



Martyrs of the school of education in Al-agawat

Youcef Rahmoun

University of Algiers 2

youssefrahmoun2022@gmail.com

Boumediene kaabouch

Ammar Teliji University, Laghouat

madine2022@gmail.com

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Abstract :

This paper presents an in-depth analysis of the martyrs from the School of Education in Al-agawat, exploring the intersection of education, reform, and national liberation during the colonial period in Algeria. Through a historical narrative that begins with the early reform movements led by figures like Sheikh Mohammed Al-Asimi and Omar Ben Kaddour, the study delves into the foundation and development of the School of Education in 1948. This institution not only aimed to cultivate an educated generation but also became a cradle for many who participated in the Algerian War of Independence, with several students and faculty members becoming martyrs for their cause. The first section outlines the establishment and inauguration of the School of Education (1948-1958), highlighting the collective efforts of the community and the leadership of key figures in overcoming the challenges posed by colonial constraints to create a modern educational facility. The second section details the administrative and educational framework of the school, emphasizing its innovative teaching methods, curriculum, and its role in promoting national consciousness among its students. The final section provides a poignant list of the school's martyrs, emphasizing the ultimate sacrifice made by these individuals in the struggle for Algeria's independence. This list not only serves as a memorial but also as a testament to the profound impact of education as a tool for liberation and reform.

Keywords: School of Education, Al-agawat, Algerian War of Independence, martyrs, colonial period, reform movement, national consciousness.

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Introduction

There is no doubt that the student of the history of Laghouat region during the colonial period was stopped by the subject of the reform movement and its influence and its impact on the Laghouat community, especially that the precursors of the reform action began at an early period with Sheikh Mohammed Al-Asimi and Omar Ben Kaddour at the beginning

of the twentieth century, and then the arrival of Algeria .

These figures will work to establish the school of education in 1948, which will work to create an educated generation, many of whom participated in the editorial revolution and were even martyred during it .

First: construction and inauguration of the school of Education (1948-1958):



The exit of Sheikh Mubarak Al-Milli from the Ghouta was not the end of reform education, but his students continued the March of education by establishing a new school characterized by being a Modern School Named "School of education" that appeared with six rooms, administration and a vast yard, which reflects even the survival of his impact in the modernization of Education .¹

Sheikh Ahmed Shata and his fellow zaitunis and supporters of reform were keen on the need to find a free school that would be more useful for citizens than education in a mosque or the headquarters of the Literature Club, which do not meet the conditions to ensure a real and broad educational renaissance .²

Sheikh Ali Sharafi, who was a reformer and doing compulsory military service in the Ghouta at the time, was also enthusiastic about the establishment of a free Arab school, and in a celebration organized by the Literature Club, the idea of founding the school was studied and attended by Sheikh Abu Bakr, Ahmed Shata and Hussein Zahia Atallah as a Zawi³. Those present agreed to go to Haj Yahya Farhat to give them his entire orchard-as Sheikh Ahmed Shata wished - and he was convinced of the importance of the religious and scientific project, so he gave it up, so he formed an office under the supervision of Sheikh Ahmed Shata, and the chairmanship of the school association was assigned to Mr. bin Abdullah Al-tauty, and the membership of Messrs. Omar boudaya, Mubarak bin Ajila and Haj Mohammed Murad Mohammed he urged them to volunteer for this pilot project and the works were launched . Those present agreed to go to Haj Yahya

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An ardent labor and fund-raiser was the late Bayan, who was a superintendent of works and remained a trustee of the school until he retired, and was supported by the city's leading supporters of reform in 1945.⁵

A public gathering was held, attended by a large gathering of the people of the city, the donor and his brother Khalifa Farhat, with the aim of introducing the importance of the project .among the speakers of this gathering was Sheikh Ali al-balidi, who was a reformist man, and was performing military service at that time in Ghouta.He moved the feelings of the citizens with an enthusiastic speech, donations poured in from those present, and many citizens who were enthusiastic about the project did not skimp on their money and volunteered, even women donated their jewelry, and Mr. Saleh belidi was tasked with collecting donations from his brothers mizabian merchants passing through the Ghouta, especially the merchants of the major cities of Algeria, with the help of Mufdi Zakaria, who was a representative of the merchants, and Mr. The members of the Raja Regiment participated in the ceremony of laying the foundation of the school on May 8, 1945⁶.

We mention among them: Abdelkader Nawar, Sassi bulfa, Hussein Al-Zahia and Ahmed qasiba.. And as soon as the construction of the outer wall of the school was completed,

¹ Fadla Mohamed El Hassan, **the pioneering March of Free Arab education in Algeria**, Granada publishing and distribution, Algeria, 2014, P.1, p. 471.

