of moderate Baathist elements appeared that were arguing to stand in the face of these inaccurate trends that are not commensurate with the policies that should be implemented (28).

## **2.2 The Coup of November 18, 1963**

The leaders of Abd al-Salam Muhammad Aref led a military coup on November 18, 1963 against the rule of the Baath, and the main reason for that coup was the weakening of his political role in the country despite his being the

president of the republic due to what was approved by the rule of the Baath in his administration of the country's affairs at the time, which means canceling the formula The collective leadership endorsed by the leaders of the coup that was embodied in the National Council of the leaders of the coup because it contributed to reducing the powers that it was carrying out and was an obstacle to the President of the Republic in carrying out his influential powers to highlight his political role in the country (29). It became clear that the main goal of the new coup is to focus on power and constitutional powers, the most important aspect, as the President of the Republic was considered the head of the Iraqi Council to lead the coup, and that the Presidency of the National Council became a leading position for the leadership of the coup and the presidency of the republic according to the new coup, exceptional powers that included all the powers of the previous National Council and renewed automatically Whenever required, and at the discretion of the President of the Republic himself (30).

This was reflected in the overall conditions and public policies in the country, as the difficulties related to them were increasing day after day as a result of the increasing demands to change them, and these manifestations began to increase significantly among the groups competing for power, while those appearances were not concerned with the people because of what prevailed in the country From political situations, and it did not seem to her that there is any hope for reforming that, and more precisely, the people did not receive any guidance on the economic and social policies related to the educational and educational aspect that a decision must be made about.

The poles of the previous political system were eliminated and continued with the national orientations in line with the Egyptian government that took a national approach at its time to lead the Arab community, and the regime must work to form joint political leaders to implement this, if we did not transfer the main axis of its policies in the country (31). The council did not achieve its goals due to the lack of specialists and its focus on elements close to the ideology of the regime itself, and its restriction of its work to forming committees only, and the continuous change of those committees, and its failure to take a serious nature in developing educational programs due to the deterioration of general conditions (32). Without paying attention to linking this to a specific educational philosophy that defines its directions and indicates its paths, as it is an essential and important part of the political philosophy that the political system must work with. Especially since the nature of education and its educational idea must be a tool for change in the hands of the state and the people for the purpose of liberating human energies towards progress, building society and consolidating true human principles and it cannot be made into a selective situation. Being the basic element in building the social structure and the basic factor for the movement of productive forces necessary to create the socio-economic base in countries (33).

On this basis education and its educational idea is a purposeful and purposeful process that must be based on the basis of scientific study, thinking and organization (34), to fulfill the people's desires to reach The better levels at the economic and social level, which can be achieved through the programmed influence or direction of educational policies, taking into account in that

distance from political variables and their conflicts so that we can set the educational policy and direct the educational thought towards its basic objectives (35).

This means that the planning of educational thought and its policies aims to make education in harmony with the pattern of change, so that it becomes consistent with the type of social and intellectual progress of society and its cultural unity (36). This also includes a view of the future that depends on forecasting its needs in light of the available capabilities, in other words, educational thought turns into a means of general planning for educational policy, which gives educational thought strength and disciplined and balanced direction to achieve acceptable general goals in terms of relying on the basic sources of educational policy and training Her regulatory (37). As well as the nature of his relations with the educational departments or other departments to build educational thought and its intellectual orientations (38).

### **3. The Educational Thought in the New Teacher Magazine for the Period from the February 8, 1963 Coup, until the July 17, 1968 Coup**

There is no doubt that educational thought, in order to take its intellectual ranges and directions, must be accompanied by prior planning for the future, as educational thought cannot predict changes except in light of the passage of a long period of intellectual and educational trends related to building the educated generation, and the whole society is considered as an integrated system that tries Countries to bring about change and the required reforms in them (39). Without distorting the basic concepts and principles of correct education, hence education and its thought were a gateway to the future and its continuous changes (40). Which should be clearly reflected in the textbooks, as it is one of the basic educational means through which the student can learn the necessary information and topics related to his intellectual and scientific construction, and know the role of his nation in other civilizations, and the extent of its contribution to its intellectual and scientific construction in all fields, even Students can realize their role and work to continue it in light of what their nation has provided to others (41).

