

Revolution 2000

Are Pakistanis Ready to
Pay the Price for Success?



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To the young generation of Pakistan
Pakistan's future depends on them

Contents

Part I: Short Stories for Success in Your Career and Life

Module 1: Short Stories for Success

10	What Story Will You Tell Your Children?
12	What Is the Difference Between a Human and an Animal?
13	A Simple Way to Wisdom
15	The Unlimited Capital That Every Person Has
17	Quiz I
18	The Miracle of Goals
22	Seven-step Goal Setting Sheet
24	Twenty Thousand Dollar Idea About How to Get Things Done
25	Time Management
27	Paradigm
29	Quiz II
30	A Piece of Advice That Changed My Life
32	Time When Future Looks Dark
34	Hope and Trust
36	Possible and Impossible
37	It's Not Worth It
39	Are Women Better Than Men?
41	Our Selection, Our Luck
42	Quiz III
44	Two Inventions That Made Europe Rich
46	The GI Bill – The Law That Changed America
49	Quiz IV

Module 2: The Aims of Education

- 51 The Aims of Education
- 53 College Education is Worth \$1 Million More Over Working Lifetime
- 54 Quiz V

Module 3: Meeting Employers Expectations

- 55 Learning and Practicing What Employers Expect
- 57 Begin Everything with the *End* in Mind
- 59 Quiz VI

Module 4: Planning for Retirement

- 60 How to Retire With One Million Dollars?
- 62 Quiz VII

- 63 Answers to Quizzes

Part II: The Sense

- 65 The Most Important Ability Of A Person Or A Nation
- 66 Mistakes Of Nations And Their Consequences
- 66 The Migration from India
- 67 The Mistake of the Villagers
- 68 The Mistake of Khwarzam Shah
- 69 The Mistake of the Germans and the Japanese
- 71 Scientific Progress That Could Not Happen
- 73 The Destruction Of The Alexandrian Library
- 75 Science And The Catholic Church In The 16th Century
- 78 The Science And Philosophy Of Muslims
- 80 Ulama And Science
- 85 *Questions*

Part III: The Pakistani Nation And Progress

- 88 Eye Medicine For Stomach Ache
- 89 The Hen And The Golden Egg
- 90 The Paradigm Of Pakistanis
- 93 Religion And National Progress
- 96 Conditions Of Countries That Are Left To God
- 97 Belief In God
- 99 Our Family System And Its Productivity
- 101 Facilities And Taxes
- 103 Young People And The Economy
- 107 Pakistan And India: Difficult Problem, Simple Solution
- 109 The Map

Part IV: Last Message

- 113 Last Message
- 117 Acknowledgments

Preface

This book has one main purpose: to teach the citizens of Pakistan, especially the younger generation, a sense of which path leads towards success and which towards disaster. It is not easy to achieve success; you have to pay a price for it. You have to learn continuously and work hard. For an entire nation to succeed, many generations have to sacrifice. However if you are going on a wrong path, then there is no point in learning, working hard, or sacrificing.

There are many decisions, of people and of nations that are proven right or wrong only with the passage of time. They then become history for the coming generations. What these generations learn from this history, and how they write their own history, is up to them.

To write this book, I have not only studied history; I have also included proven methods to succeed that I have used myself. I am sure this book will be very helpful for guiding the nation of Pakistan (or any developing country), and young people in general, towards success.

Part I

Short Stories for Success in Your Career and Life

Module 1: Short Stories for Success

This part is written for students, to teach them that there is no big secret about achieving success in their career and life. Lessons and other tools for success are simple to learn but it requires hard work and discipline to practice them.

Successful people want a good future for themselves and for their children. This is the first step towards success. You need to want it. They know as humans, they have the power to change their future. They are willing to pay a price to get what they want, and they know we all have limitless brainpower ready to be used.

They set higher goals and work hard to achieve them, learn how to get things done and manage their time. They do not quit. They trust themselves to get things done and don't just hope for the best.

They develop a habit of reading, and realize that getting an education is the single most important thing they can do to improve their lives and their children's lives. Finally, they know what employers expect from an employee, and they practice it while in school.

“We are what we repeatedly do.
Excellence then, is not an act, but a habit.”
Aristotle

What Story Will You Tell Your Children?

The other day my seven-year-old daughter asked me to tell her a story. I thought that I could tell her my own story. Here is what I told her:

I grew up financially poor in a tiny apartment in Pakistan, with my four brothers and two sisters. We were nine people, including my parents, living in two small rooms and most of us slept on the floor. We could afford new clothing only once a year. We could eat only a single piece of meat a day and although I would have liked to drink a glass of milk every day, I received only one glass a week since my parents did not have enough money to buy more meat or milk.

My neighborhood was really bad— drugs were being dealt all the time and fights between people and gangs were going on almost every day.

My parents could afford to send me only to public schools, and my high school education in particular was not very good. One problem was that all the courses were taught in Urdu, the native language of Pakistan while the children of rich families were getting taught in private schools where all courses were in English. Proficiency in English language was necessary to get a good job.

It was very difficult to complete my Master's degree because of the poor education background but I did it by working very hard. In my mind, failure was not an option. I was committed to completing my Master's degree and I did this.

But I still could not get a job because I was not proficient in English, and as a result had even less confidence in myself.

Fortunately, because of my good grades I was eventually able to get an education loan, and I came to the USA to study. I came here as a

student and earned my Master's in Computer Science from the New Jersey Institute of Technology (NJIT.)

Soon I got a job as a Systems Analyst. To earn more money, I started my own business. I also began writing books on computer networking and over a period of more than five years, working 16 hours a day, I wrote 17 books. Some of these books have since been used to provide computer training in colleges and universities, including New York University.

Today, I have a good business, a nice home in a good neighborhood, and I drive a nice car. I have two nice children that have their own rooms and as much milk to drink as they want every day.

What story will you tell your children about yourself?

What Is the Difference Between a Human and an Animal?

People usually think that the main difference between a human and an animal is our brain, since it sets humans apart as the more intelligent species. This is true, but dolphins, whales, and chimpanzees are also very intelligent. It is a fact that scientists have trained animals to perform, not only different tasks, but also basic mathematical functions. Perhaps a trained chimpanzee that can perform basic mathematical functions is more intelligent than a human who has never used his brain.

You may be surprised to know that whales can communicate with each other at distances of up to 500 miles. They can also sing a song together, stop the song in the middle while they travel, and then come back and start the song from the same point. If whales can accomplish such a feat, then they may be at least as intelligent as many humans.

So what is the difference between a human and an animal? Howard H. Stevenson has answered it in his book *Do Lunch or Be Lunch*:

The main difference between a human and an animal is that a human can change his future and an animal cannot.

I agree with him wholeheartedly. For millions of years, animals have been living without changing their conditions. When things get bad they usually adapt to their environments, migrate to other areas, or just die.

So we have to remember that as human beings, we have the ability to change our circumstances, no matter how bad they seem to be. Our future depends only on ourselves.

A Simple Way to Wisdom

Once upon a time, a king told his men to search for a simple way through which people could learn wisdom.

The king's men scattered around the world to find it. After years of searching, they had gathered thousands of books that taught wisdom to people. But when the king looked at the large mound of books, he said, "It would take a whole lifetime to read these books. I need something much simpler than this."

So the king's men selected the top 100 books, but still he was not satisfied. Then they narrowed it down to 10 books, but the king was still not satisfied.

Finally a single book was selected. Again the king asked them to narrow it down—first to a chapter, then to a page, then to a paragraph, and at last to just one sentence. For a long time the men searched for the single sentence of wisdom that would satisfy the king. The sentence they finally chose was this:

There is no free lunch.

It means that you must pay a price to get what you want in this world.

I first read this story about 10 years ago, and since then I have thought about it many times. It still rings true to me, and I believe that if people can just understand this single sentence, they can learn wisdom.

There is nothing free in this world. We have to work hard and pay a price to get what we want. If we try to get something for free, we are just fooling ourselves.

It has been proven many times that people can get anything that they strive for— if they are willing to pay the price for it.

There is no free lunch.

You must work hard and pay a price to get what you want in this world.

The Unlimited Capital That Every Person Has

When people want to start a business, their first step is to look at how much capital they have. Then they consider the abilities they have that will help them succeed.

The good news is that every person in this world is born with so much capital that even if they're only able to use 10% of it, they will be a sure success. So why don't they all succeed?

To understand, we need to see just what this capital is and how can we use it.

This capital is the human brain. If one tried to build a supercomputer that could do the same things a human brain does, it would probably cost untold millions of dollars.

The human brain is the most complicated entity in the universe. It has a thousand billion neurons, or nerve cells, and there are hundreds of thousands chemical reactions taking place there every minute. Every nerve cell can interact with hundreds of thousands of other nerve cells in different ways. This means that your brain is able to generate far more thoughts than there are atoms in the entire universe.

If you want to understand the tremendous power of the brain, look at how a child learns to speak a human language in a very short time. Almost all children learn to speak before the age of three. Think about it. When you are born you do not know what place this is, what the things are that are around you, or what all the noises mean. But in the short time from birth until the age of three, you get familiar with your surroundings.

You learn that there are different words in the sentence "I love you very much," and you learn what their meaning is. Before you are three, you not only start to understand the language, you also start to be able to speak it.

As time goes on people have invented things such as radio, airplane, television, computer and the Internet--things that seemed impossible but were made possible just by using their brainpower.

It has been estimated that no one in the world (not even famous scientists) ever uses more than 10% of his or her full brainpower, and that the average person does not even use 1% of his brainpower.

We have now estimated the abilities of our brains. Now the question is, how can we use this great power? We will learn this in the next lesson.

Quiz I

- Q1. The difference between a human and an animal is:
- Humans are more intelligent than animals
 - A human can change his/her future and an animal cannot
 - Humans can learn new skills but animals cannot
 - Humans can think but animals cannot
- Q2. "There is no free lunch", means:
- You cannot get lunch free
 - You need to earn money
 - You need to pay a price to get anything you want in life
 - You need to get an education
- Q3. Most people use only _____ or less of their brain's power.
- 10%
 - 33%
 - 50%
 - 90%
- Q4. A supercomputer that is as powerful as the human brain is would cost about _____ to build.
- \$10 million
 - \$33 million
 - \$50 million
 - Untold millions

The Miracle of Goals

The first step to optimizing the abilities of the human brain is to learn to *focus*. This means using *all* of your brainpower to solve a problem. It sounds difficult, but there is an easy way to focus: by setting goals.

For example, if your annual income is \$30,000, you can set a goal of increasing your income to \$50,000 within two years. If you are firm in your intention and are ready to work hard to achieve your goal, then you will definitely increase your income to \$50,000 within two years.

How will you do this? The first step is to sit down and think of all the resources that can help you achieve your goal.

Perhaps you need to get more training or to change your profession. You can start by collecting information from people who are earning \$50,000 annually. You could collect information about different professions to find out how they can improve your earning power. If you have a business, you should think about ways to increase your sales. If you are unable to increase your sales in your present location, then perhaps you should think about opening another site.

You have to think about your goal all the time and think of all the possible ways to reach it.

Many people, for example, most students in a University have some goals but most of them, beyond identifying that they want to be a doctor or a professor or an attorney or whatever, really do not do that much towards goal setting for a long term success. You have to take proper steps to get productive results as mentioned below:

1. Identify exactly what you want.
2. Write it down.
3. Spell out why you want to reach these goals.

4. Think about the obstacles you will have to overcome to reach your goals.
5. Identify the people, the goods, and the organizations you need to work with to reach your goals.
6. Identify what you need to know or learn to reach your goals.
7. And finally, set a date when you expect to reach your goals.

People who set goals for long term success and take all the steps needed to achieve their goals achieve much more financial and career success than people that do not set goals even if they have the same educational background.

Now let me show you how I came to America and achieved my goals.

In 1988, I completed my MS in Computer Science and started to work as a programmer. Until 1990, my income was about \$40,000 per year, but I was determined to increase it. I did not want to be held back by any limits in my income. At the time, I mentioned to a friend that I couldn't tolerate any limitation in my life (that's still true today.)

I need total freedom to be able to do everything I want to do. I do not want to hear that I cannot do something because I cannot afford it. If I want to own a Mercedes or a BMW, then I must be able to do it. Whenever I want to visit my family in my homeland or invite my parents over to visit me, I must be able to do it. I want to be able to buy the safest car for my children and send them to the best schools.

I never wanted to hear from myself that I could not do something because I could not afford it.

This was my desire. A burning desire. I knew that in the job I had, I could not earn more than \$45,000 a year. So I decided to start my own business. At the time I only had \$4,000 in my bank account, because I was also supporting my family in Pakistan.

I rented a 200-square-foot facility and started a business in computer training and consulting. At the time, I was not certain exactly what I wanted to do or how I wanted to do it, so in the beginning, things were not easy. In the first six months for example, my business only generated \$100. So I was even paying the rent out of my own pocket.

But at last, after a considerable amount of thought and planning, I succeeded. In 1992, I earned \$41,000 a year. In 1993, my income was more than \$100,000 a year.

When my accountant marveled at this, I showed him my diary. In the entry dated January 1, 1993, I had written down my goal: I would increase my income to over \$100,000 that year.

From then on, every year I set goals, and achieve them. This has let me establish a multimillion-dollar business.

Let me tell you that all of this did not happen due to luck.

I worked very hard to achieve my goals. During the first five years of my business, I did not watch TV, read the newspaper, or even listen to the radio. I worked 16 hours a day, seven days a week. But I did read business books, and I also listened to motivational audio books while driving.

If you can also focus like this, you can surely achieve your goals. To set and achieve them, you should always keep the following points in mind:

- Set a goal that is realistic, one that you can reasonably achieve. For example, if you are earning \$30,000 annually, then a goal of earning \$50,000 two years from now is realistic. But achieving your goal in only six months may not be realistic.
- Your goal must also be very clear. For example, it is not enough to say that you would like to increase your income in the future. You should have an actual figure in mind—for

example, decide that you would like to increase your income by \$20,000 in two years.

