



## Women In The Modern Age: Madrasat Almoshaghbeen As An Example

Hani Oudah Neamah

Research Scholar

Banaras Hindu University

Department of English

Varanasi, Uttar Pradesh, India

Dr. Abhilasha Eliza P. Kumar

Assistant Professor

Banaras Hindu University

Department of English

Varanasi, Uttar Pradesh, India

**Abstract:** In this paper we will present the events in the play of the writer Ali Salemand how to show the role of women in the field of education where the play follows the emergence of the educational problem and agree and then discover and try to solve Details carry the process of diagnosis and treatment, the woman to implement these educational processes to reach the essential goal education, Research on the manner of ideological of Salem with the participation of women in the field of education that we can see this presentation presented by Ali Salem in *Madrasat Almoshaghbeen* through the character Madam Effat that she is a teacher to a group of rioters students.

Where we present in front of the participation of women in the field, especially in education, with reference to the essence of education and its objectives and then presenting a historical background on the role of Egyptian women in education between 1967-1977 and some comparisons between education in the past and present, also we make a simple comparison with the story of the novel by the English writer Brathwaite and the difference each both and after the introduction of introductions of the play and the author address the character of the teacher, Madame Effat and the circumstances encountered during the events of the play with the commitment to theatrical text and finally presented methods of education in general and theoretical to match with what it did Madame Effat to come out with acceptable results what corresponds with Ali Salem's thesis in his play Implicitly.

### Key words

Madrasat Almoshaghbeen play, women in the modern age, education, Egyptian women, education problem.

## Introduction

As we know the essential role of woman in the society and an integral part of it, that appear during the important duties that women perform it. Since the beginning of the universe the woman was the foundation stone for the reproduction of the human race.

As the wise man said “No nation can rise to the height of glory unless your women are side by side with you; we are victims of evil customs. It is a crime against humanity that our women are shut up within the four walls of the houses as prisoners” from the other side, we should certain from the education of woman should be perfect to create a perfect generation.

Also, the Prophet Mohammad (PBUH) strongly emphasized on education by saying, “It is the prime duty of men and women to acquire an education”.

There have been many articles, subjects, and studies regarding the role of women in society over the last several decades, but it is finally getting closer from the perspective of more people. Women were formerly viewed as spouses who were expected to cook, clean, and care for the children. They were not permitted to vote while the men went about finding work and paying any expenses that needed to be paid. She quickly understood that women should play a larger role than others felt they should. Women will strike and march to prove that they should have rights like everyone else. They faced discrimination like no other race did. Women will express their opinion in any way possible so that they can reach their goal and they did.

Women's lifestyles have improved significantly in the last several decades, from holding positions in government to simple things like having a job and supporting themselves, removing some of the barriers women experienced in the past. To undertake any type of text analysis, we must be clear about the model we are employing, because this has major consequences for how we evaluate the text and what our interpretations are. This implies that, unlike other style textbooks, we cannot immerse ourselves completely in text analysis; instead, we must consider our assumptions about texts and their relationships to context and users, because gender assumptions are frequently made here. The majority of them are at work. Because stylistic analyses have traditionally concentrated on literary texts and the models upon which their analysis was based, I focus mostly on literary texts in this chapter; nonetheless, these models of analysis must be considered when addressing any sort of text.

## Historical Background

### **The role of Egyptian women and their field participation between 1967-1977**

Women generally were permanent companions of men in the job at that time. They did not enjoy all their rights, of course, but they are distinguished by their good social status, The Egyptian woman suffered the scourge of losing her husband or son after the 1967 setback, 30 thousand girls of university students, higher institutes and secondary schools joined the Egyptian military. Preparing them not only to stand in the first ranks of the war, but also to prepare for nursing and ambulance work, preparation of food, supplies, ammunition, and weapons, as well as training them to learn how to prepare and organize immigration camps,

evacuation of cities and rescue means. In the 1973 war, volunteer records in women's organizations and organizations included thousands of names who had already volunteered and helped in the October war in one way or another. The figures in the records of one of the women's organizations listed 13,000 women and then trained them on ambulance and nursing work to help with hospitals. Some 9,000 women donated blood, and this is one example of a women's organization. While the Red Crescent Societies had a core membership of highly trained technical personnel ready to assist and participate.