² Debouz Mohamed Ali, **the renaissance of modern Algeria and its blessed revolution**, the world of knowledge, Algeria, Vol. 1, 2013, p.3, p. 266, Allali Mahmoud, **the reform movement in aghwat**, bloutou.c, Algeria, 2008, p. 146.

³ Belambarak Al-Akhdar and others, **the school of education in its fiftieth anniversary 1948-1998**, DDN, Al-agwat ,1998, pp. 08,58 .Alali, op. cit., p. 146 .

⁴ Al-Hassan fadla, Ibid., p. 1, p. 471. DuBose, get up .., An earlier source, C3, P.267.

⁵ Belambarak et Others., op. cit., p. 9, Alali, op.cit., p. 149.

⁶ Alali, op. cit., p. 147 .



Sheikh Mohammed bin azuz took a chapel from it to perform Taraweeh prayers.¹

The school was built according to an authentic Arabic style and the school opened its doors in 1948 under the name of "School of education" and this school is one of the first schools established by the Association of Muslim scholars in the Algerian country².

The school was visited by Sheikh Bashir Brahimi on June 22, 1949³. The two of them participated in an eloquent sermon that filled the hearts of those present with ecstasy and moved the hearts of those present, and the Sheikh received a great reception from the regiment of hope, the students of the school and its elders⁴.

Second: the administrative and educational system of the school:

1 / faculty: the faculty initially consisted of the two sheikhs: Ahmed Shata as a director and teacher and Sheikh Hussein Zahia as a teacher, then Sheikh Atallah joined them as a Zawi and Sheikh Abu Bakr al-Haj Isa joined them, who previously held the post of general secretary of the Association of Muslim scholars at its central headquarters in the capital from 1946 to 1951, (as mentioned by Sheikh Ahmed qasiba in his article in issue 04 of al-Qa'da magazine, which he dedicated to the eulogy of Sheikh Abu Bakr), and as the demand for the school increased, other regular regiments were assigned to the two teachers Khadija(bint Al-Sheikh) Al-Sadiq (the wife of Professor Mohamed Yousfi lawyer) and Zahra Ben Aya, then her sister Jamila Ben Aya (the wife of the Algerian poet Mohamed Abi-Kassem Khamar) and all of them are graduates of the school.⁵

¹Belambarak, op. cit., p. 59.

² Al-Akhdar with Blessing, previous source, pp. 8-10. DuBose, get up..., An earlier source, C3, P.267. Alali, op. cit., p. 147.

³ **Abu Bakr Belkacem, from the president's tours**, previous source, P. 3, Alali, previous reference, P. 147.

⁴ DuBose, **get up...**, An earlier source, C3, P.267, the visit of Sheikh Brahimi was previously touched upon in detail.

⁵ The same source, the same page, Hassan fadla, ibid., A1, P472, belambarak, ibid., P9, Alali, ibid., P148.

When Sheikh Attallah kazaoui left the school, he was replaced by Sheikh Mohamed Filali, and Sheikh Ahmed Qusaiba, who was then working in Algiers as a central writer for the Association of scholars, had a role in the establishment of the school and following up its development (as evidenced by his correspondence to its director, Sheikh Ahmed Shata)⁶.

There is another man whose life has been associated with the school since its foundation until his retirement, the late Bay ghazban, who worked as a trustee of the school, and was a sincere friend to its elders and hardworking and dedicated in its service⁷.

2 / timing: the education was aimed at two classes of students :

A) students of the Arabic department who practice their studies in Arabic, who are mainly students of the school who attend it, and their timing was as follows :

In the morning: from eight to ten o'clock .

In the evening: from fourteen to sixteen O'clock .

B) regular students of French schools for whom the school has allocated times in which they practice their lessons as follows :

- The first regiment :

Morning: from half past six to half past seven .

- The Second Regiment :

This system remained in force until the end of the academic year 1958/1957.⁸

As its teachers were arrested in August 1958, and it was closed until the restoration of national independence, the school resumed its educational activity under the supervision of the Ministry of education starting from the academic year 1963/1962 and its management was entrusted to Sheikh Mohammed Al-Haj isa (may Allah have mercy on him).⁹

3/educational phases: she followed the badisian approach to education and reform, where her teachers and educators applied this curriculum in her school, which was agreed by those who transferred their degrees at that

⁶Belambarak, op. cit., p. 10 .

⁷ Ibid., pp. 10, 58 .

⁸ Belambarak, op. cit., p. 10, Alali, op. cit., p. 151.