Planning, Planning, Planning

Do you know what is more important than your intelligence and education to succeed in life? It is your ability to plan. People who learn to plan their life are the people who set goals and are more successful, in general. If you observe, 20 years later, graduates of any university or college who have the same level of education and are more or less same in intelligence, you will find that people who properly planned their life are more successful economically than those who did not plan.

The quote from President John F. Kennedy "The time to repair the roof is when the sun is shining" is another excellent way to learn the wisdom. It simply means that plan your life.

Seven-step Goal-Setting Sheet

Please complete this seven-step goal-setting sheet for your career and educational goals.

Step 1&2: Know what your goal is and write it down.

(Example: I want to learn skills and other qualities needed to obtain a job as a Medical Assistant or Network Engineer.)

Step 3: Benefits of reaching this goal. Please write down three to five benefits, and be clear **why** you want to achieve this goal.

(Example: I want to make more money and have a better career. I want to get an education and career so my children will do the same thing. I want to help people who are in a hospital so my life has a better purpose.)

Step 4: Major obstacles to overcome to reach this goal. (Once you identify any obstacles or problems, you can think about solutions.)

Step 5: Identify people (family, friends) and organizations that can help you to achieve your goal.

Step 6: What do you need to know or learn to reach your goal?
(Plan the actions to reach your goal. How you will be studying, number of hours per day, per week. Methods of studying, making flash cards, making notes, hands-on practice, recording, etc.)

Step 7: Completion Date _____ (Without a deadline your goal is just a dream.)

I am committed to do whatever it takes to make a better life for myself and for my family.

Name: _____ Date: _____

Twenty Thousand Dollar Idea About How to Get Things Done

People often set their goals but are then unable to focus on getting them done. In life, there are many things that can create obstacles. But there are also ways to overcome them. Let me tell you a simple idea that helped an employee and his company to become very rich.

Many years ago, when Bethlehem Steel was a small up-and-coming factory, a young management consultant named Ivy Lee visited Charles Schwab, a manager at the steel plant. (Schwab later became the first man in history to earn a salary of \$1 million a year. Obviously Andrew Carnegie, founder of the company, liked Schwab's ability to get things done.)

Lee said that he could help Schwab find better ways to do the things that were necessary to make the company a success. Schwab told him that they already knew how to make steel and knew what needed to be done—but he added, they were not getting those things done.

“Show me how to do the things we ought to be doing,” Schwab challenged, “and we'll pay you whatever you want.” Lee said that he could do that in 20 minutes. He even offered to let Schwab use the system and then pay Lee whatever the steel company executive thought it was worth, if anything. Schwab was impressed with Lee's confidence and told him to proceed.

Lee handed Schwab a piece of paper and said, “Write down the things you have to do tomorrow.” Schwab did as instructed. “Now number these items in order of importance,” Lee continued. Schwab did that. Then Lee gave Schwab his instructions. “First thing tomorrow morning, start working on #1 and stay with it until it is completed. Next take #2, and don't go any further until that is completed. Then proceed to #3, and so on. If you can't complete everything on the schedule, don't worry; at least you will have taken care of the

most important things before getting distracted by the items of lesser consequence.”

Lee said that if Schwab completed every item on the list before the day was done, he should make a new list and start on that; or, if any items were left at the end of the day, they could be considered for the next day’s list. “The secret,” Lee continued, “is to do this daily, evaluate the relative importance of the things you have to get done, establish your priorities, record your plan of action, and stick to it. Test it for as long as you like and then send me a check for whatever you think it is worth.”

In a few weeks, Charles Schwab sent Ivy Lee a check for \$25,000. This was big money in the 1930s! Schwab reportedly told his associates that this was the single most valuable idea he had ever received.

Time Management

Using your time effectively is essential for success. Successful people understand that time is a unique and irreplaceable resource. It cannot be stored and the time that is gone will never come back. Every person gets the same amount of time, 24 hours per day, but successful people get a lot more done within this time than most people.

To effectively manage your time, you need to follow the three-step process:

- Record your time
- Manage your time, and
- Consolidate your time

First step is to record or log your time-use to find out where it actually goes. By recording time, you can identify time wasters that include people and unproductive activities and better manage your time. Identify and eliminate the things that need not be done, the things that do not contribute toward your goals. To finish important

tasks, you also need to set aside large chunks of time when there are no interruptions and your energy level is high.

I usually get most of my work done between 9:00 pm and 3:00 am when my energy level is high and there are no interruptions. (I take a nap during the daytime to recharge myself when I need to work late.) I also work in the morning for a few hours before going to office or take a day off sometimes and work at home where I do not have interruptions to get things done.

Setting goals and then achieving them is not such a complicated task. Anyone who is willing to work hard can achieve his goals. However, people often feel they have to work too hard to achieve their goals, or they're not motivated enough to set more goals after they achieve the first ones.

Is there a way by which goal setting can become part of your nature so that you can work hard to achieve your goals without feeling it? Yes, there is a simple way that we will learn about in our next lesson.

Paradigm

A major change or improvement comes in someone's life when he understands his paradigm and changes it. You can change your life without changing your paradigm. You can change your attitude; you can make yourself a hard-working person. You can set your goals and achieve them. But to bring a major change in your life, you need to change your paradigm.

Now the question is, what is a paradigm?

The way you see this world is your paradigm. It is your worldview, and it comes out of your frame of reference. Everyone has a different frame of reference. To understand the frame of reference, consider the following story:

In a small American Indian village, people were shown pictures of the Empire State building as evidence of the great advancements civilization has made. The first question that the Indians asked was, "How many sheep does it hold?" They asked the question because that was the frame of reference that came out of their experience.

What is your paradigm? How do you see this world and yourself? Do you think of yourself as a victim of circumstances? Do you think that whatever the conditions are, you have to live with them because they cannot be changed? Or do you see yourself as someone who is determined to change your circumstances for better, who will get the best out of life and who will do a world-class job in whatever you do?

People learn their paradigms from others, and they reinforce them with the help of others. Your paradigm is created and changed by your education, friends and the books you read.

Whatever your paradigm is, it will shape your circumstances. In most cases, a person is responsible for whatever happens to him. To accept

responsibility for your conditions and circumstances is one of the first signs of adulthood.

Have you ever thought about why children of well-educated people are usually also well-educated and children of less educated people are also less educated, in general? (*)

There is a greater chance that your children will not complete college if you do not complete it, and the major reason is that children of well-educated people have a different paradigm than the children of less educated people. By getting an education, you are not only changing your paradigm, but the paradigm of your children as well. You will not have to work on their attitude or behavior about the education. It will come naturally to them.

* **Reading** to young children promotes language acquisition and correlates with literacy development and, later on, with achievement in reading comprehension and overall success in school.

The National Center for Family Literacy reports that research shows children's literacy levels are strongly linked to the literacy levels of their parents, especially their mothers. Literate adults raise healthier and more successful children.

As a mother's education increases, the likelihood is greater that her children are read to every day. In 1999, 70 percent of children whose mothers were college graduates were read aloud to every day. In comparison, daily reading occurred for 53 percent of children whose mothers had some postsecondary education, 44 percent whose mothers had only completed high school, and 38 percent for those whose mothers had not completed high school. (Source: ChildStats.gov)

First-generation students who started at four-year institutions in 1995–96 were less likely than their counterparts whose parents had bachelor's or advanced degrees to remain on track to a bachelor's degree in 1998 (58 percent versus 77 percent.) (Source: National Center for Education Statistics)

Quiz II

Q1. To tap into the unlimited power of your brain, you need to (select two)

- a. Get an education
- b. Learn how to focus
- c. Work in a good company
- d. Learn how to use a computer

Q2. To focus on your goals and get the most important things done:

- a. Create a list of things you need to do that day, put them in order of importance, and work on the first item and do not do anything else until it is done, then work on the next item, and so on
- b. Set realistic goals
- c. Create a list of things you need to do that day and only work on those things, do not do anything else
- d. Prioritize things you need to do every day

Q3. To bring a major change in your life, you need to:

- a. Set goals and achieve them
- b. Learn how to use your brain power
- c. Get a good education
- d. Change your paradigm

Q4. The best way to change your attitude and behavior is to:

- a. Set goals and achieve them
- b. Learn how to focus
- c. Get a good education
- d. Change your paradigm

Q5. By getting an education, you are changing the _____ of your children:

- a. Lives
- b. Paradigm
- c. Attitude and behavior
- d. Education

A Piece of Advice That Changed My Life

It was back in 1981, when I was in my first semester of Applied Physics at the University of Karachi, that I was faced with a number of challenges. First, as I had previously studied only in my native language, Urdu, it was very difficult for me to study in English, the language at the university. Also, I had no interest in the subject of Applied Physics. I only took the course because it would improve my chances of securing a good job after graduation.

At the time I was debating whether to get my Masters in Mathematics, my favorite subject, or give up further education and start searching for a job. As it was difficult to get a job even after completing a Masters degree, I did not see any benefit in going through with it. For days, I lost sleep over this. Sometimes making a decision can be the most difficult thing in the world.

At last I decided to ask the opinion of my favorite teacher, Mr. Riaz. He had been my teacher in high school, and also continued to help me during college without accepting any fees. When I told Mr. Riaz about my dilemma, he looked into my eyes and said, “Zafar, you may transfer to Mathematics, but you will never be able to complete your Masters in it”.

I looked at him with surprise and asked, “Sir, you know I am one of your best students, if not the best. Why are you saying that I cannot complete my Masters in Mathematics?”

Mr. Riaz replied without any hesitation, “Because you have learned to pull back. When a man learns to pull back he can never succeed in any field.”

His answer went straight to my heart. I suddenly realized that I was trying to find reasons to escape from difficult times. I was accepting defeat without knowing it. I looked into his eyes and said, “Sir, now I will complete my Masters, and I will do it in Applied Physics!”

After two years, I had finished my Masters with high ranks (3.5 GPA.) As I still had no interest in Applied Physics, I never worked in this field. But Mr. Riaz's advice taught me a lesson, never to pull back, that would let me succeed in any field.

Thank you, Sir Riaz!

Time When Future Looks Dark

[To my friends who may be in a hospital and feeling down like I felt once.]

It was around 1984, right after I graduated from University, that I became sick and was diagnosed with Tuberculosis (TB) disease. I was a 25-year old youth, excited about starting life as an adult and there I was confined to bed as a patient of TB. It was the most difficult time of my life when not just my future but my entire life looked very dark to me. I used to cry when alone and asked God, why me? Why among all of my friends, had He chosen me to go through this?

In those days TB was considered a very dreaded disease in Pakistan and the concept of people in general was that if you have TB, you just stay in bed, avoid meeting other people, cough, and eventually die. I imagined the same fate for me. But fortunately by that time, because of advancement in the medical field, TB was a curable disease.

I stayed at home and took medicines for about one year. During this time, I avoided meeting people as much as possible and my parents hid from everyone the fact that I had TB.

Finally, I recovered fully and went back to my life, doing things such as applying to American Universities for admission and taking English language courses.

When I later looked back to those days, I regretted a little about feeling so hopeless and low about everything. You really cannot control sometimes what life throws your way. But you can control what you do about it. Life has a great ability to adjust itself according to the circumstances. People have recovered from deadly diseases such as cancer and have won the Olympics after becoming disabled. The whole world watched in amazement as champion cyclist Lance Armstrong overcame near-death cancer to win the grueling Tour de

France race a record 7 times (consecutively from 1999-2005), through sheer determination and focus.

Someone has said whatever does not kill you makes you stronger. Even if not physically, but definitely mentally.

Today, I feel being diagnosed with TB at the age of 25 is actually not a bad but a good chapter of my life. Making me more proud that I was able to overcome yet another obstacle to succeed in life.

Hope and Trust

In 1994, the Director of Continuing Education of New York University invited me over to discuss my books. He was interested in using them in the University's computer networking courses. We had set a time for the meeting of 10:00 a.m.

I hardly ever went to New York, so I wasn't aware of the heavy morning traffic. I estimated that it would take me an hour to get there, so I left my home in New Jersey one and a half hours before the meeting to be sure I would get there on time. I was nearing New York when I noticed that the road was getting clogged with cars and because of that I was only able to move forward at a very slow pace. I realized that I might not get to the University on time. That meeting was very important to me. I started regretting not leaving my house a little earlier, and started hoping I would get there on time. Sitting in the car, stuck in traffic, angry with myself, and hoping to get there on time, I started to feel very hateful about the word "hope".

I reached the University half an hour late. When I apologized to the Director, he said that it was fine and mentioned that the traffic there was always heavy. After a short meeting, he asked me to come back after a few days so that he could consult with his faculty about my books. The meeting time was again 10:00 a.m.

I was really very embarrassed about reaching the University late, and I decided that I never again wanted to be in a situation when I had to resort to "hope" to get something done. Therefore, on the day of the second meeting, I started out at half past six instead of half past eight so that, regardless of the traffic, I could reach my destination on time with "trust" rather than "hope".

This time I reached the University at about 8:00 a.m. and was sitting a little way from the director's office, waiting for the 10:00 a.m. meeting, when he came out of his office to get some coffee. He was surprised to see me so early. I explained that I had come early to

avoid the traffic and that I did not mind waiting, but the Director called me in and started the meeting right away.

Because of this incident, I changed the phrase “the world stands on hope” to “the world stands on hope but is progressing on trust.” On the trust of those people who are determined to succeed in all conditions, good or bad.

Possible and Impossible

I heard this story about George Bernard Dantzig who was a doctoral candidate at the University of California, Berkeley in 1939.