Egyptian women were not released from the Sadat regime's arrests following 1977 Sadat uprising. Where women went out with men against high-priced policies and they received mass arrests as the men. (Riyad M. 2017)

### **Some of features of education in Egypt between the present and the past**

In the late 1960s and early 1970s, when Egypt was at a very difficult stage after the defeat of 67, despite this the tuition fees were one pound a year. The private schools and universities for pampered students who did not receive a sufficient, there was a teacher's day and the late president Jamal Abdel Nasser personally distributed the prizes to the outstanding students each year. At the time, the teacher had his prestige and the state provided him with a reasonable standard of living. We did not hear about a teacher attending the school with slippers because he could not buy shoes, or another grabs kids sandwiches because he is hungry! The state has rightly considered that education is its responsibility and provides the best for students. (Note: Most countries in the developed world provide pre-university education free of charge and excellent quality, many of which are Germany, for example, free university education, there is also a very careful selection of teachers and the highest salaries among state employees), It is clear to many that Egypt is currently undergoing a poor educational status. Education in Egypt may have been influenced by several external and internal factors. The deterioration of both the economic, political, social and technological aspects has contributed to the deterioration of education. (Ahmed Kandil 2016).

### ***Madrasat Almoshaghbeen* play and *To Sir, With Love* novel**

We can compare the drama of *Madrasat Almoshaghbeen* with the novel by the English writer E.R. Braithwaite "to Sir, with love". This novel takes upon itself to highlight the educational methods in dealing with students and the way of dealing with students, although the novel discusses the subject of racism against blacks in a certain period in Britain It also opens new doors in educational methods and innovative ways of dealing with students.

**Author: Ali Salem**

### **Author's birth and life**

Ali Salem (1936 - 2015) Egyptian writer and playwright born in Damietta 13 January 1936 and died on October 22, 2015. His father was a policeman who barely earns enough to support his family. Despite the poverty that his family suffered, Salem received an excellent education, particularly in the field of Arabic and international literature. His father died in 1957 when Salem was 21 years old, which resulted in his being exempted from military service in order to support his family. His brother was killed in the 1948 war. Salem began his acting with theatrical performances in Damietta, the country of his birth in the 1950s, He then worked in several small groups before being appointed to the Puppet Theater

### **His works**

include 15 books, novels and 40 plays, most of which are comedic and satirical. The most prominent of his works are the drama of *Madrasat Almoshaghbeen*". He also published special political comments and opinions on Egyptian politics and relations between the Arab world and Israel.

### **Historical background about *Madrasat Almoshaghbeen* play.**

Known as the *Madrasat Almoshaghbeen* means school of rioters, it is one of the most sarcastic plays that have been seen in the Arab world, although it is an old play, which was presented on the twenty-fourth of October in 1973, but it still occupies the highest view to date, and worth mentioning The drama of *Madrasat Almoshaghbeen* , is an Egyptian play performed characters roles stars whose name was in the center of Egyptian art, written by the Egyptian playwright Ali Salem, and extends for more than four hours continuous on stage.

### **The characters of the play**

- 1- Morcy AL- Zanaty (student).
- 2- Bahjat AL- Abaseery (student).
- 3- Madam Effat (the teacher).
- 4- Abdu AL- Mouty (principal).
- 5- Mansour Abdu AL- Mouty (student) he is the son of Abdu Al- Mouty.
- 6- 6- Ahmed (student) he is a poet.
- 7- Lutfy Bahaa (student) he likes the music.
- 8- Jaber (Secretary of Abdu AL- Mouty).
- 9- Murad AL- Abaseery (Bahjat's father)
- 10- Alaam AL- Meloany (teacher in the same school).