The New Teacher Magazine addressed what was being implemented in terms of policies on the level of educational thought by noting that (the rules of political unity in the state must be in full accordance with what is being established of sound and strong scientific rules and the base that is immune to thought, and the Ministry of Education and the men of knowledge and knowledge are at the forefront Planners, officials and supervisors to establish these foundations and build their bases (42). In addition to that, working to unify thought in the Arab reality, so that the Arab civilization can play its role in the global civilization in the modern era, in order to move forward in the ride of global civilization in the fields of modern science, and so how much do we need in light of this to devote its efforts to preparing teachers who carry out the education mission, even if backwardness has afflicted some Arab countries as a result of the colonial policy. Tthe Arab culture and its intellectual capabilities have the ability to restore matters in front of everyone in order to allow our

children to catch up with the required culture and build the correct educational thought (43).

In addition to granting them the personal leadership capabilities that they possess without others, such as the qualities that one is unique in some of the work from other people, which are leadership capabilities that have educational effects that work on the success of education and the advancement of his teaching methods, and what helps the teacher to develop solutions in His classroom and teaching problems, and at the same time making his teaching subject more compatible with students' preferences, special interests, and different abilities (44). In this way, the teacher turns into a guide and a basic means of providing education, perfecting its methods and principles, carrying out his correct teaching work and achieving educational goals, thus moving away from the role that makes him and was the first and last responsible in the educational process (45).

In the words of an educational researcher entitled (From the Life of a Modern Philosopher), he emphasized that the teacher's talents need the medium that develops them and the people who discover how to work on developing those talents. They are at the intellectual and practical level that qualifies them in building the state and society (46). It seems that the difference between the attitudes of thinkers and educators and the results is wide, and the backwardness that these people were trying to change quickly moved to the continuity of its backward character, which made the Iraqi people learn an important lesson in political culture, as they no longer comment on political reform hoping to do so (47), as well. The political system became the subject of severe criticism, and at the same time a setback for the political development in the country due to its failure to implement all policies (48). Accordingly, Al-Muallem Al-Jadeed magazine confirmed (that avoiding mistakes in setting educational policies that can reach intellectual change in the contents of educational thought and its development, is supposed to work from the beginning on thinking about the vacuum that came as a result of depriving the country due to the policies that were followed by foreigners in the field of education and education, This disseminates the correct concepts according to their modern patterns, which the nations that preceded us had reached in this regard, and which had made advanced stages in it) (49).

Perhaps one of the basic needs in this is (opening cultural libraries for children and striving for their growth and expansion, and not being limited to the center, but rather including dispositions and brigades, and facilitating the causes of their field, in order to secure the intellectual and psychological progress of children and youth up to the age of sixteen, taking into account that the parents of students are members in a joint union between the school and the library so that they are aware of the cultures that will be supplied to their children.

The ministry undertakes to prepare the requirements and foundations of these libraries in terms of their cultural frameworks and their relations with other parties in the cultural fields) (50). Among the basic requirements that must be characterized by the teachers elected for this purpose eligibility and fitness are very important matters, which must be paid attention to, as those

must be free for this process and the expression of the academic atmosphere and its educational curricula, meaning full-time for students' libraries and their continuation (51). Meaning (making the teaching bodies as a solid base for information as they form the first building block in laying the educational foundations of the state and society in light of the cultures that are established among young people and age groups close to that, which reveals to us that the human being is a historical actor and a maker of his events and facts, and that there are influences as This may not be consistent with their nature while they are in the age of growth.

Therefore, we see that many thinkers forbid that, and it may be the best for the learners or those who are at an early age of learning. Reform is a gradual science from the easiest to the most difficult, which is agreed upon by scholars Former educationists, and even modern education scholars) (52). This is justified by necessity, especially since it assumes the application of the principles of educational psychology in building the educational thought of the learners and strengthening their scientific shares and the official and private educational press must play its clear role in spreading and developing these trends (53). What is important in all of this (that the Ministry of Education and those in charge of the educational process take full responsibility for that, taking into account in that the level of students without prejudice to the development of their outcomes from that) (54). Hence the importance of educational evaluation and planning, as they are two interrelated elements of correct educational management, which aims to provide every child or young person with educational opportunities appropriate to his talents on the one hand.