George Dantzig arrived late for a statistics class and found two problems written on the blackboard. He assumed they had been assigned for homework and copied them down. He worked very hard to solve those problems but they were very difficult to solve. He still tried to solve them and finally succeeded. He called his professor to apologize as it took him long to solve the problems and asked if he can still submit the homework. The professor told him to throw it on his desk. George Dantzig did so reluctantly because he worked so hard to solve those problems and the professor's desk was covered with such a heap of papers that he feared his homework would be lost there forever.

A few weeks later, one Sunday morning he was awakened by someone banging on his front door. It was his professor Neyman. The professor rushed in with papers in hand, all excited: "I've just written an introduction to one of your papers. Read it so I can send it out right away for publication." For a minute George Dantzig had no idea what he was talking about. Later he found out that the problems on the blackboard that he had solved thinking they were homework were in fact two famous unsolved problems in statistics.

It's good that he did not know that those problems were unsolvable. If he had known, he would not have tried or would not have been able to solve them.

I wish that no one told us what is possible and what is impossible. Till one man, Roger Banister, succeeded in running one mile in four minutes, no one would have imagined running so fast. Once people knew that it was possible, about 200 people did it within a year.

It's Not Worth It

The TV serial *Wonder Years* is one of the most popular TV programs of our time. I have never been more impressed with any other TV serial program. I remember one episode in which a new teacher joined the school and started to teach the students in a very radical manner. She wanted to take the students out of the traditional mold so they would learn to think for themselves.

Her plans included encouraging students to discuss questions and answers, instead of just memorizing answers without understanding them. She wanted students to judge for themselves and to be responsible for giving themselves grades.

The management obviously did not like this way of teaching. At last the principal called the teacher and asked her to either teach according to the traditional methods or resign.

The teacher resigned. When she was packing up her things in the car to leave, a sad student asked her why she did not change her way of teaching. It might have saved her job. The teacher answered, "It's not worth it."

I admire people who keep the high purpose of life in front of them all the time, and refuse to compromise; people who are willing to declare, "It's not worth it."

Long-term success is a direct result of the credibility and trust you create with your friends, employees, customers, and prospective customers. When I decided to use the Computer Aptitude Test (CAT) at my institute to screen prospective students and determine whether they qualify for an IT career, my sales representatives vehemently opposed using it.

To them it meant losing enrollments. However, it was not worth it for me *not* to use the CAT to qualify students. Sure, we lost about 10%

of prospective students who did not qualify—but our business grew as people who did not qualify sent their family members and friends to our school because they knew they could trust us.

Do not sacrifice your credibility and trust for short-term gain. It's not worth it.

Are Women Better Than Men?

[This chapter is specifically written for women of developing countries. Most of them think that they are somehow inferior to men, and they do not pursue professional careers.]

There are three factors that may lead to the conclusion that women are better than men:

1. In ancient times, when men spent all their time hunting for food, women discovered agriculture. Women explored soil fertility and grew crops. Agriculture made it possible to grow a surplus of food, freeing humanity to take the time to think and to become civilized. So we can say that women helped to make the human race civilized and distinguished us from animals.
2. At the age of two or three, girls are smarter than boys of the same age. Girls begin to learn early and mature at an earlier age. After that, our male-dominated society appears to suppress a girl's development.
3. In the USA, women live an average of seven years longer than men. This is probably because a woman's body becomes stronger by going through hormonal changes, monthly menses, and child-bearing.

Today, it seems that men are much more visible and successful in the corporate world. The reason for this may be that because sheer physical strength was very important in primitive times, men were able to establish their lead and never gave it up. But one can no longer succeed based on physical strength alone. Now, whoever uses their brainpower, man or woman, will succeed and lead.

Here I would also like to mention that, according to research, there is no difference in the intelligence of men and women. If you analyze the intelligence of men, you will find that they are mostly bunched at the high and low ends of the IQ scale, with not many in the middle. In contrast, most women are found to be around the middle. This means

that intelligence is more evenly divided among women. The average intelligence of women is the same as the average intelligence of men.

A woman may not be *better* than a man, but she is certainly not inferior. I think the time has come for women to reclaim their heritage and prove to the world that they can be as useful and successful as men—financially, economically, and professionally. Many Western women have done it. It is now time for Eastern and minority women to do the same.

Our Selection, Our Luck

This world has seen examples of great and cruel people; honest and dishonest people; great athletes, artists and scientists; and people who have done nothing for this world. Millions of such examples are in front of us: from brave men to cowards; from the very rich to the very poor; from the very active people to lazy, indolent and sluggish people. And every person has a right to choose and live life in whichever way he chooses. The important truth is that whatever life one chooses, that becomes one's fate or luck.

The responsibility lies with the person and his or her choice, and not on luck.

Quiz III

- Q1. What was Mr. Riaz's advice?
- You should transfer to Mathematics.
 - You should continue in Applied Physics.
 - When a man learns to pull back he can never succeed in any field.
 - Quit your education and look for a job.
- Q2. What is the main point of the Lesson Hope and Trust?
- People who are determined to succeed in all conditions do not depend on hope. They trust themselves to get things done.
 - You should always hope for the best.
 - People who hope for the best are successful.
 - You should always be punctual.
- Q3. Why was the student able to solve mathematics problems that baffled a genius like Einstein?
- He was a genius.
 - He did not know that those problems were considered unsolvable so he tried very hard to solve them.
 - He was an expert in mathematics.
 - He was given more time to solve the problems.
- Q4. Long-term success is a direct result of _____
- The credibility and trust you create with your friends, employees, customers, and prospective customers.
 - How you treat your friends, employees, customers, and prospective customers.
 - How much time you put into your business.
 - How much money you put into your business.
- Q5. Which of the following three factors may lead to the conclusion that women are better than men? (Select three)
- The average intelligence of women is higher than the average intelligence of men.

- b. Women discovered agriculture.
- c. At the age of two or three, girls are smarter than boys of the same age.
- d. Women live an average of seven years longer than men do.

Two Inventions That Made Europe Rich

Printing Press by Gutenberg

It has been said that the invention that has influenced the world the most during the last 1,000 years was the Gutenberg printing press. Printing first began in the 9th century A.D. in China, where paper was also invented, but it was not used very much. It was the Europeans who started printing extensively, centuries after the Chinese.

Gutenberg invented a new kind of printing press in which individual letter-templates—moveable type—could be placed in any kind of order that was needed for a given page. Using his new kind of press, Gutenberg published the first printed book (a copy of the Bible) between 1452 and 1455. Over the next 50 years in Europe, millions of books were published. However, the printing press did not flourish in other parts of the world. Muslim countries rejected it on religious grounds, and in India, too, the first printing press was installed only in the early 19th century.

Notice that the countries where—for hundreds of years—there was only very limited reading and publishing, tend to be countries where the population is very poor. But in Europe and America, millions of people have been reading for some 200 years or more. They were the ones that have influenced and changed the world, and their reading habits have benefited us all.

Mechanical Clock

The second invention that influenced the productivity of man was the mechanical clock. Centuries before the mechanical clock appeared, sun clocks or water clocks were used to tell time, but they were unreliable because they depended largely on the temperature or weather. In the 18th century, Adam Smith determined that the wealth of nations was a direct result of the improvements in labor productivity;

and the mechanical clock made it possible to measure productivity in hours, forever changing the concept of work.

Like the Chinese, Muslims started using water clocks long before the Europeans, and they purchased Western clocks and watches, but other than as a call to prayer they never used them to create a public sense of time. This is one of the basic reasons why China, India, Pakistan, and other Muslim countries in general are not as economically advanced as Europe or America.

We can easily conclude from the above that people or nations can be rich or poor based on how much value they place on time and on their productivity and reading. It takes discipline to increase your productivity and to create good reading habits.

It is said that there are only two burdens in life. One is the burden of discipline that weighs in ounces, and the other is the burden of regret that weighs in tons. Read books, and measure and improve your productivity per hour on a regular basis, and you will also become rich.

The GI Bill – The Law That Changed America

After World War II, the biggest problem in the United States was figuring out how to employ the 16 million veterans who were coming back from service. The government authorities had never forgotten the situation of the First World War, when the returning veterans were only given \$60, a train ticket home, and a \$500 bonus.

After 1929, the United States was in an era of great depression. By 1933, 15 million people were unemployed, desperate people were standing in food lines, and mobs were seeking whatever employment might be available. Even though the government introduced numerous programs to help, unemployment still stood at 10 million in 1939.

The people who later became veterans of World War II had grown up in very bad conditions. Their parents and families were poor and jobless. The whole world was passing through a time of economic disaster.

America entered the war on December 7, 1941, after the Japanese attack on Pearl Harbor. This put an end to the Great Depression, since most young men went to war and the other adults, including large numbers of women, were needed to work.

The people may have forgotten the Great Depression, but for the government it was a great challenge. The problem was what would be done for the 16 million veterans when they returned. Would they again be standing in long lines or selling apples in the street?

The GI Bill set forth the following scheme for these 16 million veterans:

- Every veteran was given \$20 a week for up to 52 weeks while he sought employment.
- A veteran could attend any university or college. The government would cover education costs and other expenses while he studied.

- A veteran could get money for vocational or job training.
- A veteran could get a loan to buy a farm or house.

The bill had a lot of support, but some people opposed it because it would afford Blacks the same compensation as Whites. Surprisingly, some highly educated people—including the President of the University of Chicago and some from Harvard University—also opposed the bill because they thought it was a threat to higher education standards. Both of these groups had to eat their words later.

The bill passed despite this opposition, and for the first time a common man was able to attend the institutes that had previously been open only to the rich. Because of the GI Bill, it became apparent that the sons of unemployed depression victims, immigrants, and sharecroppers were just as smart as the sons of wealthy and successful industrial leaders.

According to Harvard President James B. Conant in 1947, the veterans at Harvard were the best students they ever had. It is interesting to note that veterans successfully took up to 22 credits per semester, which had been considered impossible before. Apparently they saw the courses as their enemies and they wanted victory at any cost.

Government officers estimated that college enrollments would increase by only 150,000 per year, with an eventual total of about 600,000 or 700,000 by the time the law expired in 1956. These were reasonable estimates in the light of past experience. High school graduation was a rare achievement before World War II. Millions of members of the armed forces had not even graduated from grammar school, and many young Americans did not go beyond the tenth grade.

At first the veterans were not interested in the educational opportunities. But by 1947 there were 1,164,000 veterans registering for college on the GI Bill, accounting for forty-nine percent of all enrollments.

Catholic, Jewish, and Black veterans sat in classrooms in many institutions for the first time. Many women's colleges became coeducational. Married students, even students with children, went to college. Prior to the war, marriage had been cause for dismissal at many colleges, and having a child while in school was unthinkable.

Over time, more than 2.2 million veterans went to college. Many of them were the first in their families to get a college education, and would never have been able to go to a college without the GI Bill. Higher education reached the common man through a way that could never be blocked again. Descendants of GIs were expected to attend college. Because of all this, the total enrollment in American colleges was more than 14 million by the mid-1990s.

It has been estimated that for every dollar spent on GI Bill education benefits, the nation received as much as eight dollars in income tax. But the true value is incalculable because it gave every veteran a chance to become an engineer, doctor, lawyer, or anything else. Every veteran had a chance to start his own business. Every veteran could own his own house. At least 10 veterans were awarded Nobel Prizes. College-educated GIs contributed to a scientific revolution in television, computers, civil engineering, chemistry, physics, medicine, space exploration, and other fields.

In this way, the GI Bill provided education to common people and changed America to a great country forever.

Get an education. It changes everything!

Quiz IV

Q1. Which of the following two inventions helped to make Europe rich? (Select two)

- a. Clock
- b. Mechanical clock
- c. Books
- d. Printing Press

Q2. What really made Europe rich?

- a. Habit of reading and ability to measure their productivity in hours
- b. Printing press and mechanical clock
- c. Books and time
- d. Printing and time

Q3. Usually 12-credits per semester are considered the full-time load but veterans took up to _____ credits per semester.

- a. 10
- b. 12
- c. 20
- d. 22

Q4. What is not true about the GI Bill?

- a. It provided education to common people.
- b. It allowed a common man to attend the institutes that had previously been open only to rich.
- c. It proved that the sons of unemployed depression victims, immigrants, and sharecroppers were just as smart as the sons of wealthy and successful industrial leaders.
- d. The Presidents of University of Chicago and Harvard University supported the bill.

Q5. What is not true about the GI Bill?

- a. Many of the veterans who used the GI Bill were the first in their families to get a college education.
- b. Enrollment in American colleges increased to 14 million in 1990s because descendents of GIs enrolled in colleges.
- c. 1.1 million veterans went to college because of the GI Bill.
- d. 2.2 million veterans went to college because of the GI Bill.

Module 2: The Aims of Education

The Aims of Education

Many people think that the aim of education is to teach such job-related skills as taking vital signs, perform EKG, using a computer or installing and administering a computer network. They go to school to become, for example, a Medical Assistant or Network Engineer, and focus on learning what they will be doing at a job.

Education, however, should teach more than just job skills. It should also improve your thinking, analyzing, and problem-solving skills. It should teach you how to get along with other people and how to work in a team, develop habits of hard work and discipline, and create a love for learning.

You should also learn that it pays to be an honest and ethical person. The purpose of education is to teach you much more than job-related skills. It is supposed to make you a better human being. Here are the aims of education:

- Ø **Cognitive:** Development of mind and thinking—You learn how to think, analyze, understand, remember, and solve problems.
- Ø **Affective:** Development of attitude and emotions—You develop love of learning, curiosity, how to get along, how to share information, discipline, and the value of hard work.
- Ø **Moral:** Ethics—You learn to become honest and behave ethically.
- Ø **Practical:** Skills—You learn skills specific to a job or profession.