## **Staff work in the drama *Madrasat Almoshaghbeen*, introduced in 1973**

The drama of *Madrasat Almoshaghbeen* is a play based on the story of a British film known as *To Sir: with love*, written by the late Egyptian writer Ali Salem, directed by theatrical director Jalal al-Sharqawi. The roles of the tournament were distributed to the late artist Said Saleh who died In 2014, the artist Adel Imam, the late artist Abdullah Farghali who died in 2010, the late artist Younis Shalabi, who died in 2007, the late artist Ahmed Zaki, who died in 2005, and the late artist Hassan Mustafa, who died in 2015, artist Suheir al-Babli, and artist Hadi al-Jayyar.

### **The dramatic story of the *Madrasat Almoshaghbeen***

The story of the dramatic story of the *Madrasat Almoshaghbeen*, about the teacher's relationship with five students whose behavior cannot be controlled, is not convinced. The new teacher, who was brought by the school principal, tries to control the five students and urge them to observe the rules of class and study. The school was unable to control the behavior of these students, although the story of the dramatic work is one of the stories that can be put in the artistic medium, but the writer wrote theatrical text in a new cynical style, making it a play has become a legacy and reference to the other sarcastic plays.

### **The reason for the success of *Madrasat Almoshaghbeen***

There are many factors that influenced the success of the drama of the *Madrasat Almoshaghbeen*, and it was a reason for the audience to see them repeatedly and repeatedly, it is worth mentioning that the actors who played the roles of the play well enough, so they were able to one of the most difficult acts that can be presented to the viewer, because it is difficult to control what the other party likes and makes him laugh. The reasons for the success of this play are also due to the decoration and lights used on the stage. This play is very simple, which Al viewer's attention focused only on the actor and the text.

### **Some of critical opinions and reactions that emerged after the performance of the play in 1973**

There were many opinions and varied analyzes about the play of the some of the critical opinions and reactions that emerged after the performance the play of *Madrasat Almoshaghbeen* and raised the play a wide debate between the artistic and social circles, some of them see it as a demolition of values and ethics and Reduce the value of the teacher and some links the relationship of the writer Ali Salem Israel as a sign that the play carries suspicious purposes and deliberate On the other hand, others see it as a reflection of reality and all the subsequent instances of the tradition of the play by the pupils of the school on their teachers were only individual. Some critics at the time of the play said (no play can change a society) where not only the critics of the arts, sociologists the intellectuals criticize the play of the some of the critical opinions and reactions that emerged after the performance of the play because of its ridiculous symbols of school authority. (Mahmoud Kassem 2006)

Madam Effat: is a teacher, she is scholar woman, she has a master degree in the philosophy and she appears through the play preparing to get Ph.D. that make her competent to lead the class of rioters to address their educational problems, she faces a lot of obstacles, in the end of play she can do her goal and she was able to prove her theory presented in her doctoral thesis.

we should focus carefully with this speech:

الناظر: النظرية شيء والتطبيق شيء آخر  
عفت: لما يعجز التطبيق عن تحقيق النظرية يبقى في خطأ في التطبيق

- **Her personality:** Madame Effat has a strong personality, perseverance and self-confidence that gives her strength enough to perform such a task, which we see through the play follows many educational methods with these students.

- **Her qualifications:** Madame Effat has more than excellent academic qualifications (Master's degree) and is in the process of submitting a doctoral thesis that also has a distinguished presence, and also has excellent social features, making it more skilled to communicate with students and understand faster, and should not forget perhaps Age factor is in her favor and age is close to the age of students, making them more authoritarian.

### The road of success as a theme

we can touch that road through this speech:

الناظر: أشك قوي في أنك حاتنجي ... أنا فشلت قبل منك..  
عفت: حارب.. وإذا فشلت.. فال بد أن العيب في

As we know that every success does not come without a series of complex events and circumstances and certainly there are factors to help the success and the factors of handicap and must accompany any successful conditions of several stations in the way to the goal and this is normal for a person like Madam Effat.

