

## Chapter Ten: The Attitude to War

*The attitude of the Egyptian school textbooks toward war is ambivalent. On the one hand, war is a negative phenomenon, but it also has a bright side. Besides this ambivalence, there is much praise for Egypt's army and individual fighters and for their courageous and decisive stand in battle. The enemy is depicted in most cases in a negative light and is always defeated. The Islamic rules of war belong to this subject.*

### The Nature of War

War means destruction and backwardness. Mention a verse from a poem that you remember that indicates this.

**Language Exercises, Grade 11, (2002) p. 101**

Write a short letter to one of the leaders who kindle the fires of war in various places in the world, in which you make them aware of its harm and of what it brings upon mankind.

**Language Exercises, Grade 11, (2002) p. 102**

War resembles a two-sided coin, one of which is ugly and the other one is full of light. Explain.

**Our Beautiful Language: Reading and texts – Exercise and Activity Booklet, Grade 7, Part 1, (2002) p. 9**

### Egypt's Army

Egypt has prepared a strong army.

**Arabic Language: Read and Discuss, Grade 5, Part 1 (2002) p. 17**

He loves the army of Egypt that expelled the Imperialists from her.

The army of Egypt put an end to the tyrants.

**Arabic Language: Read and Discuss, Grade 5, Part 1, (2002) p. 22**

The army defended the homeland ... [adverb].

The army attacked the enemy violently.

**Exercise, Arabic Language: Read and Discuss, Grade 5, Part 1, (2002) p. 32**

The army fights the enemies [...in defense...] of the homeland.

**Arabic Language: Read and Discuss – Exercise Booklet, Grade 5, Part 1 (2002) p. 13**

The army [...] the aggression away from the homeland and [...] victory.  
**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 1, (2002) p. 32**

The army returned victorious.  
The army drew near victorious.  
Language exercises, **Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 2 (2002) p. 30**

The army returned victorious.  
**(Language Exercises, Grade 11 (2002) p. 41)**

The army's strength granted the homeland [...].  
**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 2 (2002) p. 10**

The people stayed behind the army and did not abandon it.  
**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 1, (2002) p. 37**

Egypt's army still defends the countries of Islam. Also, Egypt faces the external enemies and works for the spreading of peace in the region.  
**Our Beautiful Language: Reading and Texts – Exercise and Activity Booklet, Grade 6, Part 1, (2002) pp. 1-3, answers side**

### **Brave Soldiers**

These are two brave soldiers.  
**Arabic Language: Read and Discuss, Grade 5, Part 1, (2002) p. 17**

The soldiers fight the enemy.  
**Arabic Language: Read and Express – Exercise Booklet, Grade 4, Part 2, (2002) p. 32**

The soldier fights the enemies with his weapon.  
**Arabic Language: Read and Express, Grade 4, Part 1 (2002) p. 75**

I am amazed at the soldier [...].  
**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 2 (2002) p. 29**

The soldier advanced courageously, and the enemy ran away terrified.  
We went out armed against them and met them strong and steadfast.  
**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 2, (2002) p. 28**

The soldier attacked in battle, smiling.  
**Language Exercises, Grade 9, (2002) p. 44**

The soldier shall not [...stay behind...] the battle.  
**Our Beautiful Language: Reading and Texts – Exercise and Activity Booklet, Grade 8, Part 1, (2002) p. 50**

The brave soldier does not fear the enemy.  
**Our Beautiful Language: Reading and Texts – Exercise and Activity Booklet, Grade 8, Part 1 (2002) p. 8-answers side**

### **The Fida'is**

The Fida'i<sup>32</sup> makes sacrifices for his homeland's sake.