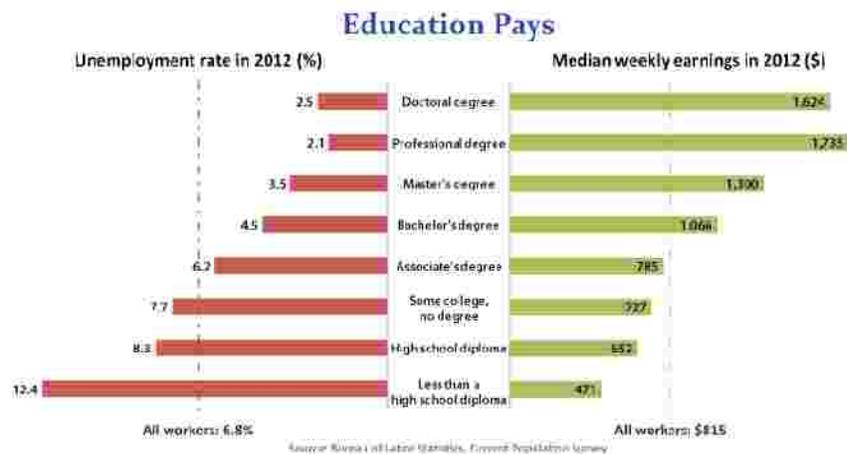
Surveys show that employers value Affective and Moral qualities much more than just Cognitive and Practical ones. Your attitude and

your honesty and ethical behavior are more important to getting and keeping a job than even your job related skills.

College Education is Worth \$1 Million More Over Working Lifetime

Compared to someone who did not finish high school, completing a four-year college degree can mean earning \$1 million more over a 40-year work life, according to an analysis by the Employment Policy Foundation of Bureau of Labor Statistics (BLS) Current Population Survey earnings and education data. See the chart below for a breakdown of earning and education data.

Education pays in higher earnings and lower unemployment rates.



Source: http://www.bls.gov/emp/ep_chart_001.htm, 2012

Quiz V

Q1. What do employers value most in an employee? (Select two)

- a. Positive Attitude
- b. Reliability
- c. Intelligence
- d. Practical skills

Q2. What do employers value most in an employee? (Select two)

- a. Intelligence
- b. Positive attitude
- c. Practical skills
- d. Ethics

Q3. What do you need to learn in school beside practical skills? (Select all that apply)

- a. Getting along with other people
- b. Discipline
- c. Meeting deadlines
- d. Punctuality

Q4. How much more would you earn during a working lifetime if you have completed a two-year college degree as compared to someone who did not complete his/her two-year college degree?

- a. Over \$1 million
- b. Over \$600,000
- c. Over \$500,000
- d. Over \$100,000

Q5. How much more would you earn during a working lifetime if you have completed a four-year college degree as compared to someone who did not complete his/her four-year college degree?

- a. Over \$1 million
- b. Over \$600,000
- c. Over \$500,000
- d. Over \$100,000

Module 3: Meeting Employers Expectations

Learning and Practicing What Employers Expect

- **Job skills**— Clearly understand what you will be required to know and do, and make sure you are learning it while you're in school.
- **Reliability**— Can an employer depend on you? You need to have a track record of reliability to get a job. Good attendance and punctuality in school can assure your employers that you are reliable and that they can depend on you.
- **Professionalism**— If you are committed to do a world-class job in whatever you do, you have professionalism. This includes:
 - Positive Attitude: No one wants to employ someone who has a bad attitude, who loses their temper under difficult situations, and who cannot work with other people. You need to learn to treat problems as challenges to be overcome, and to learn how to control difficult situations.
 - Work Ethic: Hard work is very important for success in life. Do whatever it takes to get a job done. Complete what you start regardless of obstacles. Do not postpone anything to tomorrow if you can do it today.
 - Commitment to Quality: Again, do a world-class job in all what you do. Do it again if it is not right the first time. You are a professional.

- Willingness to Learn: Be ready to learn new skills and take more responsibilities. You should work not according to what you get paid but according to what you would like to get paid. Your employer will pay you what you deserve—or another employer will.

During your stay in school, you can learn and practice what employers expect from you. Be punctual, do not miss classes, work hard to get better grades, help others, disagree but respect others' opinions, keep yourself calm under difficult situations, learn to recognize your own mistakes and apologize. Consider your school your first job.

Begin Everything with the *End* in Mind

Your Resume

When you finish your school, you will need to create a resume that can generate job interviews for you. Your resume needs to include:

- ∅ Your job-related skills and any experience you have
- ∅ Your personality and transferable skills

Examples of job-related skills are:

- Setting up and configuring network hardware and software
- Installing and configuring network media and connections
- Connecting user nodes and peripherals of all kinds to the network
- Adding users to and removing users from the network
- Managing user accounts, such as passwords, storage space, and file-access privileges
- Creating and maintaining a system for backing up data and program files
- Ensuring the security of the network
- Managing the organization's e-mail system

Transferable skills are such qualities as being Organized and Hard-working. They are skills that you develop over time and that become part of your personality. You can use your transferable skills in any job you do. Examples of transferable skills are:

Ambitious Career-minded Confident Consistent Creative Dedicated Dependable Determined Efficient Focused Friendly Hard working Honest Meets deadlines Motivated Organized Persistent Planner Pride in doing a good job Problem solver Punctual Reliable Responsible Results-oriented Self-motivated Team player Thorough Willing to learn new things

In hiring decisions, your personality and transferable skills weigh 85% and your job related skills weigh only 15%. As most job applicants have more or less similar job skills, hiring decisions are based on the applicants' personality and transferable skills.

Here is an example about what you should write in your resume:

Summary

Have received solid hands-on training and obtained industry certifications to work as a Network Administrator or Computer/Network Support Specialist. Have working knowledge to install, troubleshoot and support Microsoft Windows and Cisco networks. *I am a dependable person who has a positive attitude, a strong work ethic, and a track record of reliability and hard work.*

The last sentence in the above paragraph is perhaps the most important, since it tells an employer about your personality and transferable skills.

Good grades and attendance at the school are good evidence that you are a reliable and hard-working person.

Quiz VI

Q1. To get the maximum out of your school, you should

- a. Consider your school your first job and learn and practice here what employers expect
- b. Focus on learning skills
- c. Focus on getting good grades
- d. Have perfect attendance

Q2. In hiring decisions, your personality and transferable skills weigh

- a. 100%
- b. 15%
- c. 58%
- d. 85%

Q3. Which of the following are the transferable skills? (Select two)

- a. Know how to draw blood
- b. Dependable
- c. Know how to perform EKGs
- d. Punctual

Q4. To prove to your prospective employers that you have a good track record of reliability and hard work, you need to have

- a. Good grades
- b. Good grades and good attendance
- c. Good attendance
- d. Good job related skills

Module 4: Planning for Retirement

How To Retire With One Million Dollars?

The quote from President John F. Kennedy "The time to repair the roof is when the sun is shining" is another excellent way to learn wisdom. Wise people plan their life. Proper planning perhaps is more important to retire rich than your intelligence or education. Plan your retirement right when you start your first job.

To retire with one million dollars, it is more important to start saving early than the amount of capital you start with. Time is money.

The secret of retiring rich is the miracle of compound interest or return. Albert Einstein once said that compound interest is the "greatest mathematical discovery of all time." Compound interest involves earning a return not only on your original investment but also on the accumulated interest that you reinvest.

To understand how you can retire rich with the miracle of compound interest, consider the following example:

Bob and John are two friends who are 65 years old. Forty-five years ago Bob started an Individual Retirement Account (IRA) when he reached age 20, and contributed \$2,000 in the account each year. After twenty years of contributions, Bob stopped making new deposits but left the accumulated money in the IRA fund. The fund earned 10 percent per year. John started his own IRA when he reached age 40 and contributed \$2000 per year for twenty-five years. John invested for five more years in total than Bob. He also earned 10 percent on his investments.

How much money do Bob's and John's IRA funds have today?

The answer may be a big surprise for you. The money in Bob's IRA fund today is over \$1.36 million. The money in John's IRA is about \$216,000. By starting earlier, Bob accumulated more than a million dollars even though he contributed less. Again, time is money.

To retire with one million dollars or more, all you have to do is open an IRA account as soon as you start your first job and start contributing for your retirement. If you just contribute \$2,000 per year (about \$39 per week) each year, you will have much more than one million dollars in your IRA fund when you retire at the age of 65. The retirement age comes faster than most people can imagine and most people have no or very little money when they retire. Wealth is more often the result of hard work and the discipline of regular savings.

To open an IRA account, get help from your accountant or simply call an investment management firm such as T. Rowe Price (www.troweprice.com), Vanguard (www.vanguard.com), or Fidelity (www.fidelity.com.) To learn more about investing and retirement planning, please read Professor Burton Malkiel's book "The Random Walk Guide to Investing."

Quiz VII

Q1. If you open an IRA account at the age of 20 and contribute \$2,000 per year each year till you retire at the age of 65, how much money would you have in your IRA account? Assume your return is 10 percent per year. (You need a financial calculator to find the answer but you may just make a guess.)

- a. \$90,000
- b. More than \$500,000
- c. More than one million dollars
- d. More than 1.5 million dollars

Q2. If you open an IRA account at the age of 20 with \$100 and contribute \$100 per month till you retire at the age of 65, how much money would you have in your IRA account? Assume your return is 10 percent per year. (You need a financial calculator to find the answer but you may just make a guess.)

- a. \$78,000
- b. More than \$200,000
- c. More than \$500,000
- d. More than 1 million dollars

Answers to Quizzes

Quiz I

Q1. b; Q2. c; Q3. a; Q4. d.

Quiz II

Q1. a, b; Q2. a; Q3. d; Q4. d; Q5. b

Quiz III

Q1. c; Q2. a; Q3. b; Q4. a; Q5. b, c, d

Quiz IV

Q1. b, d; Q2. a; Q3. d; Q4. d; Q5. c

Quiz V

Q1. a, b; Q2. b, d; Q3. a, b, c, d; Q4. b; Q5. a

Quiz VI

Q1. a; Q2. d; Q3. b, d; Q4. b

Quiz VII

Q1. d; Q2. d

Part II

The Sense

The Most Important Ability of a Person or a Nation

History tells us very strange stories of the rise and fall of people and nations. Sometimes big and successful nations have destroyed themselves by making very small mistakes. The same is true for families and also for people.

Have you ever thought about the most important ability of an individual or a nation?

Is it courage, education, advancement in technology, religiousness, honesty, peacefulness, sincerity, or hard work?

History tells us that none of these abilities is the most important one that a person or a nation can have. People and nations have destroyed themselves regardless of whether they had any or all of the above abilities.

The ability to sense which path leads towards well-being and which towards disaster may be the most important ability of any person or nation. Without this sense, regardless of having any other abilities, a highly educated secular person or a sincere religious leader can take himself and his nation towards disaster even faster.

To understand this better, we need to study history and learn about the mistakes nations and people have made and about how they paid for those mistakes.

Mistakes of Nations and Their Consequences

The Migration from India

In 1920 there was a dialogue among Muslim scholars in India about whether Muslims should live in this *kafir* (non-Muslim) country or migrate to a Muslim country. Two scholars issued a decree (called a *fatwa* in Islam) that Muslims should leave India.

Because of this decree, thousands of Muslim families sold their property and migrated to Afghanistan with whatever belongings they could carry. Many of them were uneducated farmers and were very poor. They joined in the migration thinking that it would change their lives for the better.

When they reached Afghanistan they found that it was more underdeveloped than their homeland. No post offices were available for miles, and it was very difficult to get writing paper. Their conditions grew worse quickly and they had to sell all their household items to get money for food. Thousands of people died because of the hardship of migration. The problem was even worse for women in *hijab* (a custom of not showing their faces to non-related men) living in tents. That is how the migration movement ended: by destroying thousands of families.

The interesting fact is that the scholars who gave the decree to migrate never did so themselves. As a matter of fact, Maulana Abul Kalam Azad, who gave the migration decree, vehemently opposed the migration of Muslims to Pakistan about twenty-five years later, in 1947.

Now the question is: did the scholars who gave the decree or the family elders who decided to migrate have any sense of what action leads towards success and what towards disaster?

Another important question is: who was responsible for the destruction of all those families? The scholars or the family elders?

I leave that conclusion to you.

The Mistake of the Villagers

Just a few years back, in the Indian province of Uttar Pradesh, a few villagers killed two wolf pups because they discovered that wolves had killed some of their farm animals. Shortly after that incident an unknown creature attacked about 65 children in their village and the neighboring villages. Half-eaten bodies of 45 missing children were later found in the dense bushes. Some people thought that the wolves had done it. But most people, including some researchers who had studied wolves, did not agree. They said that the deed could not have been done by wolves, as for hundreds of years wolves have never been known to attack humans. Some people believed that a ghost or an evil spirit was responsible for the deaths. That suspicion was further confirmed when a mother of a missing child claimed that she herself saw an evil spirit taking away her child.

After that “confirmation”, villagers started looking for a ghost or an evil spirit, and they killed every man and woman who they suspected of being such a creature. Some twenty innocent people were killed by being beaten or burnt. After seven months of investigation, it was proved that the children had in fact been killed by a bunch of wolves.

Now the question is: Who is responsible for the death of 45 children and the murder of 20 other people? The villagers who killed the wolf pups and made the wolves attack humans? The researchers who assured the people and the police that wolves could not have done it? All the villagers? Or the incompetent police who took seven months to figure out that wolves were indeed responsible for those killings?

The Mistake of Khwarzam Shah

This event is from the 13th century. Khwarzam Shah was the king of a powerful Muslim state in West Asia. To the east of this state, in the plains of China, Ginghiz Khan had established a very strong empire.

Learning of the mighty Khwarzam Shah's empire, Ginghiz Khan sent precious gifts and a well-wishing letter in which he requested bilateral trade ties.