The two of most rioters' students are:

Bahjat AL- Abaseery: is a rich student and he doesn't like his father's ambition for him that he want to obligate him to study pharmacy, but he wants to be sailor, so he is not good student and he appears as a thief, he tends to be rioter in the class, also he consider the leader of group of student to do some of the riots inside the class that make all the teachers flee from dealing with them except Madam Effat, he has a big effect on his friends, because he always plans and they always apply his plans, Although he isn't guilty, but he is victim of bad educational system and bad methods that use in teaching, Actually he is smart guy, in addition to you can notice his behaviors improve in the end of the play, he is main reason to complete Madam Effat's mission.

There is clear concept towards Bahjat's personality through this speech:

الناظر: (يشير إلى بهجت) دا المعلم.. الزعيم.. هادئ قوي.. أعصابه حديد.. ما يخافش من حاجة.. خير..  
عفت: متهيأ لي درت و لفيت كثير..  
بهجت: ما حصلش ... بس حا يحصل..  
عفت: أنت حر.. مسؤول عن نفسك.. بس تأخذ ثانوية عامة الأول..

Morcy AL- Zanaty: is a rich student and his father is a business man his father is richest man in Aleskandriya, his father advise him to leave the study and work with him, Morcy is shameless student and he appears as a philanderer, he has more riots than other students, his arm is broken by Madam Effat through the events of the play, he is rude with Madam Effat, but he is not guilty, Also he is victim of bad family and educational system, Actually he is passionate, he want to have strong body, he want to be boxer, Though madam Effat broke his arm but she support him too much to reach for his ambition and we can notice in the end of the play hebecome more responsive with Madam Effat than other.

The following speech shows Morcy's tendency:

الناظر: مرسي الزناتي.. ابن أكبر معلم صاحب عربيات نقل اسكندرية.. بيديله مصروف ثالثة جنبه في اليوم.. عاوز يطلع مالكم.. بياكل عشر بيضات في اليوم و فرختين في القطار..  
مرسي: غلط.. لما الواحد يحافظ على صحته...؟!.. الزم الإنسان يبقى قوي عفت: القوة شيء عظيم .. بس مهما كنت قوي و ما تنساش أن الثور حايبقى أقوى منك .. الكلام ده قالو أرسطو...

### The Obstacles

Firstly, actually, Abdu AL- Mouty considers as the first obstacle faced by Madam Effat.

In the beginning of play we can touch that:

الناظر: أنا متحملش مسؤولية أنك تقعد مع الوحوش دول..  
عفت: جزء من شغلي أنني أقعد مع الوحوش  
الناظر: ولو ..... دي مغامرة خطيرة مقدرش أتحمل مسؤوليتها  
عفت: أنا المتحملة المسؤولية، وأقدر أتعهد بكده كتابة....

Abdu AL- Mouty: is principal, he considers an antagonist of the play because he is the first obstacle that may face Madam Effat, he has weak personality and he has no educational method to behave with his students, he often avoid to speak. He lacks rational talk with them and parental handling, he appears as a rude person with students, and He also has a reckless management of matters. Abdu AL- Mouty is a symbol of the decay of educational values. He is incompetent to the management of the school person does not have an educational sense and not good parenting with students most of the time screaming in them and uses the reprimand as a tool to manage the class at the same time, which is a weak figure and ineffective in the students and with His arrogance does not allow him to hand over the job to a better person than him, who is good at dealing with the students. This is what appeared when Madam Effat told him in her master's degree that she considered it humiliating to have a high school diploma while the new professor enjoyed this high degree, that make Madam Effat's mission so difficult.

We should refer to this speech:

الناظر: في الحقيقة هم وحوش البسة بدل.. ما يعرفوش حاجة أسمها الضمير.. ما يسمعوش الحاجة أسمها الخالق.. ما قدرش أقول أكثر من كده ..  
ما قدرش أقول أكثر من كده في حاجات مايقولهاش قدام آنسة

Secondly, the other obstacle that hindered the task of Madam Effat is the poor educational system, the absence of the necessary educational means and the lack of educational supervision. This make Madam Effat in conflict

with a bad educational system and between the behavioral deviations of a group of young students.