The needs of society on the other hand, opportunities commensurate with the material capabilities of the state and help the student to obtain the maximum benefit From the education obtained (55). This, among other things, means setting up a comprehensive plan to expand educational opportunities, diversify and develop them according to specific time contexts, taking into account that there are many educational plans regarding these events and their developments (56) and within a comprehensive framework for an interconnected set of interrelated problems related to a specific issue or topic that is still in the process of growth, expansion and completion (57).

Especially since the dialectic of historical events and their development depends on three basic foundations: the human being (the maker of the event), the influencer in it, and the environment, which is the ground on which the historical act is achieved and affected by its conditions, and the time in which the historical movement is achieved and is subject to change and transformation (58). So how is the situation in the nation and the first building block in it is a living, existing person, who has his feelings, desires, inclinations, special abilities and social relations? Is it not appropriate for educational thought to be employed in the best form of its strength and intellectual cohesion, and the events do not affect it, in order to carry out his duties to the fullest, if we are serious In raising the level of education for our children, according to the description of the magazine (59). Accordingly, the educational thought needs something closer to the Islamic thought for the events required to correct the wrong ideas and alert society to the new life.

Islam has canceled the tribal nervousness and replaced it with the bond of faith and piety (60). As a continuation of its educational and intellectual orientations, the magazine emphasized that education in its various stages prepares the student for social life, but that does not prevent him from studying other sciences such as mathematics, philosophical sciences and others.

In order to confirm the credibility of educational methods, Muslims, school administrators and primary education inspectors must participate with memory managers of knowledge constantly and with interest in measures to ensure the application of general education principles and teaching methods that have been recommended to work in the study approach. The main factor here is how the student interacts with the scheduled lessons and how he perceives the educational concepts implemented by the school. This means that it is the subject of tracking educational trends and the extent of their capabilities and their impact on the student community, in addition to continuous monitoring of them from sensitive topics and it is important to identify deficiencies, if any, to organize them. As a continuation of modern education methods and under the title (One of Modern Education Methods), the New Teacher Magazine clarified (that education, in its modern sense, is the strongest factor that helps the advancement and advancement of mankind.

That the role of the school is not limited to the academic subject only, without turning to its applications and its societal and external benefits in proportion to scientific progress and social development, and even the scientific truth when mentioned, we must work to clarify it in order to realize its scientific and humanitarian objectives in the sense of increasing the process of linking, deduction and interrogation. If a person does not have anything to say then why not remain silent. The state must acknowledge its intellectual responsibility and self-freedom to penetrate what is ideal, a supreme value, and the ability to extract correct action in its functions and policies with society, which makes it work to find consistency between its political and intellectual theory and the real reality of society, meaning that its policies work for what can be transcended. The political philosophy of the state and its policy must work to evaluate the system and government behavior in theory and practice and continuously, since this process constitutes a starting point for political action and moral guidance for society.

So that we can reach building a society that works to build its state and itself within a political framework that guarantees it the achievement of its goals. And access to educational thought to its intellectual and practical ranges, and accordingly the New Teacher Magazine stressed the need for this to be compatible with what is related to the student's daily life, uses and benefits, and according to students' perceptions and their willingness to accept whatever topics are presented to them, where they have access to personal conclusion and practical application, and to be linked Study subjects, and what is related to other topics that the student should know according to his levels, mental abilities, temporal thinking and practical stage, and what concerns his society and his various needs. What the teacher does when carrying out the educational process is not far from that, paying attention to the following:

1. Attention to linking the topics of the lesson with previous topics learned by the student, and emphasizing the extent of their relationship with other sciences.
2. Emphasis on the ethical and human side while teaching school subjects.
3. Ensuring in educational approaches that a good citizen is not that individual who preserves the largest set of laws and regulations or theories of governance.
4. The school is the main factor in developing a sense of responsibility, as the individual begins his life in the first stages of his life, and the school is concerned with its systems, teachings and the way the performance of its teaching bodies.

Moreover, the problem from that angle generally leads to isolation from British society, and to the tendency of students to gather in certain places, whether in housing or in entertainment and spending their leisure time. Therefore, the question that comes to mind in the situation of Iraqi students there is: Should scholarship students be specially prepared in the language before sending them, or leaving them to the current of British life?

