

Introduction :

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The present age is considered "the age of education" that is because education is a means which plays an important role in forming the individual as well as the nation . It differs from one nation to another according to the circumstances and the influences . Since we had got rid^{of} the political and military imperialism, our duty is to try to reconstruct the Egyptian national islamic personality . Ahmed Lutfy El-Sayed was one of the Egyptian thinkers who devoted their efforts for this reconstruction . He depended on thinking and teaching . He refused the intellectual inflexibility and tried to connect the originality of the old heritage with the essential trends of the modern civilization . Therefore, he has been the pioneer in this field .

Research Problem :

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On the confrontation of civilization between the Egyptian society and the western one at the end of the nineteenth century and at the beginning of the twentieth century, the shortage of the Egyptian culture came to light during the British occupation in Egypt . As a result, it was necessary for that society to look for the sides of shortage and weakness and the causes of power and civilization , although that shortage was general, it was clear for the Egyptians that the educational backwardness and intellectual inflexibility were the most important aspects of that shortage .

Because Ahmed Lutfy El-Sayed was one of our thinkers in the twentieth century, the researcher stated the research problem in the following questions:-

- 1- What are the circumstances which had the great influence on forming his thought ?
- 2- What are his opinions towards the educational issues in his time ?
- 3- To what extent did his thought respond to the requirements of his society and age ?
- 4- What are the points of strength and weakness in his educational ideas ?
- 5- How can we benefit from his method used to remedy some modern educational issues ?

Research objectives :

It aims at :-

- 1- Revealing the important factors which affected the formation of Ahmed Lutfy El-Sayed's thought .
- 2- Determining his distinguished opinions in the educational process especially in the university .
- 3- Defining to what extent his thought responded to the requirements of his society and age .
- 4- Taking part in producing Egyptian Educational thought which can distinguish the Egyptian Education with a special aspect as a pressed strategic orientation.

Research Methodology :

- I- The historical method : To study the factors and the environmental circumstances in Ahmed Lutfy El-Sayed's age to know the extent they affected his thought in the light of the cultures and the intellectual trends in his time .
- 2- The analytic-discriptive method : To analyze the content of Ahmed Lutfy El-Sayed's intellectual heritage .

Research Limitations:

The researcher has considered the features of the intellectual educational and cultural life which existed in Egypt in Lutfy El-Sayed's age ^{as a} starting point for this research. Thus the period which was tackled in this study likens, to some extent, the period of Lutfy El-Sayed's life . Consequently, the historical frame of this study started from 1872 to 1963 .

Organization of the research :

It consists of eight chapters :-

Chapter one :

It deals with the introduction , the research problem, its importance, objectives, methodology , limitations, the previous studies , the definitions of terms and the research procedures.

Chapter Two :

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It discusses the political, economical, social and cultural influences in Egypt during the period 1872-1963 .

Chapter Three :

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It deals with the general circumstances which formed the personality of that thinker, especially the intellectual and social development, from his birth till his death. This chapter includes the ^{beginning} of his life, his education, his travel and return to Egypt, his various governmental jobs, journalistic and party activity and finally his death .

Chapter Four :

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In this chapter, the philosophical essentials of Lutfy El-Sayed sayeds thought, the doctrines : utilitarianism and liberalism and his opinions concerning the intellectual issues such as the Egyptian nationalism, independence, freedom and constitution .

Chapter Five :

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The research criticizes the educational states in that time, the doctrines of education, the university education and his attempt to Egyptize the Arabic Language .

Chapter Six :

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It is concerned with philosophy of education and its fields and the most important opinions and ideas of Lutfy El-Sayed in education and culture .

In respect of his definition of Education , he declared that it is a personal and social efficiency as personality development and self-independence in the individual as well as developing the social features . It is also an organizational field between teaching and education in order to make a balance between the mind and the body in a free way to enable them to grow together at the same level. Besides, education is a comprehensive and broad process which aims at achieving the aspect of moral and psychological balance in the individual and the nation . The research tackles Lutfy El-Sayed's methods of Education and its fields such as moral, social, assthetic, economical and political education .

Chapter Seven :

It deals with woman's education with the analysis of the social status of the Egyptian woman, the girls education, his call for woman's emancipation, justification to his opponents the limits of for emancipation, her right for education though the equality between her and man, the necessity of education for her, veil, what she should learn, how the girls join the University and the woman's right for marriage .

Chapter Eight :

It sheds light upon an evaluative study of Ahmed Lutfy El-sayed's educational thought. this chapter includes a simple review of the nature and development of his educational thought, the extent his opinions responded to the demands of the Egyptian society, the agreement of his educational ideas, the