### The Cofactors that help Madam Effat in her Mission

Firstly, one of the factors that had a strong influence in the performance of the task of Madame Effat is the intellectual and cognitive level in which Madame Effat, where she was an educated figure and armed with knowledge and cultural storage made her self-confidence as a torrent of will to reach her goal, such a task requires knowledge and self-confidence and then work Serious and this is what is already happening with Madame Effat during the events of the play.

we should refer to this speech:

الناظر: دول مش طالبة دول مجرمين  
عفت: مفيش إنسان بطبيعته مجرم دا ضمن رسالتي في الدكتوراه

Secondly, the personal character is one of the characteristics of any society that aspires to progress and prosperity, not to accomplish the tasks and the ability to challenge obstacles and solve them in the most efficient way, and seeks All to possess this character, because of the attraction and magic to the owner, and enable him to live life in the most beautiful and optimal way, and earns through this person and his presence and the love and respect and the people, and strong personality based on the style and behavior that heads In this article to talk about the qualities of strong personal and ways to strengthen the person's personality. (Charles Crawford 2018)

Another important factor besides the knowledge and the certificates of Madame Effat Academy and its scientific research is the possession of Madame Effat for a strong and leading personality that makes her believe in her abilities from the beginning, as it is not clear to many that such tasks require a leading personality and a sense of dealing in fact if we draw from On the other hand, we find that the treatment and behavior of Madame Effat with the students was mixed with awareness and feelings directed and not randomly from what made them understand the problems of students easily This was a magical effect in changing the behavior of students and make them rethink their being and their behavior unjustified and this factor in particular shows that Madame Effat and her appearance in the play was to convey a wonderful picture or perhaps ideal for women and their role in the educational and scientific community, contrary to those who think that women are a commodity used for profit and temptation to believe what was destroyed by the character of Madame Effat exactly.



that appear in this speech:

الناظر: أنا أنصحك وللمرة الأخيرة حيثعوبك

عفت: الظاهر أنك مستسهلني

The third factor that is considered an important factor and perhaps the result of the previous two points is the response that the students have made towards Madame Effat. We observe the awakening that the students experienced towards their future and the interest of their study and response was not limited to their study levels, Although the response came late but without this response and interest from the students, Madam Effat was unable to achieve her main goal.

### Double-edged Sword

A double-edged sword, for example, means that if you use it for knowledge and knowledge, it can heal you, and if you use it with ignorance, it may be harmful to you.

From this point of view, there are factors that are considered a two-edged sword and a milestone in helping Madame Effat in her mission. Two factors emerge from this concept:

- Being a woman
- Being a relatively young woman

#### Being a woman

This is what illustrates the dimensions that have an impact on the fact that feminism is a thorny issue and needs careful consideration, especially when you study the character of Madame Effat and analyze all her interactions during the events of the play. Of course, it is surprising that Madame Effat is a living model of femininity of claims and make the center Women are equal with the status of men in income and giving, and this is what Madame Effat actually represented and then the dimensions of the claim continuing to achieve this meaning on the ground despite the great number of topics, research and scientific discussions, but in reality this meaning has not been achieved on the ground until this moment.

This is a concept of a central factor, which at the same time is an assistant to her in the performance of her task is also perhaps a factor in her in dealing with a lot of attitudes and this depends on the manner of abuse with being a woman The impact of women in many times is stronger than the impact of men stages, but if Women have charisma and presence where in this sense they gain their importance.

The fact that Madame Effat is a woman is not something that hinders her from performing her mission. On the contrary, being a woman and as mentioned above is a challenge for her. She is committed to embodying the values and demands of the feminist cause to convey a perfect image of women and that they are in line with men. All areas, especially educational, and this shows that the obstacle in being a woman lies in the lack of understanding of the community and the surrounding environment and this may work a gap between them and between the main goals.

## Being a relatively young woman

The second matter, that is considered one of the factors that fall under the name of the double-edged sword, that carries the same factors of assistance to Madam Effat and other handicapped is being Madame Effat relatively young so that her age is close to the age of students and this helps her once and hinders her in others, is helped by the fact that her age helps her to be more understanding and more interactive with their problems so that we can see during the events of the play the high capacity she enjoys By Madame Effat in dealing with students and guidance, but on the other hand can be considered that being a young age in itself is disabled in the performance of its mission and that because the experience required in the educational situation may not be enough to exist as we know that the educational experience dedicated to the performance of the process Educational and in particular mission as the task of Madam Effat.