What is required is to work on informing the student of the grammar of the language and vocabulary, especially since the English language is widespread, and it is an important means of surrounding global culture. The basic principle of the Arab-Islamic educational thought is that it is a vessel for the transfer of ideas between nations and peoples, as it guarantees the nation to achieve its civilizational and cultural renaissance, leading to prestige and strength. The school remains the first responsible in organizing these capabilities and preparations and directing them to imprint students with their own skills and attitudes. Nevertheless, one of the characteristics of a successful school principal to achieve the correct educational thought is that he is aware of his responsibilities and the goals he accomplishes. And accordingly, the educational spirit that the principal creates in his school that leads the school to the goals required of the idea of education and upbringing, and is in fact preparing students to be competent specialists in their work and loyal citizens of their country in the future.

Other cognitive and educational awareness of those purposes, as in that of the purposes that may be beneficial and harmful in the field of specialization. In the sense of liberating rigid concepts in educational thought and working on interaction with concepts that are more open and according to the problematic concept, meaning that the new concept is an effective tool in posing problems and developing appropriate solutions that they face. The development of skills and attitudes creates a factor of confidence in each one of them in order to reach respect for the opinion of the other, and in this regard the United Nations General Assembly conference held in Cairo in 1966 raised, "the extent of awareness and qualification of individuals is a major factor for progress". This means that the task of those in charge of the educational process in the country may not be difficult or easy, but the difficulty lies in its importance, which requires continuous work to create intellectual creativity at the level of mind and conscience and that our awareness of this draws the path of proper dealing and paves the ground for dealing that crosses on self-respect and respect for others.

In other words, cooperation with students should be based on respect, not on the basis of strength. What is reinforced by these trends is that the teaching and learning process may not lead to a change in the personal behavior of the learner, which can be verified by setting appropriate tests for the purpose of ensuring that the educational behavioral and intellectual changes have actually occurred. Many experts have emphasized the extent of the importance of these tests and their impact on building educational thought and on the entire educational process, and on directing the ideas of new children towards their homeland, their present and their future. Therefore, it is necessary for us to reach a more understanding of human motives and for being more able to assess the effectiveness of individuals and in particular to evaluate their capabilities and desires, so that we are better prepared and ready to agree with those around us, and our judgments are more accurate and truer to others, and with what follows from the scientific opinions that follow in Judging them as much as possible and the effect of all this on the amount of maturity and the continuation of continuous growth. The role of the school in the field of educating the child is to understand others and work with them to reach common goals, to have the right directions, and to learn a lot about the aspects of life in his community.

#### **4. Conclusion**

1. The human element is one of the basic elements that newspapers and magazines focus on in order to clarify the theoretical and practical concepts of society.
2. The importance of specialized journals does not lie in their professional specialization only, but in the type and method of presenting ideas that are compatible with the plans for building society and the state in light of the increase in knowledge and educational growth, which is the standard by which the accuracy of educational thought and its intellectual directions are known.
3. The intellectual role in the New Teacher Magazine was characterized by the expansion of its intellectual system in light of its emphasis on the guiding role of those in charge of the educational process in Iraq, especially since it did not deviate in its educational orientations from the extent of the influence of the learners to achieve the educational contents that it called for.
4. The magazine was characterized by its departure from the political orientations of the political regimes during the period of research. Nevertheless, it did not neglect to focus on what the political system was aiming for in terms of laying down some of the foundations in the required educational process.
5. The magazine has proven to be an opinion magazine due to the breadth of information, topics and educational research, far from the trends of the political system, which embodies its scientific educational role.
6. The magazine cautioned about the extent to which the country needs continuous development in education due to the interconnectedness of its levels with all activities in society, which requires the development of educational and educational curricula to achieve this.