Khwarzam Shah asked the messengers whether Ginghiz Khan had really conquered China. They replied in the affirmative. He asked about his army. The messengers, who were Muslims, said wisely and politically that there was no match between Ginghiz Khan's army and his own army. Shah was satisfied and accepted the gifts. During that time Ginghiz Khan's fame reached other Muslim states. People urged the Caliph of Baghdad (who did not have any power left and who was under the control of Khwarzam Shah) to ask Ginghiz Khan for help against Khwarzam Shah's empire. The Caliph, ever afraid of Khwarzam Shah, sent a secret messenger to Ginghiz Khan asking for help.

Ginghiz Khan did not pay much attention to the Caliph's messenger, because the messenger was almost begging for help and thus did not give a good impression of the Caliph. Ginghiz Khan also did not want to have any problem with Khwarzam Shah, as he had strong trade ties with Khwarzam.

Meanwhile one of Khwarzam's fort chieftains detained hundreds of traders from Ginghiz Khan's area of Karakorum. The chieftain accused a few traders of being spies, which was most probably true.

Without thinking for a moment, Khwarzam ordered the chieftain to kill the traders. Therefore all of them were killed.

When Ginghiz was told about this incident, he sent messengers to Khwarzam to protest. Khwarzam killed their chieftain and burnt the

beards of the other messengers without thinking about the consequences.

When the rest of the diplomats came back to Ginghiz Khan, he decided to take revenge. He wrote to Khwarzam Shah, "You have selected war and now what has to happen will happen ... and what will happen ... we don't know, only God knows." What happened next, as history readers know very well, was that Ginghiz Khan's army of 200,000 men traveled 2000 miles over the snowy areas and destroyed Khwarzam Shah's army of 400,000 men. Wherever Ginghiz Khan's men went, they destroyed whole cities and their populations. Millions of people were killed, cities were burnt, women were raped in front of their close relatives, mosques were demolished, and the Holy Quran was disgraced. Muslims were astonished as to why these gypsies were not destroyed by fires from the sky. They were expecting help from God. When nothing happened, Muslim scholars and saints decreed that it was a punishment from God for their sins.

King Khwarzam ran away and died pitifully in a village, with no possessions left to him.

In this way, the great Muslim king not only destroyed his empire, but was also responsible for the killing of millions of his people. All because of a small mistake.

Let us read about some more mistakes made by nations.

The Mistake of the Germans and the Japanese

World War II was started by the Germans under the leadership of Hitler in 1939.

Hitler wrote a book, *My Struggle*, to instigate Germans towards this war. He divided the world's nations into three groups: Germans were on top, the supreme nation; Japanese were the second best; and Jews and blacks were included in the last group, and called responsible for

the destruction of civilization and culture. Hitler believed that Germans were superior because of their race, and that they should rule all the other races of the world. He was a dictator who had killed thousands of his opponents in his own country before the war began, so his dream of ruling the world was not really a surprise. What was strange was that a great nation and its allies were fully willing to support the ideas presented by Hitler in his book. Before World War II, half a million copies of his book were sold in Germany alone. Every couple was given this book as a gift on their wedding day.

So it was not just Hitler who wanted to rule the world. There were millions of Germans supporting him in this course. The Japanese wanted to rule the world along with the Germans, so they also supported Hitler.

What was the price paid by the Germans, the Japanese, and their allies for this war?

Almost 55 million people were killed in this war, and another 35 million were injured. The death toll was highest in Germany. They had to pay a price for the war they were responsible for. Japan's power was also destroyed when the USA used the atom bomb on two of its main cities.

It is hard to believe that a single person could be responsible for the deaths of 55 million people. But can we hold Hitler alone responsible? Aren't the German and Japanese people of that time equally guilty of the crime?

Scientific Progress That Could Not Happen

It is very surprising to know that hundreds of basic facts and scientific theories were discovered more than two thousand years ago.

Science was born in Ionia. The great revolution in human thought began between 600 and 400 B.C. The world's first known scientist was Thales, who lived about 600 B.C. Like most of today's scientists, Thales held the view that the world was not created by the gods, but instead was the work of material forces interacting in Nature.

Anaximander, a friend and colleague of Thales, was one of the first people to conduct scientific experiments. He determined the lengths of the seasons and the year using the shadow of a vertical stick. He concluded that human beings originated from other animals that had more self-reliant newborns. He proposed the spontaneous origin of life in mud, with the first animals being spine-covered fish.

Another scientist, named Anaxagoras (about 500 B.C.), was the first person who clearly stated that the moon shines by reflected light.

Around 450 B.C. a Greek scientist, Empedocles, discovered the existence of air through experimentation.

In 430 B.C. another scientist, Democritus, said that all things were composed of tiny particles. He invented the word *atom*, Greek for "unable to be cut."

Pythagoras (about 500 B.C.) was the first person in the world who said that the earth is spherical.

It was also about that time when Plato taught arithmetic and philosophy in his school, and some people deduced that the earth was a planet in the universe.

Aristarchus was the first man who said (in 300 B.C.) that the sun, and not the earth, was the center of the planetary system and all planets

were revolving around the sun. He concluded that the sun was very big and very far away. He also discovered that the earth completes its rotation on its axis in a day and its revolution around the sun in a year.

It is a point to ponder that even though people had discovered hundreds of basic scientific facts more than two thousand years ago, science then hardly progressed in the next thousand years. There are many reasons for this.

One reason is that even though people in the time of Plato and Aristotle were perfectly able to make good machines, they didn't do so because of the easy availability of slaves. It is very sad that even Plato and Aristotle were comfortable in a slave society and offered justifications for oppression. The mercantile tradition, which led to Ionian science, unfortunately also led to a slave economy. The owning of slaves was the road to wealth and power. Why invent or use machines when slaves were available to do all the hard work?

Another reason was that Pythagoras and his colleagues transformed their knowledge into a mystery, instead of using it for the collective betterment of humankind. They felt that science should be kept for a small elite.

People at that time also started growing intolerant of non-traditional thoughts and ideas. For example, when Anaxagoras said that the moon was the creation of an accident and the sun was a red hot stone very far away in the sky, he was tried for impure and lewd thoughts, sentenced, and jailed.

One more reason for the decline of ancient science was that scientists and scholars of that age never seriously challenged the current political, economic, and religious theories. Science and knowledge were the personal asset of a small elite. As science was not considered useful for common men, it declined instead of advancing.

The Destruction of the Alexandrian Library

Do you know where the ancient science and knowledge was cherished? Where the intellect was nourished? At the Alexandrian Library, where for the first time in history a serious attempt was made to collect the scholastic works of the world.

Alexandria was constructed by Alexander the Great, and it reached its noble heights in 300 A.D.

Alexandria was a magnificent city. Its population was comprised of people from many nations and communities, making the entire society tolerant of different ideas and cultures. Alexander the Great and subsequent kings were serious about science, and they sponsored scientific activities for centuries. There were 10 research halls in this library, each hall reserved for one subject. The soul of the library was its collection of books. The administrators of the library searched the entire world for knowledge. They sent their agents to purchase books from other countries. Ships anchored at Alexandria's port were searched, not for drugs, but for books. Books were borrowed by the library and returned after a copy was made. It was estimated that the library contained half a million books at its peak.

Here it was that an astronomer first made a map of the galaxies and calculated the glare of stars. The geometrical system was formed here. The rules of linguistics were created here. It was proven for the first time that wisdom relates to the mind, not to the heart. The first book on robots was written here. And here was available the book which stated that the earth was only one of the planets revolving around the sun.

These were facts; we had to wait for 1000 years to rediscover them.

Another point which should be noted is that although the Alexandrian library contained half a million books, this knowledge never proved beneficial to the common man. The knowledge did not eliminate the disgrace and abuse of the common man. So when a group came to set

the library on fire, no one was there to stop them. The story of the destruction of this library is the story of the last great scientist of that age.

Hypatia was a beautiful woman. She was a mathematician, an astronomer, a physicist, and the head of the Neoplatonic School of Philosophy. She was born in Alexandria in 370 A.D., at a time when women had few options and were treated as property. Alexandria was under Roman rule. The cancer of slavery was eating at society, and the church was increasing its power. The archbishop of Alexandria despised Hypatia because of her close friendship with the Roman Governor. She was also a symbol of science and knowledge, which were identified by the early Church with paganism. Although her life was in danger, she continued her work. One day in 415 A.D. the parishioners of Cyril, the Archbishop, attacked her. She was beaten to death and then burnt. Her research was destroyed. Cyril was made a saint. The remaining books of Hypatia's library were destroyed soon after her death.

Can we even estimate the loss this caused? If all those discoveries and scientific knowledge had been used then, the present world would have been very different. Airplanes and computers might have been invented 500 years ago or more. Earlier development of medical science might have saved billions of people from misery. Perhaps humankind could have reached the stars and have discovered the secret of living for hundreds of years.

Science and the Catholic Church in the 16th Century

As stated earlier, many important scientific facts were discovered over two thousand years ago, and yet science did not make any noticeable progress during the next thousand years. People preferred religion to scientific knowledge.

Now we will see what happened when the facts were rediscovered during the 16th century. Let's first study the background.

The observation of the sky has intrigued people since the very beginning of humankind. The revolution of the sun, moon, planets, and stars; sunrise and sunset; the change of seasons—all of these affect our daily life. That is the reason people have been explaining these spectacles through stories, science, and religion from the very beginning.

An Egyptian scholar, Claudes Batlimoos, presented his theories of astronomy around 150 A.D. These theories ruled human thought for more than 1500 years, and were recognized all over Europe and Asia as the correct concept of the universe. The basis of his theories was that the earth was stationary and situated in the center of the universe. The sun and all the other stars were revolving around the earth.

There were two reasons for the popular acceptance of Batlimoos's theories, and these reasons are in accordance with human nature. The first reason is that his theories of the solar system agreed with how it is perceived by human eyes. The second reason is that the theories strengthened humankind's self-esteem by placing the earth at the center of the universe. If all the planets and stars were revolving around the earth, then the whole universe must have been created for humans only.

These beautiful ideas were negated by Nicholas Copernicus in the 16th century, the time of the Renaissance in Europe. In his book Copernicus described the movements of the earth, sun, moon, and astro-

logical objects and discussed the seasonal changes. He wrote that the earth revolves around the sun, like other planets.

These theories were like a bomb for the people of that age. They completely contradicted the beliefs of the church. Copernicus knew that he could be murdered because of his book, so he hid it for 36 years, finally publishing it only at the insistence of his friends. Let's see how the church and other people treated Copernicus and his colleagues after the publication of the book.

University students attacked the printing press where the book was published. A theater company touring different cities made a joke of Copernicus's theories. In this drama, Copernicus was seen handing over his soul to the devil.

The Catholic Church was occupied with other matters at that time, so it could not pay much attention to the book at first. However, other religious reformers condemned Copernicus. For example, Martin Luther said, "This new astrologer is trying to prove that the sun, moon, and stars are not revolving, but the earth. This is like a person sitting in a vehicle or a ship and assuming that he is stationary and the earth and trees are running. This stupid man is trying to overthrow the whole foundation of astronomy."

The Catholic Church took action against Copernicus's book in 1615, and the Copernicus principle was rejected on religious grounds. The next year, all the books of Copernicus were banned. This meant that there was a death penalty for keeping or reading the banned books.

Those books remained on the list of banned books for more than 200 years. They were not removed from the list of prohibited books until 1835. The Catholic Church apologized to Copernicus for its behavior in 1996, after about 380 years.

Galileo and Bruno, who accepted the Copernican principle, also faced hardship and oppression. Bruno said, "It may be possible other worlds are inhabited like our world and their inhabitants may be as

wise as we are.” Due to such writings, he was tried and found guilty by the department of religious investigation, and was burned alive in February 1600.

Galileo was the first person to observe astronomical objects with a telescope. He was also tried by the department of religious investigation, and sentenced to death. To save his life, Galileo expressed his distrust in the Copernicus principle. He was then only imprisoned for life, instead of executed as Bruno had been.

The interesting thing is that not only religious people refused to accept Copernicus’s theories. The behavior of philosophers and scientists was not much different. Many of them also opposed the theories and hesitated to accept them. The best universities of Europe and America, including Harvard and Yale, taught the Copernicus and Ptolemy systems side by side for a long time. Slowly but surely, Copernicus’s system was accepted completely. Giordano Bruno, Tycho Brahe, Johannes Kepler, Galileo Galilei, and Isaac Newton continued their investigations, and unrefutable evidence was accumulated to prove Copernicus’s principles.

Copernicus is now considered one of the very few people who changed this world.

The Science and Philosophy of Muslims

David S. Landes writes about Islam and science as follows in his book *The Wealth and Poverty of Nations*:

Islam initially absorbed and developed the knowledge and ways of conquered peoples. By our period (roughly 1000 to 1500), Muslim rule went from the western end of the Mediterranean to the Indies. Before this, from 750 to 1100, Islamic science and technology far surpassed those of Europe, which needed to recover its heritage and did so to some extent through contacts with Muslims in such frontier areas as Spain. Islam was Europe's teacher.

Then something went wrong. Islamic science, denounced as heresy by religious zealots, bent under theological pressures for spiritual conformity. (For thinkers and searchers, this could be a matter of life and death.) For militant Islam, the truth had already been revealed. What led *back* to the truth was useful and permissible; all the rest was error and deceit.¹ The historian Ibn Khaldun, conservative in religious matters, was nonetheless dismayed by Muslim hostility to learning:

When the Muslims conquered Persia (637-642) and came upon an indescribably large number of books and scientific papers, they destroyed them by thinking that if what they contain is right guidance, God has given us better guidance. If it is error, God has protected us against it.²

¹ In 885, all professional copyists in Baghdad were required to swear an oath not to copy books of philosophy. On the conflicts of Muslim science and Islamic doctrine, see Hoodbhoy, *Islam and science*, especially chapters 9 and 10.

² *Ibne Khuldoon, the Muquddima: An introduction to History* (London: Routledge and Kegan Paul, 1978), P. 373, cited in Hoodbhoy, *Islam and Science*, PP. 103-04.