الناظر: مقدرش أوافق.. أن سنك قريب عن سنهم  
عفت: جازيز يكون السن فرصة كويسة، بتخليهم يفهموني أكثر.

## The educational methods generally

the general behavior followed by Madame Effat and some features in her personality and other factors highlighted these behaviors in a distinctive and prominent and the same for each behavior and status of its effects in students and this does not come without difficulties and obstacles can be applied to these behaviors with students that Faced with applied behaviors.

In this topic we will present with an overview of the educational methods followed by Madame Effat to deal with the students. Before we know the educational methods followed by Madame Effat in the performance of its task should be noted that the problems of students are educational more than study problems of, So the treatment of unwanted behavior requires more educational skills than teaching skills.

Educational methods: is a set of disciplined educational activities organized and ongoing other educational tasks and targeted school work carried out by teachers inside and outside the classroom to achieve effective organization and management of the educational process directed at students in the reality of the various educational institutions and schools within the framework of the process of effective communication. (Berliner, David 2008)

## Educational Methods theoretically

After learning about the influence of feminism on the success of educational plans in the second chapter and we learned about the effectiveness of educational methods in the conduct of educational plans set by the professor of course by referring to Madam Effat and its purely educational mission we must take an introduction on educational psychology to identify key elements Access to the success of educational plans.

Educational objectives refer to the broad goals of the school and developmental behavioral education in particular. Characteristics of student growth Educational psychology is concerned with strategies for defining, categorizing, and implementing goals in education. When developing objectives, students' characteristics must be considered so that kids may learn how to study effectively. Methods of instruction Learning evaluation,

learning is evaluated using many sorts of examinations... All of this highlights the significance of educational psychology and its applications. In class. (1990, Al-Mansi). Educational psychology research focuses on three major areas or variables: educational goals, student characteristics, and instructional techniques.

Educational psychology's ultimate goal is to achieve scientific knowledge that can explain the systematic relationship between the variables that constitute behavior in educational situations and the factors that lead to the occurrence of this behavior, and this can only be accomplished by achieving the following: Objectives:

1. Recognizing this purpose entails answering the inquiries (the way and why?) that arise as a result of the activity.
2. Predictive abilities. The aim is to respond to those inquiries (that is, what takes place and at what time does it take place? ), and the predominant form method of comprehension that researchers utilize is forecasting, so any effort at improving comprehending could be stated to be essential when the outcomes that result from the description are a precise forecast of the initial event.
3. Flexibility refers to the capacity of the investigator to regulate some components or independent factors that influence the phenomena and demonstrate their effect on other variables as well. Handling these variables in the sphere of schooling can be hard owing to their complexity and interplay. (Ryan M. Niemiec 2008)

### **The educational methods that followed by Madam Effat**

Madame Effat's method of education consisted of several stages, each stage with a specific goal and each stage linked to the other closely related.

First stage, as we notice through the events of the play and in the first meeting with the students that they remain in a state of anticipation without them to talk anything I watched them closely and they act in the classroom as they wish without taking any action or word and this The goal of the workers was to identify their personalities and ideas closely and to know the interests of each of them, as well as the impact of each of them in his colleagues at the same time to know their problems and obstacles facing them in the attempt to diagnose and simplify and then solved and this stage may be an important stage and essential to exit A preliminary diagnosis of the problem in pedagogy is an important step in the solution of problem.

there is a reference in this speech that Effat wants to give chance to students to know them deeply:

عفت: الطلبة بتوعك ظراف قوي يا حضرة الناظر..

الناظر: أديكي شفتي بنفسك

Second stage, after identifying the personality and impact of each student in the group and take an appropriate educational position, then comes the beginning of the development of some systems in the classroom by Madam Effat and this included making students aware of these systems.