## 5. References

- (1) Raheba Al-Soudi Hussein, the Intellectual and the Authority in Iraq 1921-1958, Socio-political Study, unpublished PhD thesis, College of Political Sciences, University of Baghdad, 2010, p.106.
- (2) Shalal Abd Inad Al-Dulaimi, The Political Intellectual Product in Iraq for the Period (1921-1967), Unpublished PhD thesis, College of Arts, Al-Mustansiriya University, 2004, p. 131.
- (3) Behnam Fadil, History of Printing and Iraqi Publications, Baghdad, Al Mina Press, 1985, p. 178; Ahmed Rashid, Cultural Life in Baghdad for the period 1939-1958, unpublished MA Thesis, College of Education - Anbar University, 2005, p. 3.
- (4) Ibrahim Khalil Al-Alaq, The Contemporary Cultural History of Iraq (Studies and Articles), Ibn Al-Atheer House, University of Mosul, 2009, p. 23.
- (5) FaiqButti, Encyclopedia of Baghdadia Press and Its Men, Baghdad, 1990, p. 147.
- (6) Issa Mahmoud Al-Hassan, Specialized Press, Zahran Publishing and Distribution House, Amman, Jordan, 2012, p.63.
- (7) The New Teacher, Issue 1, February 26, Baghdad, 1935.
- (8) The New Teacher, Part 1, January 1946, Al-Tafid Press, Baghdad, 1946, p. 3.
- (9) Statement Journal No. (1), Al-Waqi'i Al-Iraqiya, No. 771, Baghdad, 1963.
- (10) George Karam, the Intellectual and the Authority between Embrace and the Paradox (The Arab Future) Magazine, No. 364, Center for Arab Unity Studies, Beirut, 2009, pp. 77-78.
- (11) RaadNaji Al-Jedda, Constitutional Developments in Iraq, Baghdad, House of Wisdom, 2004, pp. 90-91.
- (12) Abdul-Karim Al-Azri, The Problem of Governance in Iraq from Faisal I to Saddam Hussein, London, 1991, pp. 245-249.
- (13) Hassan Al-Alawi, Turkish Influences on the Arab National Project in Iraq, London, 1988, p. 120.
- (14) Jaafar Abbas Hamidi, History of Iraqi Ministries during the Republican Era (1958-1968), Part VI, Baghdad, 2002, p. 164.
- (15) Luay Abd al-Ilah, The modern history of Iraq defined by two inflammatory concepts, patriotism and employment, Al-Mada Newspaper, No. 286, Baghdad, 2004, p. 12; Salah Zangana, Responsibility of the Intellectual, Al-Sabah Newspaper, No. 453, Baghdad, 2005, p. 3.
- (16) Amira Muhammad Emara, The Role of Education in Combating Corruption in Developing Countries (Arab Economic Research), (Magazine) Issues 57-58, The Arab Society for Economic Research in cooperation with the Center for Arab Studies, Cairo, 2012, p. 88.
- (17) Part a wart, Can Equality in Education Be a New Anti- Corruption Tool, Cross Country Evidence 1990-2005, p. 5.
- (18) GhosunMuzhar Muhsin al-Muhammadawi, Economic and Social Developments in Iraq 1958-1968, Unpublished PhD thesis, College of Education for Girls, University of Baghdad, 2005, p. 216.
- (19) Naguib Elias Barsoum and Muhammad Mustafa Zidan, The Beginning of Social Change and Education, The Anglo-Egyptian Library, Cairo, 1966, pp. 18-19.