Remember here that Islam does not, as Christianity does, separate the religious from the secular. The two constitute an integrated whole. The ideal state would be a theocracy; and in the absence of such fulfillment, a good ruler leaves matters of the spirit and mind (in the widest sense) to the doctors of the faith. This can be hard on scientists.

As for technology, Islam knew areas of change and advance: one thinks of the adoption of paper; or the introduction and diffusion of new crops such as coffee and sugar; or the Ottoman Turkish readiness to learn the use (but not the making) of cannon and clocks. But most of this came from outside and continued to depend on outside support. Native springs of invention seem to have dried up. Even in the golden age (750-1100), speculation disconnected from practice: “For nearly five hundred years the world’s greatest scientists wrote in Arabic, yet a flourishing science contributed nothing to the slow advance of technology in Islam.”³

³ White, *Medieval religion and Technology*, P. 227.

Ulama and Science

What attitude and behavior our Muslim Ulama (Islamic scholars) have had about science and secular education is described best by the famous historian Dr. Mubarak Ali in his book *Ulmia Tarikh*:

Change is a painful process, especially for those societies that remain stagnant and entrenched in their old and outdated traditions and customs. Traditions become sacred and sacrosanct as a result of their long duration of life and usefulness to certain groups and sections of society. If any attempt is made to amend or change them, stiff resistance is offered against that change and the legitimacy of those traditions is proved on the basis of their ancientness or on the authority of some religious statement. A change that emerges from within a society and gradually transforms it creates no uproar as opposed to a change that comes spontaneously and shakes the whole society. And if the change comes from outside, it creates suspicion and doubt and is regarded as subversion to weaken a society. We are familiar with the slogans of foreign cultural invasion, conspiracy against our traditions, and foreign hands that are used to mobilize the masses in order to defend the status quo. Moreover, change does not come alone; it brings new knowledge along with it. Therefore without having full understanding of knowledge, change becomes an enigma which cannot be comprehended by the majority of society.

There was a time when the process of change was very slow, but now, as a result of scientific progress, the pace of change has accelerated; therefore, those societies which are ready to accept it have an edge over those which resist it. History shows that the phenomenon of change keeps a society vibrant and dynamic. Without change the society becomes dull and sleepy.

If we keep this in view when we study the reaction of the Indian ulama to those technological inventions that were introduced during the colonial period, and which brought structural changes to the Indian society, we understand how the process of change disturbed our traditional ulama. Having no knowledge or resources to fight against

these changes, and unable to understand their implications, the ulama took refuge in religion and simply tried to prevent change on the basis of religious injunctions.

The reason that they failed to understand the importance of these new technological changes, and their impact on society and culture, is that these inventions were produced by a society which was scientifically more progressive. This society had invented them to fulfil the demand of its expanding industry, which in turn provided benefit and comfort to the society. Moreover, the society was acquainted with the steps that came before these technical changes and therefore was not shocked by the changes. In India, however, these technological inventions appeared all of a sudden, so as a result of backwardness the society failed to understand the evolutionary process of their development, regarding them instead as some sort of magic and not science. They also saw the changes' social impact as interference in their age-old practices and traditional lifestyle.

In India the Muslim community, and especially the ulama, reacted strongly against the introduction of the new technological inventions. This was because of the outdated educational system of the religious seminaries, whose main concern was to keep the faith intact by avoiding all subjects that could create any doubt or skepticism in the minds of students. From the very beginning, the ulama were against the teaching of philosophy because it challenges everything and judges all ideas on the basis of rationality. Maulana Rashid Ahmad Gangohi, the founder of the religious seminary Deoband, strictly forbade philosophy in the syllabus and warned that if he found any of his students to have an inclination towards philosophy, he would expel that student from his fold of discipleship. The famous Nizamiyya syllabus—prepared in the 18th century to train students for the posts of qazi, mufti, and muhtasib—included no history of either Islam or India, and no geography or any other scientific subject.

The same principle was followed later on by the Deoband madrasah that was established in 1867 to unite the Muslim religious community. In his book *Muslim Politics in Modern India* Mushirul Haq, ana-

lyzing the syllabus of the Deoband seminary, writes that there was no provision in the syllabus for the study of the Islamic history. Students were not asked to learn any European or Indian languages. No emphasis was given to the English language, which by that time had become the second language of India. History, geography, and other social sciences were completely excluded. There was not a single book prescribed that could provide any information or knowledge about the non-Muslim nations of the world.

This was the case with other madaris such as Firingi Mahal and Mazahir al ulum. The students of these madaris remained ignorant about developments in the world. Their knowledge system, based on the medieval pattern, kept them unaware of modern social, political, economic, and scientific changes. These students were not well-equipped to work as artisans or professionals, so the only choice for them was to get employment in either a mosque or a madrasah. Because of this, their interest was in getting more mosques built, more madaris established, and more funds collected from the Muslim community in the name of religion. Their situation made them defenders of Islam and opponents of anything which challenged the existing religious practices.

Their opposition to innovation can be judged by the collection of fatwa, especially the *Fatwa-i-Darul ulum* and the *Fatwa-i-Rashidiyya*, which contain a number of religious injunctions against new social and technological changes. For example, the *Fatwa-i-Darul ulum* declared that to wear a solar hat was against religion because it was an imitation of Christians, and it was advised that the Muslim should not follow any customs that the non-Muslims practiced.

On inquiries about photography, the fatwa announced that any image of a human or animal, whether made through photography, painting, or sculpture, was prohibited in the shariat. Even for medical or war purposes, creating such an image was forbidden. For the study of anatomy, pictures of separate parts of the human body could be drawn. Putting a picture of birds or animals on a wall for decoration

was also against the tenets of religion. If anybody wanted to have a picture in his house, it was allowed only if it was placed in some dirty corner of the house. It was declared that only four types of pictures of human beings or animals were allowed in Islam: a headless picture; a picture kept in a humiliating place; a picture that was so small that if it were placed on the ground, nobody could recognize it; and unfinished dolls for girls. To one inquiry as to whether it was permitted to make a map that showed animals, birds, mountains, and rivers for information purposes, the response was that to draw a picture was totally forbidden in Islam; however, if there was need to paint or draw a picture of animals, it should be without heads and facial distinction.

There were a number of fatwa about games and sports. It was decreed that to play for the sake of entertainment was a sin, but somebody who liked to play for health reasons was allowed to do so. However, to play football was detestable and improper because it was played by wearing knickers. All games in which an English style of dress was adopted, which did not cover the whole body, or which prevented someone from fulfilling religious obligations were not allowed.

When the opinion of the ulama was sought on theatre and cinema—to watch them, work for them, sing, dance, or play a role—the obvious response was that to act in this manner was a great sin and that anybody who persuaded people otherwise was a great distorter of religion. Somebody asked about showing pictures of the Islamic rulers in cinema. He was told that to show the pictures of the rulers of Islam in cinema, as a tool for amusement and fun, was an insult to the Islamic kings and should therefore be prohibited. In the end, it was declared that cinema was totally sinful.

Radio was also considered. The fatwa announced that since radio was used for relaying songs, it should not be allowed to broadcast recitations of the Holy Quran. Even to hear a recitation of the Holy Quran from a gramophone was declared against the shariat.

Similarly, all new fashions were condemned, particularly women's high-heeled shoes.

One can also find strong reactions against all social, political, and economic changes in the *Fatwa-i-Rashidiyya*. One fatwa declared that to send money by money order was against religious law. Keeping money in banks, either with or without interest, was also declared against the shariat. Besides these few examples, ulama opposed all those changes which challenged old and outdated traditions and practices, such as admitting patients in hospitals, traveling by train, using new medicines, wearing European clothing, eating with fork and knife, and to adopt any part of the European lifestyle.

However, in spite of the ulama's opposing these changes and issuing fatwa against new ideas and inventions, the people and society accepted them because they provided comfort and proved useful in their daily lives. Even the class of ulama who originally opposed the changes later adopted them because of their importance and usefulness. However, ulama have not learned any lesson from history, but continue opposing all new things at first and adopting them later when they become accepted by society. It is evident that this long process of granting religious acceptance to any new invention or idea has become a great hindrance in the development of Muslim society.

The above facts and conclusions about Muslim scholars, and about the general attitude of Muslims as a nation against science and secular education, are strengthened by the fact that there have been more inventions in New Jersey, only one state of the USA, in one year than in all Muslim countries in the last one hundred years.

What price are Muslims paying for this philosophy? Pakistan, where hundreds of people commit suicide due to financial difficulties each year, pays about 50 million dollars for an F-16 Jet. On the other hand, Pakistan does not produce a single piece of technology that can be sold for even 100 dollars.

Questions

1. Suppose it is 1920 and you are living in India with your parents. Your father wants to sell all his household belongings and migrate to Afghanistan with the whole family. Your insight and awareness tell you that your family would be destroyed in Afghanistan. What would you do?
2. You are living in Utter Pradesh of India. Every day a child is found missing, and his mostly-eaten dead body is found later. You know that this is the job of wolves, but no one is willing to listen to you. What would you do?
3. Khwarzam Shah wants to follow his advisors' recommendation and kill Ginghiz Khan's messenger. You know that the murder of this messenger will result in the destruction of the Muslim Empire. How would you stop the Khwarzam Shah?
4. You are part of a German family. All of your relatives and countrymen want to conquer the world. Would you support them? Or would you try to stop these people? How?
- 5 a. It is 1545. You are a Christian and an activist in a religious group. Your leader informs you about the printing of a scientific book whose contents conflict with the Bible. He asks you and your colleagues to attack the printing press. What would you do?
- 5b. Bruno has been taken to be burnt alive. You know that the theories of Copernicus and Bruno are accurate, but others disagree and want a death sentence for Bruno. What would you do?
6. If you could travel to the past with a time machine, what incidents would you stop from happening? What would you change in the past to change the present?

In this part of the book, we have determined the most important ability of a person or nation. Now we are aware that if a nation does not understand which path leads towards success and which towards disaster, it can destroy itself very quickly.

We are now also aware that Muslims have been progressing towards backwardness and poverty due to their deliberate ignorance of science and technology.

Many Muslims are not only among the most impoverished people in the world; what is sadder is that they are also among the most corrupt, immoral, perverted, and dissolute people in the world.

The problem is how to change this situation.

The very first step is that we must not divide the world into Muslims and non-Muslims. Instead, we should distinguish people as follows: those who work for the betterment of humanity, and those who do not.

It must also be very clear that the betterment of humanity means their betterment in this world, not in the world after death.

Now Muslims should try to annex themselves to the group working for the betterment of humanity.

In the next part of this book, we will analyze the hindrances to the development or progress of Pakistan. We will also prepare a road map for the progress of Pakistan by examining the reasons for other nations' progress.

Part III

The Pakistani Nation and Progress

Sooner or later, cultures desperately need the individual who can call the status quo into question by seeing the world differently and not seeing the same cause and effect relationships as everybody else.

Culture is a human invention. It is, I suggest, an agreement on how we will feel about different outcomes.

Howard H. Stevenson, Do Lunch or Be Lunch

Eye Medicine for Stomach Ache

Once upon a time, a farmer in intense pain went to a doctor and said, “Doctor, please do something about my stomach ache, I’m dying of pain.”

After examining the farmer, the doctor asked, “What did you eat today?”

The farmer answered, “I ate some burnt bread.”

The doctor gave the farmer some medicine and said, “Apply this medicine to your eyes two times a day.”

The farmer said with surprise, “Doctor, I have a stomach ache, but you are giving me medicine for my eyes. Why?”

The doctor answered, “Because the real problem is with your eyes. You can’t see that your bread is burnt. When you are able to see the burnt bread, you won’t have any more stomach aches.”

The Hen and the Golden Egg

In a village there lived a very poor farmer. One morning when he went to see his favorite hen, he found a golden egg by its side. At first the farmer didn't believe it, but when he had the egg checked, he found that it really was a golden egg. The next day he found another golden egg, and another the day after that. The hen was laying a golden egg every day. Soon the farmer was rich beyond his wildest dreams, but as he became richer, he also became greedier. Instead of waiting for an egg every day, he wanted to get all the golden eggs at once. One day he killed the hen to get all the eggs, but when he cut open the hen's stomach, he found nothing inside.

The country where we live is like a hen that lays golden eggs for us. If we just care for the eggs and not for the hen, the hen will soon die and we won't get anything. On the other hand, if we are only taking care of the hen and are not also collecting the eggs, we will never benefit from the eggs. We have to create a balance so that the hen remains healthy and we also get the golden eggs.

As citizens of a country or employees of a company, we should take care that the country or company remains healthy and keeps laying golden eggs in return for our hard work. As for the rulers and owners, they should remember that the real capital of any country or company is its people. If you take care of your people, they will take care of your capital. If you are good with your employees, they will be good with your customers.

The Paradigm of Pakistanis

To understand the paradigm of Pakistanis, we will consider some examples. A man nicknamed Shakil uncle, a friend of my father, retired from a very good post after accepting the “golden handshake”. I have known him personally since my childhood. He is hardworking, sincere, and honest. He worked hard in his life and advanced steadily until his retirement.

In November 1999, I was in Pakistan in search of people who would volunteer to work for the betterment of Pakistan. I thought about Shakil uncle, who had everything a volunteer needs: free time, capability, and money. I called him and said, “Uncle, I am really disturbed that too many stray dogs are biting people these days. I do not know why KMC (Karachi Metropolitan Corporation) is not doing its job. Maybe they need funds, or maybe they need a campaign to take appropriate action. I can offer up to Rupees 200,000, but I need someone who can work on this project.”

He was also concerned about the situation, but apologized and said, “I have served much in my life, but now I do not want to get involved in any work. Besides, I am busy, going to mosque most of the day and reading Islamic books.” Later he also mentioned that he has performed Hajj (going to Mecca for a religious duty) once and wants to do it again.