(بعد ما عمل الطلبة ترحيب مبالغ فيه)

عفت: متشكرة على دا الاستقبال ملهوش لزوم كل دا أنا عايزة أشوف كل واحد مكانو

Due to explain to them how to follow them and certainly this was a difficult stage Madame Effat because the chaotic situation experienced by students makes them less responsive to these laws and this explains some of the difficulties faced by the educational plans when implemented in a realistic way.

بهجت: بعد أربع طعش سنة في سنوي بتقولي أوقف

عفت: (لبهجت) لما تكلم المدرسة بتاعتك من الأدب بتقوم توقف

Then move on to the application of these systems and apply them according to restrictions that are not allowed to overcome students and note that when breaking the arm of Morcy AL- Zanaty And to deal strictly with Bahjat AL- Abaseery In the time that Madam Effat continued to encourage them and encourage them to commit through thereward of those who follow these systems and closer to their souls more and more and between the face of strict and the last tolerant through direct and indirect guidance processes:

عفت: (بعد كسر ذراع مرسي بتقول له) متحاولش تقل ادبك مرة ثانية وإلا حكسلك الثانية

And also:

عفت: (لبهجت): قوم أوقف

بهجت: ها عفت: سمعتني و أنا بقولك أوقف أعتقد أنك سمعتني!؟

بهجت: بتوجعك ذراعك يمرسي؟ .. بتوجعك قوي؟

Third Stage, the first response of the students through Bahjat AL- Abaseery then one after the other through the use of Madam Effat for the single advice to the addition to the collective We see in the final part of the students' full response to the love of the professor and their courses and this explains why she told Abdu AL- Mouty that the theory is wrong, the application printed here refers to the educational theory that it provides in the doctoral thesis.

بهجت: (لمرسي) لما تكلم المدرسة بتاعتك كلمها بأحترام

## Conclusion

Based on what we started in the first research after we became aware of all that surrounds Madame Effat from the circumstances and factors help and other obstruction, we must return to the first points of the research, but the question in the last line of the introduction Can we say "To Miss, With Love" And after we presented the educational methods in general and in theory and compared to what worked by Madame Effat throughout the events of the play and because of the qualities and qualifications that helped them to follow the art of their own to escalate events from difficulty to extreme difficulty and here we certainly mean the emergence of the event rising from then The plot in the play the amount of suffering made it on the brink of collapse But in the end she was able to make a difference so that we finally see the positive response of students with respect and love and consciously expressed by the students This came only hard work and continuous and appropriate

qualities of the teacher with the required plans may not be certain that what followed by Madam Effat roads The only successful and the method may not be unique but in fact art before being taught and who can attract a group of rebellious students into an environment of love and devotion is undoubtedly an artist.

## References

Berliner, David, *The 100-Year Journey of Educational Methods* Global Press (2008).

Bruce King, *The Internationalization of English Literature*, Oxford History of English Literary History, Vol. 13, 1948-2000 (Oxford UP, 2004).

Charles Crawford, *8 Life Skills to Help You Improve Your Personality* lifehack.org, Retrieved 2018-8-30. Edited.

Cindie Chavez, *7 Traits Of Powerful People* www.huffingtonpost.com, Retrieved (2017-6-15). Edited.

F. M. Birbalsingh to *John Bull, With Hate* Caribbean Quarterly 14: 74–81. (1968).

Kandil, Ahmed *AlAhram press date of essay 8 Dec. 2016*  
massai.ahram.org.eg/NewsQ/20579/198645.aspx (2016).

Mahmoud Kassem,, *Encyclopedia of Feature works in Egypt and the Arab World*, Part II, Egyptian General Book Authority, 2006.

Michael Fielding, 'Alex Bloom: Pioneer of Radical State Education' (2005).

Riyad M. , *Role of Women in the Development of Innovation in Government Work in Jordan-Amman (Part 2)*", Urban Dialogue, accessed on 11-3-2017.

Ryan M. Niemiec, *Three Ways to Improve the Development*

University of Colombia (2008).

Salem. Ali, *Madrasat Almoshaghbeen text of play*, Al- Madbouly presse established in 2007 Cairo (1973).