- (20) Muhammad Saif Al-Din Fahmy, Educational Planning, Its Foundations, Methods and Problems, The Anglo-Egyptian Library, Cairo, 1965, p.11.
- (21) Abdel Fattah Kandil, The Economics of Planning, Dar Gharib for Printing, Cairo, DT, p.20.
- (22) Taha Hajj Yas, Educational Planning, Its Importance, Its Requirements, Knowledge Press, Baghdad, 1972, pp. 10-11.
- (23) M.M. Phillips, Education and Development in the Economic and Social Aspects of Educational Planning, the previous source, p. 9.
- (24) E.Sachse, Manpower planning higher education in the German Democratic Republic international labour Review, Vol. 113, No.3, 1976, pp.377-789.
- (25) Laila Farah, Basic Education, Dar Al Taleea Printing and Publishing, Beirut, 1975, p.
- (26) Ahmad Hakki Al-Hilli, and others, the previous source, p. 139.
- (27) (The New Teacher), J. I, Volume Twenty-seventh, 1964, pp. 12, 23.
- (28) Majeed Ibrahim Damaa, (The New Teacher), Part II, April, May - June 1964, p.63.
- (29) Saleh Al-Shamaa (From the life of a modern philosopher), (The New Teacher), second part, the previous source, p. 79.
- (30) The New Teacher), c. III and IV, July, August 1964, p. 84.
- (31) Numan Bakr Al-Tikriti, (Educational Planning and Evaluation), October and the Second, Vol. Twenty-seventh, 196, p. 188.
- (32) Sabah Mahdi Ramidh, Historical and Contemporary Arab Research, A Study in Light of the Problematic Approach in History, Central Press, Diyala University, 2018, p.6.
- (33) Muhammad Abed Al-Jabri, Problems of Contemporary Arab Thought, Center for Arab Unity Studies, Beirut, 1986, p. 18.
- (34) Hernato, History Science, Translation and Commentary: Abdul Hamid Al-Abadi, Silsilat Al-Maarif, Cairo, dt, pp. 1-5
- (35) The New Teacher), p. Three and four, the previous source, p. 115.
- (36) Ahmed Mustafa Al-Khatib, Education Abroad, Inspection of Primary Schools in Turkey, October and 2, the previous source, pp. 198-199.
- (37) Abd al-Wahhab Al-Issa, From Modern Education Methods, Part Two, Journal of the Twenty-Eighth, 1965, pp. 205-206.
- (38) Jacques DondieuDoveire, The State, translated: Smouhi Extraordinary, University Thought Library, Awaidat Publications, Beirut - Lebanon, 1970, pp. 5-6; Abdullah Laroui, The Concept of the State, Arab Cultural Center, Casablanca, Morocco, 2014, p.
- (39) Abdullah Al-Arawi, the previous source, p. 29; Ali Abboud Al-Muhammadawi, Political Philosophy: Exposing What It Was and Delving into What Should Be Living Together, Adnan House and Library, 2014, pp. 15-16.
- (40) Abdel-Wahab Al-Eis (The New Teacher), the previous source, pp. 206-207.
- (41) Najm al-Din Bazerkan, Language Problems of Students in Britain (The New Teacher), C1, January - March 1966, Mag 29, pp. 1-4.
- (42) Sateh Al-Hosari, Lectures on the Emergence of the National Idea, House of Science for the Millions, Beirut, 1st Edition, 1956, pg 44.

- (43) Ibrahim Bel-Dar, Teaching the national language in the elementary school stage, (The New Teacher), C1, January, March 1966, p. 58.
- (44) Shehab Ahmad Al-Nasiri, a characteristic of a successful school principal, pp. 68-69.
- (45) Taha Hajj Elias, A Study of Academic Regulations and Certificates, Examples from Soviet Universities and Higher Institutes, p.93.
- (46) Elementary School Center in the World of Today, a chapter from the book (The Primary School Curriculum), authored by: Robert Dutnerer, translated by: Abd al-Samad Ahmad Kazim, pp. 99-100.
- (47) Compare that: Konstantin Zureik, We and History are Demands and Questions in History-Making and History-making, Center for Arab Unity Studies, 5th Edition, Beirut, 1981, p. 80.
- (48) Abdullah Al-Laroui, Our Culture in the Light of History, Beirut, dt, p. 48.
- (49) Muhammad Ali Hafez, Methods of Education in Remote Societies, House of Knowledge, Cairo, 1974, pp. 226-230.
- (50) Mossadegh Jamil Al Habib, the previous source, p. 17.
- (51) Abd al-Rahman al-Qaisi, (The New Teacher), vol. 1, Maj. 30, January - June 1967.
- (52) Omar Odeh, The Social Question, The Resala Foundation, Beirut, 3rd Edition, 1979, p. 111.
- (53) Muhammad Fadel Al-Jamali, Prospects for Modern Education in Developing Countries, Tunisian Publishing House, 1968, p. 323.
- (54) The New Teacher), Parts One and Two, 1967, Shamkhi Jabr al-Samawi, Khawatirfi'l-Arabic, p.99.
- (55) The same source, Mahmoud Khaled Al-Taie, How should the relationship between the inspector and the teacher be, p. 118.
- (56) Robert A. Dehl, Modern political Analysis, Eagle wood cliff, N.J, priaticce-Hall, 1963, p. 6.
- (57) The New Teacher), Higher Educational Planning Council, Social Philosophy and Objectives of Education, C1 and 2, January - June, Vol. 26, 1963, p. 3.
- (58) Abdul Aziz Al-Bassam, Adolescence, The Basic Facts and Their Relation to Education, Baghdad Press, 1962, pp. 57-58.
- (59) Abdel Latif Fouad Ibrahim, Foundations of Curriculum, Modern Commercial Printing Press, Cairo, 1962, p.7.
- (60) Nuri Jaafar, Legal Education, Al Maarif Press, Baghdad, 1957, pp. 14-15.