Now think about the paradigm of Shakil uncle and other people like him. How do they see this world? “I am an honest and hardworking person. I have performed my duty for this country. Now I have to take care of my life after death so I can go to heaven.”

Some time ago I read in a newspaper that when stories of tyranny and oppression were narrated in a public meeting of a religious party, people were weeping. A mother stood up with tears and announced that she was endowing her three sons for Jihad (holy war) in Kashmir.

Does this mother know that 62% of the women in Pakistani jails are raped?⁴ Are the stories of their oppression less pathetic and disgraceful?

Thousands of Pakistani youths go to Afghanistan and Kashmir for Jihad after training. Do they know about the thousands of people who even today are imprisoned with their spouses and children in landlords' personal jails? They are forced to work like slaves and hardly given a meal once a day. Their women are raped in front of them. Is the requital and reward for Jihad against these oppressors any less than for Jihad in Kashmir and Afghanistan?

There is also a party comprised of millions of activists who use all of their available time and funds on preaching tours. Do they know that 8 million Pakistani children are deprived of basic education?⁵ And we have no time to waste, because these children cannot be educated in their old age.

Do the people sacrificing millions of animals on Bakra Eid know that a child can be given a year's education for the cost of just one animal they sacrifice? Would the God or his prophet Hazrat Muhammad (peace be upon him) not accept the sacrifice of a person who donates money for the education of an illiterate child instead of sacrificing an animal?

All the people I just described are honest, hardworking, and sacrificing people—great people who are ready to sacrifice their lives, even their sons, for a good cause. But none of these people's paradigms are right for Pakistan. No change can be brought to Pakistan unless and until all Pakistanis combine their strengths and struggles for only one purpose: the betterment of Pakistan.

There are a lot of Muslims in Pakistan, but Pakistanis are very few. Pakistan does not need Muslims, Hindus, or Christians. Pakistan does

⁴ Hina Jilani, a human rights activist in Pakistan, 1996 report.

⁵ The Citizens Foundation report May 1999.

not need Punjabi, Pukhtun, Sindhi, Baluch, or Mahajir. Pakistan
needs Pakistanis.

Religion and National Progress

Science has its own traditions and rules. The most sacred truth is that no truth is sacred. All theories must be analyzed critically. Anything contradicting the facts must be rejected no matter how much we like it. —Carl Sagan, *Cosmos*

This is 1600

Giordano Bruno is being tried by the Inquisition because he agrees with the Copernicus principle. He says that the sun is the center; it does not revolve around the earth, but instead the earth revolves around the sun. He says that other worlds can also be inhabited as our world is. All the judges agree that Bruno's ideas are stupid, foolish, and contrary to religious teachings. The sentence for this crime is death by burning. So in February 1600, Bruno is burned alive.

This is 2000

- A panel of Pakistan Supreme Court judges rules that because interest is forbidden in Islam, the government of Pakistan must establish an interest-free banking system within 18 months.
- The sophisticated people of the developed world cannot imagine that there is a country in the world where, if a woman cannot prove she is the victim of rape, she can be condemned for committing adultery and sentenced to death.
- If an 11-year-old girl has started her menses, she can be treated before the court as an adult. (On the other hand, a boy is not treated as an adult before reaching the age of 18.) Therefore, if an 11-year-old girl is raped by a landlord, and she cannot prove that she was raped, she could be sentenced to death for committing adultery.

- Any Muslim with a personal grudge against a non-Muslim can accuse the non-Muslim of insulting the prophet. The sentence for such an insult is death.
- The Federal Shariat Court rules that any man has the right to kill his wife if she is found committing adultery.⁶
- The Federal Shariat Court also rules that the termination of feudalism is un-Islamic.
- Qadianese (who still call themselves Muslims, and who were considered Muslims before the Federal Shariat Court ruling) cannot be appointed to key posts because they are now considered non-Muslims. They are barred from these posts even if they were born in Pakistan—even if their family has been living in Pakistan for generations.

Are people viewing religion with ignorant eyes not as blind today as they were 400 years ago?

We want to transform Pakistan into an Islamic state although the Founder of Pakistan, Muhammad Ali Jinah, said that religion is not the business of the state.

However, no one has the right to laugh at our stupidity. Didn't the Catholic Church take a few hundred years to learn that religious matters should be kept separate from state matters, and that government should be secular instead of religious because religion can only grow in a secular country? So if we also need a few hundred years to understand this, who can blame us? During this time, however, we beg you (the International Minority Fund World Bank, or any other financial organization) with our knees on the ground to keep giving us loans with interest to run our country.

⁶ Women, Islamisation and Justice by Shahla Zia (Attorney by profession).

Let's understand one thing very clearly. This country cannot develop if we do not make it secular and a safe haven for non-Muslims. This country can only be developed, in this age of the global economy, if international companies come here, open their offices, and use Pakistan's huge human work force. If they see unsuitable conditions for investment, they can go to any other country, such as India or Bangladesh. And that what is happening now, if you can only open your eyes and see it.

One of the main reasons of the development of the USA is that equal opportunities are available here to anyone regardless of his religious beliefs. Another is that all the people are working together for the prosperity and progress of the country. No one here wastes his energy killing people in the name of religion. All religions have equal chances to grow in a secular state. People learn to respect each other's religions, and their energies are spent towards the positive goal of making the country grow.

Conditions of Countries that are Left to God

A piece of land was unfertile for a long time. A man bought this piece of land, and after a lot of hard work he changed it into a beautiful garden. People from far away came to see this garden and complimented the man on his hard work and his garden's beauty.

One day a Bishop came to visit this garden. After admiring the beauty of the garden, he said, "Your hard work was admirable. But without the help of God, this unfertile piece of land could never have become beautiful."

The owner of the land understood the Bishop's point. He replied, "It's true that without God's help, and the miracles of earth and air and water, this garden would not have been possible. But, sir, you should have seen this place when it was only with God."

Make a list of countries where people are very poor, uneducated, corrupt, and leaders in every kind of mishap and killings; where people are behind in science and technology, and are living like animals in a dead society; where there is no creativity. Most of those countries are those which are left to God by the people.

Does God help and change the conditions of a nation that doesn't work to change?

Belief in God

One man was standing on a peak of a very high mountain, enjoying the scenery of the surrounding beautiful lands. Suddenly his leg slipped and he started to fall down the mountain. As he struggled for dear life, he caught a piece of rock that stuck out a little from the mountainside.

Now he wasn't falling any more, but he was hanging there helplessly. He couldn't climb back up, and if he let go he would fall into a deep ravine and die. The man started yelling for help, hoping that someone might come up the mountain and help him. "Help me.... Is anyone there?"

After yelling for a long time, just when he was about to give up, he heard a voice: "This is God. I will help you if you do as I say."

The man replied quickly, "I promise. I promise. I'll do whatever you tell me to do. Please save me."

God replied, "Let go of the rock and I shall save you."

The man looked down at the dangerous ravine, and thought for a moment about what would happen if he let go of the rock. And then he started yelling again, "Is there anyone else who can help me?"

Whenever we get a chance, we never tire of saying that we have total faith in God. But whenever there is trouble and a test of our beliefs, we refuse to let go; we say, "Is there anyone else who can help me?" Life and Death are in the hands of Allah, but we hesitate to fight against dishonesty and cruelty. Our job and fortune are in the hands of Allah, we believe, but all the time we are busy making money through dishonesty, corruption, bribes, and other unfair means.

Do we really have true belief in God? Or are we deceiving ourselves as well as others?

I think that the development of our country depends upon finding the correct answer to this question.

Our Family System and Its Productivity

Many people think that Pakistan's basic problem is corruption, but the fact is that corruption spreads when we want to earn lots of money without any work and to progress rapidly without any sacrifices. We want all the facilities that are available in developed countries. However, I think we don't know how these people get these facilities. Let's see.

If we compare an American family and a Pakistani family, both with a husband, a wife, and two 20-year-old children, in most cases we will find that all four members of the American family are earning money, whereas in the Pakistani family only one person is earning money. In addition to this, the oldest son of a Pakistani family has to support his old parents as well as his younger siblings, even after he is married and has children of his own. Another bad thing is that the average Pakistani worker is only half as productive as the average American worker. No matter who is responsible for this, the worker or the system, we cannot give half of the productivity and expect to get the same benefits. The result of all these factors is that every family uses more resources than it produces, and of course under these circumstances nothing can be accomplished except by corruption.

I know that many Pakistani men (in urban parts of the country) cannot even imagine their wives or their children working. But now we have to decide whether to live as a corrupted nation, or get each member of each family to produce as much as he or she is spending. We will have to create the habit of earning in our women, and in our children once they reach 14 or 15 years of age.

Even in America, people started to become richer after the 1980s when the number of their dependents decreased to one.

The Value of Time and Other Cultural Traditions

How we Pakistani value time can be observed easily in every aspect of our lives. The public and the newspapers are never tired of blam-

ing the government for all their problems, but no one is willing to think about and increase productivity—his own and his family's.

I am very sure that Pakistan will not progress unless and until Pakistanis are willing to change their culture, including punctuality and the value of time, small things such as not abiding the traffic rules, and useless expenses for the sake of tradition. (For example, the main reason for marriage traditions is the imprisonment of women in their homes; the main reasons for marriage expenses are illegal wealth and illiteracy. In the USA, there is only one wedding ceremony for both the groom and the bride, and usually no more than 100 people are invited. Most people in the USA cannot afford more than that. In Pakistan, there are two wedding parties—one thrown by the groom's family and one by the bride's—and each party usually has hundreds of people invited, maybe even more than a thousand. People have these parties even if they have to borrow a lot of money to do it.) Until these things change, no leader of the world can put Pakistan on the path to progress. Not even a Prophet can help a nation that is unwilling to make any change.

Facilities and Taxes

Fewer than 1% of people pay taxes in Pakistan. —*News*

This is the USA

There are clean water and air, wide roads, and excellent hospitals available to both rich and poor. The best educational institutes are here, and an excellent law enforcement system is available to protect people. Yes! Here the police catch thousands of people who committed murders years ago. They cannot stop everyone from committing a crime, but they keep working until they catch people who commit serious crimes, even if it takes 35 years.

In case of emergency, you just need to dial 911. In many places a police car or ambulance can reach you in 3 to 4 minutes, even if you are unable to tell them your address, because of a computerized system that can use your phone connection to determine your address. The government usually knows about storms or other natural disasters a week in advance, and moves people out of the areas in danger. That is the reason very few people are killed by natural disasters. The government also helps people recover or replace property lost or damaged during the disaster.

People of the USA do not get all these facilities for free. Here people pay 20% to 46% of their net income to the government in taxes. Yes! Rich people of the USA pay about half of their income, and average people pay about a fifth of their income, to the government so it can provide them with the basic necessities of life and opportunities to grow and compete with other countries in business and technology. People in the USA understand that there is no free lunch.

This is Pakistan

- A 12-year-old girl was bitten by a snake. Her parents took her to the hospital, but she died due to unavailability of the vaccine that could have saved her.
- A boy was bitten by a stray dog. His parents took him to the hospital, but again, the right vaccine was not available. However, the doctors told the parents where the vaccine could be bought. The price of the vaccine was Rupees 20,000. The parents had only a few hours to get the money. If the son did not get the vaccine on time, he could go mad from rabies.
- There was a big fire in a market that caused millions of rupees' worth of damage. Shopkeepers appealed to the government to compensate them for their losses. Their requests were denied.
- Hundreds of people died due to a storm in Thatta. Their households and crops were destroyed. The government had neither any advance warning of the storm, nor any arrangements, resources, or expertise needed to help or save people.

Just think about it: What would you feel if your son or daughter was in a hospital in critical condition, but the needed medicine was not available? If all the goods in your shop had been damaged by a fire, and the government refused to help? If your houses and fields were destroyed by a storm, you are stuck in the storm, and no one is there to help you?

But think again. Why are you expecting help from the government if you never paid taxes?

Young People and The Economy

Two things are necessary in the long journey of learning.
Honest ability of recognition of facts and enjoying the nature.
—Carl Sagan, *Cosmos*

When I came to the USA, I noted that boys and girls are treated the same and that they have a healthy mutual relationship instead of living separately. Girls and boys start dating in their childhood. The main reasons for this is to have a good time, to get an understanding of the opposite sex, and to prepare themselves for their future responsibilities as parent and husband or wife. The parents encourage their boy or girl to find a good partner and go out with him or her. Relationships with the opposite sex is a part of this culture. Parents whose boy or girl fails to attract the opposite sex sometimes request professional help.

Every boy or girl has only one girl- or boyfriend at a time. Getting involved with more than one person at a time is considered cheating. These relations proceed from months to years. This time is used to get a better understanding of each other. These relationships conclude with marriage or with the couple separating to start a new search for better partners.

Although the basic purpose of this relationship is not to have sex, a sexual relationship without legal marriage is not considered a bad thing anymore, and it is accepted by most families in this society. Boys and girls usually get married when they are ready to start a family and bear children. This way, the purpose of marriage is not to get a license for a sexual relationship, but to start a family.

Every girl has a full voice in the selection of her partner. Here girls are not judged by color or beauty like furniture, and boys' parents have no right to reject a girl on the basis of their personal reasons and biases.

This system, which prevails in the USA and in other developed Western countries, is the result of suggestions and proposals of thinkers such as Bertrand Russell. Russell highlights the problem of young boys and girls, and suggests a solution, in his book *Education and Social Order*, published in 1932:

Perhaps a time will come when the psychological disorders caused in adolescence by our present code will be taken so seriously that boys and girls will be allowed the kind of freedom at present allowed in Samoa and various other Pacific islands. If this ever comes to be a practice, it will be necessary to give instruction in contraception, and to interrupt pregnancies at once if they nevertheless occur. I cannot say that I like such a prospect, and perhaps it may be found that continence during the years of adolescence would impose no intolerable burden if there were a prospect that the necessity for it would cease at about the age of twenty. This could be secured by Judge Lindsey's system of companionate marriage. I am sure that university life would be better, both intellectually and morally, if most university students had temporary childless marriages. This would afford a solution of the sexual urge neither restless nor surreptitious, neither mercenary nor casual, and of such a nature that it need not take up time which ought to be given to work.... It may be that a freer outlook also has its dangers. But they are the dangers of life, not of death.