⁹Belambarak, op. cit., p. 11.



era, " the primary stage in the AL-agawat school consists of six years, and is divided into three sections, namely: - the preparatory section consists of two years, and like primary and then Intermediate Education "¹. As those who wrote and quoted about that time indicate the method of teaching in it in a book (School of education in its fiftieth anniversary).

4/educational methods at the school: the educational methods on which the school's programs and methods were based, similar to all schools of the Association of scholars, were represented by the modern educational thought that prevailed in the world, embodied by the directives of the officials of the association with a high culture original and open to the times, especially Sheikh Abdul Hamid bin Badis and his successor Sheikh Bashir² In 1950, regarding the education and formation of students, "we raised them to use the innate talents of the mind, thought and mind, the sincerity of perception, the correctness of perception, the accuracy of observation and standing at the limits of reality .

Please know that science begins its first stage from these simple media on which your senses are located in life every moment, and you despise them and do not pay attention to them except that the sum of them is science if there is an analyzed mind, which is life if you find a detailed mind.

Explain the facts to them, compare the like with the like, collect the analogs to the analogs, and show them the reasons and the causes, so that the Queen of reasoning will sprout in their souls from a young age, for the ignorance of the causes is one of the calamities for your nation, and it is she who has such a bewilderment seized on her feelings, this hesitation striking at her resolve, and this confusion between the antonyms in her eyes...Mix science with life and life with science, the composition comes out wonderfully..."³

¹ Alali Mahmoud, op. cit., p. 151.

² Belambarak, op. cit., p. 11.

³ Al-Bashir al-Brahimi, **preaching words to our sons, free teachers 2**, al-Basa'ir newspaper, P. 133, October 23, 1950, p. 1.

These programs were in competition with their counterparts in the Arab world, especially Egypt, which adopted its official books in teaching most of the subjects of reading, arithmetic, things (Sciences), grammar, rhetoric, history and geography, in addition to books written by members of the association such as Sheikh Mubarak Al-Mili, Sheikh Tawfik Al-Madani regarding the history and geography of Algeria, without neglecting other authors from Tunisia and other Arab the Certificate Exam, and the transition is carried out from year to year based on the exams Seriously, give back the year to everyone who did not get the rate.⁴

A) teaching methods: they were based on the data of modern pedagogy and psychology and were characterized by a lot of vitality and activity, from the use of examples, dialogue, induction and conclusion, the application of which was given the most attention and immediate and individual evaluation of pupils' works, which teachers corrected directly in front of pupils and gave them notes and points, which provoked competition in work and led to the timely elimination of errors⁵ .

Teachers were trying, despite the lack of possibilities, to use the available means of illustration, as textbooks could not be put at the disposal of students because of their scarcity, but their texts were either recorded on the blackboard or dictated to students, and the school attached great importance to memorization, including memorizing the Holy Quran and Hadith lesson summaries after explanation and understanding⁶ .

B) cultural activities: they were of interest to the teachers of the school,

⁴ Al-Basa'ir newspaper, **books prescribed in the schools of the Association of Muslim scholars**, P. 48, September 6, 1948, P. 7, Alali, Ibid., p. 152.

⁵ Association of Algerian Muslim scholars, **curriculum of Education, Primary and intermediate Department**, Algerian Islamic press, Constantine, Vol. 2, October 1952, pp. 1-11, belambarak, Ibid., p. 13.

⁶ Belambarak, op. cit., p. 13.



who memorized the religious and national poems and hymns and trained the students to recite them well, and the religious, historical and social representations that the students memorized and represented in their departments, and at the parties held by the school, especially at the end of each school year. This indicates the adoption by the Association of scientists of an integrated and comprehensive educational methodology¹.

C) discipline: the principal and teachers of the school were very keen on this aspect with their exemplary behaviors and seriousness in work, and among their students, who were always the subject of care and control, the benefactors rewarded them with commendations, encouragement and sometimes Awards, and the abuser punished them with moral punishment, the results of which appeared in most students in terms of cleanliness, order, discipline, obedience and high level of achievement².

5 / examination system : the role played by teaching methods in Al-aghawat through its sheikhs who grew up in the region and learned the secrets of its inhabitants was great and its fruit was good, despite what the residents of Al-aghawat were suffering during the occupation period, but the success is shown by "conducting several exams for the primary certificate, the most important of which took place in 1954 in several centers, the most important of which was the center of : Al-Makki Al-Madani· Jamila Ben Aya· Ahmed khamila· Mohammad Jaballah· Allal

Yousfi·aissa ben Muhammad· Al-Eid bin Ahmed al-Zawi³.