**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 5, Part 2 (2002) p. 9**

The Fida'i cleansed the place of the enemy.  
**Arabic Language: Read and Express – Exercise Booklet, Grade 4, Part 2 (2002) p. 31**

The Fida'i heard the explosion.  
**Arabic Language: Read and Express – Exercise Booklet, Grade 4, Part 2 (2002) p. 16-answers side**

### **Egyptians in Battle**

Two girls took part in the battle.  
**Exercise, Arabic Language: Read and Discuss, Grade 5, Part 1, (2002) p. 14**

The Egyptians excelled in face-to-face fighting because of their bravery.  
**Arabic Language: Read and Discuss – Exercise Booklet, Grade 5, Part 1, (2002) p. 3-answers side**

The Egyptians attacked them [the British forces in the battle of Kafr al-Duwar in 1882] ferociously, using against them claws and fangs and showing them a [real] fight, as well as the consequences of their aggression against the

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<sup>32</sup> The Egyptian textbooks refer by the term Fida'i to Egyptian guerrilla fighters against the British along the Suez Canal in the early 1950s, Egyptian commandoes and, at times, to members of the Palestinian armed organizations. The literal meaning of this term is "one [a warrior] who is ready to sacrifice oneself for a cause".

land of the heroes... They chopped off their heads, split open their chests, cutting their hands and legs off, and hacked their limbs.

**The Courageous Hawk, Grade 8 (2002) p. 61**

### **Traitors**

This traitor was executed because he served as an eye for the enemy against his country.”

**Our Beautiful Language: Reading and Texts, Grade 8, Part 1 (2002) p. 51**

### **The Enemy**

*The enemy lies in wait for Egypt and for the Arabs, who must be on constant guard against it, unite and prepare a strong force that will deter it. On the other hand, if that enemy asks for peace, its wish should be granted. There is at least one case in which the enemy is portrayed in a less negative light.*

Propose solutions for the following:

...The enemies’ attempt to harm Egypt’s position as well as her leadership [role] among her sisters [i.e., her fellow Arab countries].

**Our Beautiful Language: Reading and Texts – Exercise and Activity Booklet, Grade 6, Part 1, (2002) p. 7**

Our enemies are lying in wait for us on all sides.

**Booklet of Arabic Script, Grade 2, (2002) p. 19**

If you know your enemy, you will be safe from its betrayal.

**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 1, (2002) p. 49**

[Question:]

Command the Muslims the following:

...To be on their guard against the enemies’ breach of faith and prepare for them the force that will frighten them.

[Answer:]

Be on your guard against the enemies’ breach of faith and prepare for them the force that will frighten them.

**Language exercise, Our Beautiful Language: Reading and Texts – Exercise and Activity Booklet, Grade 6, Part 1, (2002) pp. 10, 7-answers side, respectively**

To what extent do the Arabs need unity in order to confront the dangers that surround them? Analyze some of the current events, clarifying your view whether it is better that the Arabs have a unified force or scattered [i.e., several independent] forces.

The Arabs badly need unity, the abandonment of internal struggles, and the coordination of their efforts in order to confront the dangers that surround them. The student will select one of the current events, analyze it, and express his view regarding the commitment to Arab unity and to a unified force that will scare away God's enemy and the Arabs' enemy, as well as anyone who may have greedy ambitions against the Arabs.

**Social Studies: Geography of the World and Studies in Modern History of Egypt – Exercise and Activity Booklet, Grade 8, Part 1, (2002) p. 30-answers side**

The Arabs should unite so that their enemy will fear their might.

**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 1 (2002) p. 37**

... If the enemies incline to peace and clearly show their desire for it, then respond to their call for peace and rely on God, for He hears and knows what is in their heart and what they plan. If they want to deceive you... then know that God is enough for you[r protection].

**Our Beautiful Language: Reading and Texts, Grade 7, Part 1 (2002) p. 25**

God orders His servants to have power, all possible power in all fields - military, economic, scientific, social, and other [fields] in order to strike fear in the hearts of the enemies, God's enemies and yours, as well as the hypocrites who show their hostility when they see that you are weak. The aim of power is to deter all those, so that they will not think of attacking the Muslims.

**Our Beautiful Language: Reading and Texts, Grade 7, Part 1, (2002) p. 25**

*A three-sequence story titled "For My Country" describes a heroic operation by a group of Egyptian civilians against the enemy. The story is full of patriotic expressions, but devoid of hatred and animosity toward the enemy whose identity is not revealed. Moreover, in one case the enemy soldiers are depicted in a humane light as they watch Egyptian children playing soccer.*

**Arabic Language: Read and Express, Grade 4, Part 2, (2002) pp. 48-69**

### **The Enemy's Defeat**

The shell [...hit...] the target and the enemy was [...stricken...] with panic.  
**Language Exercises, Grade 9, (2002) p. 20**

The enemy ran away.