Passion towards the opposite sex is one of the most powerful passions of human beings, especially at a young age. In America, I think this passion is playing a remarkable role in the country's development.

Most young boys' energy is spent attracting and dating girls they like. To achieve this goal, they try to get a good part-time job so they can afford a car (at least a used one) and can take their girlfriends out and buy them gifts. Girls also try to work part-time so they can spend money on their boyfriends.

As a couple grows older, they try to rent a separate apartment so they can live an independent life. Almost all Americans get an apartment or a house of their own after getting married, instead of living with their parents.

The good thing is that it is not difficult to afford a car or an apartment in America, as these things can be purchased on credit. For example, the expenses of a secondhand car add up to about \$300 per month. You can purchase an old car for about \$1000. The monthly rent of a one-room apartment is about \$400 per month. Every person can earn \$6 per hour.

You may know that the auto and real estate industries are linked with thousands of other industries. When you rent or purchase a house, you need hundreds of other things for it and you are motivated to decorate it, as it is your own home. In this way, American youths are playing an important role in running the economy of their country.

To reduce the emotional and psychological problems of young boys and girls of Pakistan, and to use their energy to economically develop Pakistan, young people should be allowed to date at the age of 20 even if they need to get married (a childless temporary marriage) in a very simple ceremony. (Marriage in Islam could be as simple as accepting each other as husband and wife in the presence of two adults.) They should be allowed to select their own partners. Couples should live in a separate apartment, away from their parents, as husband and wife. It is also important to understand that because of Pakistan's current circumstances and economical situation, there is a real need for a couple not to have children until they are financially settled.

This idea needs full planning and deep consideration to implement. But it is clear that it can reduce, if cannot eliminate, many disgusting and shameful problems of Pakistan, including Karo Kari (honor killing) and the raping of very young boys and girls by older boys or men. The major burden of Pakistani parents is to select suitable matches for their daughters. Implementing this new idea may reduce

the burden of parents and revolutionize the life of Pakistani youth. It will, I think, bring a very positive change in the country.

It may be that a freer outlook also has its dangers. But they are the dangers of life, not of death. —Bertrand Russell

Note: It should be clear that my suggestions are not against Islamic teachings. Current Pakistani society is not an Islamic society (I do not know who it *is* following). Islam allows a man or woman to select his or her partner for a marriage. The Prophet also sometimes allowed temporary marriages, based on circumstances and need.

In the time of the Prophet, it was common to marry up to four women at a time. Men were allowed to keep women received as booty, or to buy slave girls or women. It was also common to divorce a wife and then marry a virgin or divorced woman. For reference, see Sahih Al-Bukhari: Volume 3, Chapter 30 “Book Al-Nikah”; Volume 1, Chapters 252, 1384, and 1386.

India and Pakistan: Difficult Problem, Simple Solution

As the legend goes, a rich old man had two foolish sons who did nothing but quarrel all the time trying to get each other down.

To teach his sons a lesson, the old man left a strange will when he died. His wealth will go to the son whose horse will reach at a given destination, which was only a few days away, not first but last. As soon as his sons came to know about the unusual condition to acquire the wealth, both of them mounted their horses and dashed out to wander around aimlessly, trying to avoid reaching the destination first.

After wandering aimlessly for a very long time, they became very tired and decided to seek a solution to end their ordeal. So they went to a sage and told him their story. Upon hearing them the wise man said that there was no problem and the solution was simple: " Swap your horses!" As soon as they heard his advice, they swapped their horses and galloped towards their destination with the fastest speed possible.

The major reason for Pakistan being an underdeveloped country is its conflict with India. As long as these countries have disputes and wars against each other, its peoples will suffer in ignorance and poverty. Most of their resources will be used to purchase weapons for the preparation of war.

If, like the two foolish brothers, these two countries ask for advice to solve their problems, a wise person would only say, "Swap your horses." Defeat the other in business and technology. The winner will be the one who has the better literacy rate, more scientists per thousands, more inventions and more income per person.

Pakistanis: Are you ready to swap your horses now or wander around aimlessly forever?

Question to think about: Can Pakistan win a war against India without God's help?

Is it possible for Pakistan to win a war against India without God's help?

Let's assume that in case of a war between India and Pakistan, America and God will help India or at least they will not help Pakistan. Can Pakistan win a war against India in this situation even if it has the nuclear arsenal?

Now go back and re-read the history of the destruction of the Muslim empire by Genghis Khan and think about why you can hope for God's help. Are Pakistanis honest and upright and just? Do they live their lives according to the Islamic rules and values?

Moreover, has anyone considered the grave fact that no matter who starts the nuclear war, if Pakistan uses its nuclear arsenal against India it would also kill millions of Muslims living in India along with other people?

The Map

To prosper in life and to achieve success, you have to have a map to lead you to your destination. Without a map you can never reach your destination, no matter how honest you are, how positive your attitude is, or how hard you work. You can't find anything if you have no map or the wrong map.

Pakistan needs a map.

We have to decide our destination and draw a map that can lead us to our destiny. Let's choose a destiny.

There was a time when it was difficult to decide on a destination, to know where we wanted to go. Now our destiny is very obvious to us.

We want to give to the common man in Pakistan the same facilities that are available to a common man in a developed country like the United States: justice; security; food, clothing and housing; clean air and surroundings; equal rights and opportunities; modern hospitals; higher education; and respect for every man, rich or poor.

One does not need to be a rocket scientist to understand that all these things will be available to us in our country if we establish a system similar to the system in America. Without progressing in science and technology, we cannot give anything to our common people. If we are to progress, we must prepare ourselves to compete in the global economy. We will have to learn expertise and rules for international business.

Directions

- First, we should develop a system in which there is a "Rule of Law" and in which individual rights are available to all people; where people—including politicians—are accountable, the law is

applicable to everyone equally, and every man, woman and child has security available. It is very important that we provide people with the same individual rights, and do not divide them into groups. That is, Muslims must not legally be given preferential treatment over non-Muslims.

- All laws must be secular, so that no priority is given to any one religion. People must have freedom of speech and other rights similar to those that are available to citizens of the United States.

We will not go anywhere unless and until we first follow these two steps.

- To improve the economy:
 - Strong trade ties must be made with India and Bangladesh, and the chance of a war with India must be completely eliminated.
 - Young men must be given money or loans for higher education (especially for computer training) and people must be granted loans to buy homes, businesses, or farms.
 - The pay of government employees must be increased by at least 50% and must increase with inflation rates. Therefore, if the government is not able to control costs and inflation, it must increase the average household income.
- The feudal system must be uprooted.
- Women must be provided total security, and steps must be taken to bring them into the work force. Without utilizing women's productivity, without educating them and putting them side by side with men, we are never going to pull out of our economic disaster.
- Every possible step must be carried out to improve education and control the birth rate.

- Student exchange programs must be developed by the Pakistani, Indian, and Bangladeshi governments so that Pakistani universities can educate about 25 % Indian students and 10 % Bangladeshi students, and Pakistani students can study in India or Bangladesh in the same way. This will increase friendship between the three countries and reduce the possibility of atomic war.

I have probably not said anything here that someone else has not said before. Without implementing these directions, we can never pull our country out of this mess. If you consider all these directions useless for our country, then never mind. Wise people that agree with these directions will soon leave the country, if they haven't already, and reside in areas where these directions are followed. (In the United States, they have been implemented for 200 years.) There they can help those countries prosper, and also prosper themselves.

Your choice is your luck and God is not responsible.

Part IV

Last Message

Last Message

I remember that I went to sleep in my room, but it feels like I am walking in my sleep. Strange creatures that look like they are from another planet are taking me somewhere. We soon reach a place that looks like a courtroom, where they tell me my crime. I am charged with having a strong desire to change the conditions of my people. These creatures have the power to fulfill a person's wish if that person agrees to die for it. They ask me to make a choice: Either die to allow your nation to change its condition, or go back to your happy life.

I think of my two-year-old daughter, my four-year-old son, and my wife. I am playing with my daughter. My son is saying "Thank you, Daddy," I have just bought him a toy of his favorite character, Buzz Light-year. What will happen to my wife without me? I am crying. I do not want to leave all this. I do not want to die.

On the other hand, millions of people and the generations to come are depending on me. This is a matter of changing the world. Hundreds of people are being killed. Millions are without justice, in poverty, and living lives worse than slaves. Corrupt politicians and bureaucrats have looted the whole country, living luxuriously without being accountable to anyone. People are helpless. No one has any hope or solution, and as it looks, the end is very near.

What choice do I have? This is my country. How can I leave it like this? All right, I have decided to sacrifice myself. After a lot of tears, I have decided to die.

The creature speaks to me: You have to die, but you still have to change your nation's conditions. All of that cannot be changed with magic. You must give a last message to your children and your nation that can teach them how to change their lives. It is up to you now. We will take your last message to your children and your nation, and then what they do with it is up to them. You have to pay the price to get anything.

Zafar! Now write this message. Before the dawn. This is my last night. How should I start?

I have to think about what would change my country. What is the one thing that leads a nation to cruelty and injustice? What is the one thing that is responsible for poverty and crime? I can divide all the problems of my country into two categories: those caused by lack of education and those caused by lack of honesty. So should my last message for the people be to educate themselves and improve their skills? It is a long-term goal. It will take time to produce results. It may be the best message in the long term. But in the short term, lives are in danger, many people are killed every day, and many more don't have enough to eat. How can I tell them about the benefits of education? The first problem is peace and the protection of lives.

I am lost again. My mind is spinning. There is no easy solution to the problems of my country. Sometimes I think that the feudal system is the main problem; then I think that accountability is the solution—to free my country from corrupt politicians. But how can we achieve all this without political efforts? I have to think of a simple path that, if strictly adhered to, would solve people's basic problems and take them towards progress.

I think of this: All right, my children and nation: Live your life with integrity. With strict honesty, whether someone watches you or not. Before you do anything, remember the rule of right and wrong. Do not let anyone control or influence your decision. Remember that in the end you have to answer only to yourself.

Okay, Zafar! This should be my last message: Integrity. My children and my nation need to remember only one word, Integrity, all the time.

I am a little relieved, but still thinking. There is still some time remaining before dawn. I think no other message would be so appropri-

ate to help my children lead a great life. But to create a good society, I have to think more.

Why is it that in a country whose population is 97% Muslim—with prayer calls heard five times a day in every home, where the Quran is read in every household—corruption and other evil things are flourishing? What are these people missing? What is sinking them, perhaps without their knowledge, into the quicksand of evil things?

Zafar! Now I think I have got it. In a society without justice, peace cannot hold. Every person who is doing something unfair is not a true follower of any religion. He is deceiving himself.

My children! Never do anything harmful to others; never do anything unfair. Even a little unfairness can spread and destroy the whole nation. Okay, my children and my nation: for your safety, and to give you the best future, this is my last message. If you have to abandon everything and follow only one thing, then follow justice and fairness. Whoever understands justice and fairness understands all religions, and whoever does not understand justice and fairness does not understand any religion. So you must never abandon justice and fairness.

It seems that I am at ease now. It seems that death is now easy for me. I think I have got a single solution to all the evil things.

But Zafar! Am I going to teach everyone justice and fairness? Make everyone honest? Can everyone understand the consequences of his decisions and actions?

In spite of changing everyone, I have to develop a system where there is rule of law and where people, including politicians, are accountable; where law is equally applicable to everyone. I must provide security to every man, woman, and child. It is very important to give people their individual rights and never divide them into groups. If we divide people into Muslims and non-Muslims, we cannot keep

them from being further divided into Shia, Sunni, Mahajir, or non-Mahajir.

All right, creature, do one thing in exchange for my life. Place the rule of law and individual rights in my country. Without these, we can neither solve people's basic problems nor educate them to solve the problems themselves. This is my ultimate message.

I am crying again. I miss my children. My little girl is only 2 years old. She puts a peanut in my mouth and asks, "You want more, Daddy?" She pulls my ear, and when I pretend to cry she says, "Solly (sorry), Daddy." She can even say "Thanku (thank you)". My eyes are filled with tears. I can't see anything.

I have never cared for my own life. If I want to live now, it is for my daughter and my son.

But Zafar! This is a matter of millions of children. To nurture my children in a society where there is no law and justice is like raising my daughter for animals. She could be raped and killed, and I would not be able to do anything. Yes! I would like to die rather than raise my daughter and my nation's daughters in conditions like these. To give a safe future to my nation's daughters, I am ready to die relaxed and with a smile.

"Daddy! Can I sleep with you?" Rameez's voice wakes me up from deep sleep. My pillow is soaked with tears. I am happy to see that I am with my children and my wife. But my heart is still filled with pain and sorrow for my country.

Acknowledgments

Some of the concepts presented in this book were learned from the following books:

- Goals by Zig Ziglar
- 7 Habits of Highly Effective People by Dr. Stephen Covey
- Do Lunch or Be Lunch by Howard Stevenson
- Use Both Sides of Your Brain by Tony Buzan
- The Books That Changed the World by Robert Downs
- The Wealth and Poverty of Nations by David Landes
- GI Bill: The Law that Changed America by Milton Greenberg
- The Republic by Plato
- The Effective Executive by Peter F. Drucker
- The Random Walk Guide to Investing by Burton Malkiel
- The Republic by Plato
- Cosmos by Carl Sagan
- Education and the Social Order by Bertrand Russell
- Story of Civilization Volume 1: Our Oriental Heritage by Will Durant
- 100 Most Influential People by Michael Hart
- Ulmia Tarikh by Dr. Mubarak Ali



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