As for the results of the AL-agwat school for the year 1956, the successful ones were ten in a row: Mabrouk bin dehaina zqanin, Kaddour bin Ali Qanan, Zubair bin Mohammed Karman, bin Youssef bin Al-Tuhami, Abdullah bin Ahmed bukhal Khal, Ibrahim bin Mohammed budawood, Abu Bakr bin Mohammed Al-rash⁴. The small number of Successful People is due to the circumstances surrounding the functioning of the school.

The AL-aghawat school succeeded because of its reliance on methods based on teaching students the simplest rules in the easiest compositions and a lot of Applied exercises that help to understand and fix it in the minds and focus on taking care of the meaning more than the pronunciation, diligence in educating the Queen of taste, and repairing the dialects of Hadith that colloquial and French transliterated in Arabic⁵.

The number of students of the school since its establishment until its closure in 1958 by the colonial authority amounted to about 400 students⁶.

Returning to Mohammed Ali Dabouz, who is the closest and most likely, the number has reached: 600 students, and the school of Education has sent a mission to the Ben Badis Institute consisting of 12 students, who were transferred by the Association of scholars after eligibility to the Arab Mashreq (Egypt, Syria, Iraq, Saudi Arabia)⁷.

Among the students of the school of education in Al-agawat who studied in the East: brothers Issa Azouz and

¹ Ibid., pp. 13-14.

² The Association of Algerian Muslim scholars, **the internal regulations of the association's schools**, the Algerian Islamic press, Constantine, D. T., belambarak, Ibid., p. 14.

³ Belambarak, op. cit., p. 81, Alali, op. cit., p. 153.

⁴ Belambarak, op. cit., p. 92, Alali, op. cit., p.154

⁵ Alali Mahmoud, *ibid.*, pp. 153-156 .

⁶ Al-Hassan fadla, *Ibid.*, p. 1, p. 472.

⁷ Mohamed Ali Dabouz, *Renaissance...*, Previous source, P. 269, Hassan fadla, previous reference, J1, P. 471.



Ibrahim (Meteorology and cartography), Hamida khamili, Safi bin Arafa, Mohammed bin Lakhdar, Madani Rumas (literature), Mohammed Yousfi and Talib Yaqoubi (Rights), Mohamed Yacoubi (philosophy), Ahmed qudoua (history and antiquities) and Mohamed soueidi (sociology).¹

The efforts of the school in Al-agawat were not limited to education, but contributed significantly to spreading national awareness and the spirit of defending the homeland, which prompted people to turn around and adopt the revolution and help the revolutionaries and Mujahideen, as many teachers and reformers joined and some of their students actively participated in the revolution, some of them were martyred and some of them survived to live the fruit of reform work and jihad after independence.²

Third: a list of the names of the martyred schoolchildren.³

-DirectorThe school: Sheikh Ahmed Shata(1908-1958)

And her pupils:

- Jalloul alrq(1942-1958)
- Aissa alrq (1941-1961)
- Ali alrq (1938-1959)
- Bashir al-aqoun (1938-1961)
- Saad Lagha (1938-1960)
- Ibrahim Daly (1938-1958)
- AissaTalabi (1933-1960)
- Belkacem alrch (1937-1960)
- Mohamed Murad (1939-1960)
- Tahir boushareb (1937-1959)
- Mohamed belmeshri (1942-1962)
- Mohammed Mahbubi al-Haj (1938-1961)
- Al-Azhari jridan (1938-1957)

- Mohammad qaluza (1938-1960)
- Ali khamili (1941-1961)
- Al-Haj Qofah (1939-1959)
- Belkacem Makhloufi (1938-1958)
- Ahmed rizouk (1941-1960)
- Mahmoud bin Ahmed Bin Omar (1936-1957)
- Jaloul chlawchi (1935-1960)
- Al-Jilali Senussi (1938-1959)
- Mohamed Baaj (1936-1960)
- Bashir rizouk (1937-1960)
- Mohamed rizouk (1937-1959)
- Ahmed bin Ajila (Munir) (1941-1959)
- Atallah Jarfaf (1935-1958)
- KadourQanan (1938-1960)
- Tahir Deni (1938-1959)
- Tohami Mohamed (1931-1957)
- Nawar Ahmad (1936-1958)
- Al Saghir Tahir (1938-1957).⁴

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¹ Leptre Madani- **Aghawat pages of history and civilization**, darhouma, Algeria, 2006, p.128, bouazara Mohamed, **I lived with those...I knew these**, ANEP publications, Algeria, P .120, Qusaiba and Hamani, previous source, p. 4.

² Alali, op. cit., p. 156.

³ Belambarak, op. cit., p. 95.

⁴ Belambarak, op. cit., p. 95.



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