**Our Beautiful Language: Grammar and Grammatical Exercises, Grade 7, Part 1, (2002) p. 14**

The enemy tasted the bitterness of defeat.

**Arabic Language: Read and Express – Exercise Booklet, Grade 4, Part 2, (2002) p. 15-answers side**

The enemies reaped death.

**Our Beautiful Language: Grammar and Grammatical exercises, Grade 7, Part 2, (2002) p. 36**

*Following is a gruesome picture of the enemy's defeat in a storybook for Grade 8.*

The joyful birds [of prey] were delightedly hovering over the corpses, then descending upon them, tearing their flesh, and playing with it. Leading them was that courageous hawk, plucking hearts out of chests and tearing them to pieces with its sharp beak. Then it would fly upward in the air and again swoop down on them forcefully and angrily.

The English will find out that they will serve us there with another banquet of their flesh, a bigger, fatter and tastier one.

What was the courageous hawk doing with the Englishmen's corpses after the battle of Kafr al-Duwar?

**The Courageous Hawk, Grade 8, (2002) pp. 68-70**

### **Islamic Rules of War**

The Messenger made it a duty upon the Muslims in their wars not to kill an old man, nor a child or a woman.

**Reading, Grade 11, (2002) p. 9**

[Some] of Islam's Rules of War

It is proper for Muslims not to betray, nor to cheat or mutilate.... Cheating means betraying and stealing from the spoils. Betrayal [means] violation of treaties. It is not permissible [to do that] after giving quarter [to the enemy], but there is no objection to doing that before [giving quarter], as a stratagem

and a trick... Mutilation of their corpses is forbidden after [the achievement of] victory but there is no objection to doing it before that, because it is most effective in repressing them and is most harming to them....

Do not kill an insane person, nor a woman or a child, nor the blind or the invalid, and the one whose right hand is cut off, nor a very old man – except when one of these is a king or able to fight or incites [others] to do so, or is learned regarding matters of war, or has the ability to urge [others to fight], or if the old man is one of those who use stratagems.

Monks and hermits who are involved with the people or [may] lead [the enemy] to the Muslims' weak spots are to be killed... But if they are not involved with the people and confine themselves in a mountain or in a monk's cell and the like, they are not to be killed...

**Selections for the Explanation of [the Book of] "Selection", Grade 11 (2002) pp. 332-33**

If he [i.e., the Muslim commander in a war] so wishes, he may kill the prisoners of war, because the Prophet killed [some of them] and [because] the mass of unbelief and corruption was decreased [by that]. The Prophet killed... the [men of the Jewish] tribe of Qurayzah after having overcome them. Or, if he so wishes, he may enslave them, because that prevents their causing harm and benefits the Muslims... except for apostates and Arab pagans. It is not permissible to return them to the enemy's territory because that may strengthen the infidels against the Muslims...

As for the prisoners of war, they [should] walk to the lands of Islam. If they are incapable [of doing that] the men [should] be killed and the women and children [should] be left in the wilderness, so that they will die of hunger and thirst. We do not kill them because of the prohibition, and if they are left in a populated land they will become again an enemy: The women will produce offspring and the children will grow up and wage a war against us...

If the Muslims find in the enemy's land snakes and scorpions, they [should] pull out the scorpion's sting and the snake's fangs, in order to defend themselves against their harm, without killing them – so that their offspring will not be cut off, and thus benefit the infidels, while the opposite is what we have been ordered [to do].

**Selections for the Explanation of [the Book of] "Selection", Grade 11 (2002) pp. 339-340 [Azharite]**

As regards the... enemy prisoners of war, the decision regarding them should be taken in accordance with what is decreed by the Muslims' interest.

**Commentary of the Surahs of Muhammad, Al-Fath, Al-Hujurat and Qaf, Grade 11 (2002) p. 25 [Azharite]**