



PO Box 3393,  
Port Elizabeth,  
6056

Email: [muftis@themajlis.co.za](mailto:muftis@themajlis.co.za)

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## ***Earning Livelihood*** ***...a simple matter in Islaam*** *(Advice by a Brother)*

When we study the lives of our pious predecessors, we clearly see that they engaged in trade, made effort for their worldly needs and even worked as labourers, yet they never considered this a matter of disgrace or below their dignity.

The second Imam of Qiraat-e-'Asharah, Imam Ibn Katheer Al-Makki (rahimahullaah) used to sell perfumes and fragrances which is why he is called "Daari". Imam Hafs bin Sulaimaan (rahimahullaah), also a great Imam of Qiraat, used to sell clothes. Even great servants of the Quran like Imam Abu Hanifah (rahimahullaah), Hadhrat 'Abdullaah bin Mubaarak (rahimahullaah) and Imam Ibnul-Jawzi (rahimahullaah) all used to sell material and textiles.

These dedicated servants of the Quran did not consider trade and business (or any menial work) in order to earn a (halaal) livelihood to be a blemish on their character. How could one think that (any halaal means of livelihood to be disgraceful or below dignity) when they were fully aware of the fact that great Anmbiyaa ('alayhimus-salaam) used to make effort in things like menial labour, farming etc.

- Hadhrat Adam ('alayhis-salaam) was a farmer.
- Hadhrat Nooh ('alayhis-salaam) was a carpenter.
- Hadhrat Idrees ('alayhis-salaam) was a tailor.
- Hadhrat Hood ('alayhis-salaam) and Hadhrat Saalih ('alayhis-salaam) were businessmen.
- Hadhrat Ebrahim ('alayhis-salaam) and Hadhrat Loot ('alayhis-salaam) also went into farming.
- Hadhrat Shu'aib ('alayhis-salaam) used to rear livestock and sell the wool and milk he derived from it.
- Hadhrat Moosa ('alayhis-salaam) was a shepherd.

• Hadhrat Dawood ('alayhis-salaam) used to manufacture armour (i.e. he was a blacksmith).

• Hadhrat Sulaymaan ('alayhis-salaam) used to weave and sell baskets despite the fact that he was a mighty king with a huge kingdom to look after.

Allaah Ta'aalaa clearly says in the Qur-aan Majeed,

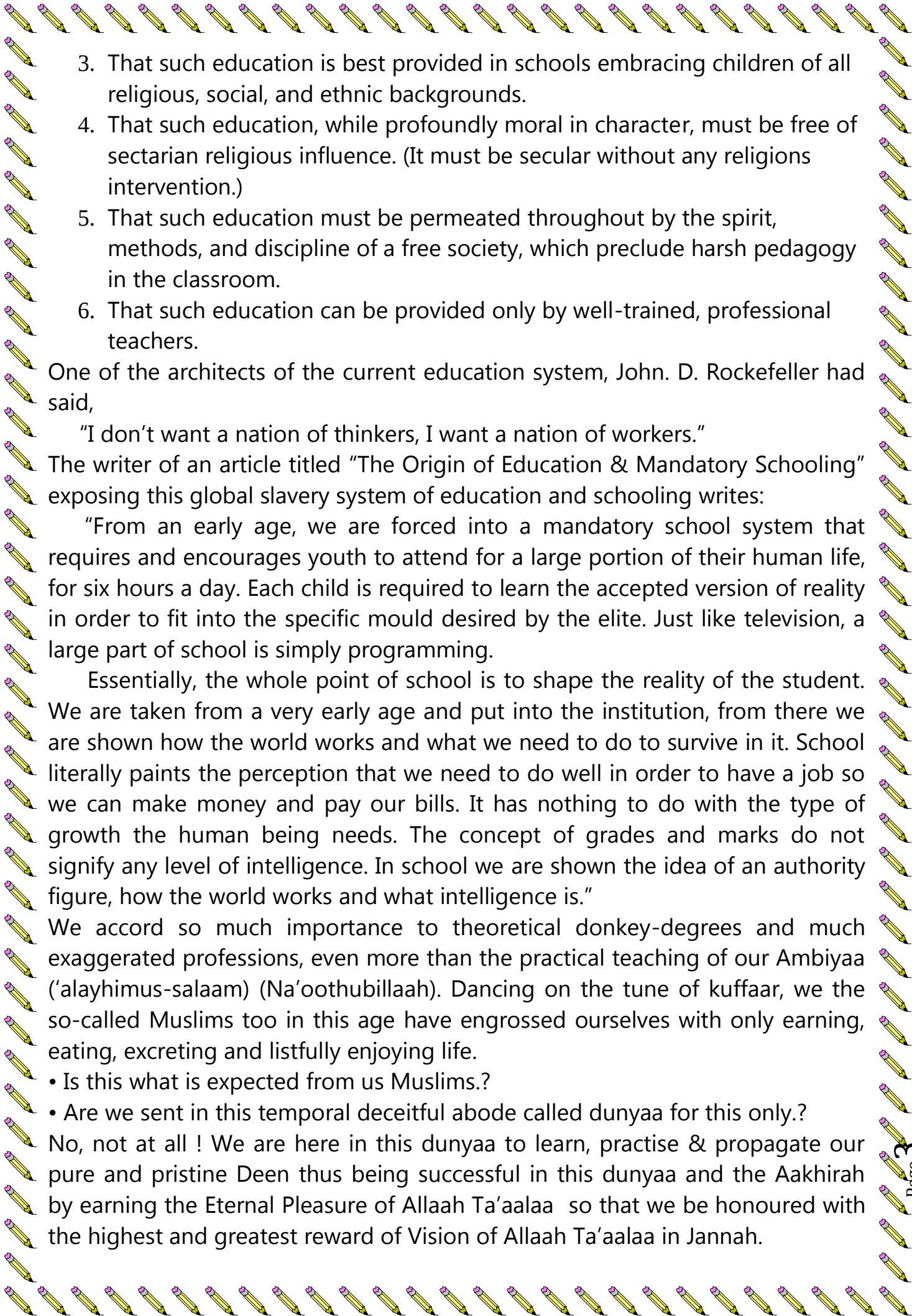
**"WE do not seek earning livelihood from you. WE will feed/ provide it to you."**

Then why are we so much caught up in the quandary concerning our Rizq? Allaah ta'aalaa is the Sole Provider of Rizq. When you are of age relying on Allaah Ta'aalaa just adopt a halaal means or a source for livelihood understandable to you, and move on with your Deen. We need to get this Eemaani/Islaami teaching embedded in our heart and mind that as long as the means or source adopted is halaal then it shouldn't in the least bit concern us Muslims, to be disgraceful or below our dignity. These are all kuffar concepts of kufr which donot influence a true Mu-min in anyway. Let this also be very much clear to us Muslims that a scientist or a sewer-cleaner, doctor or a cobbler, engineer or a shepherd, businessman or a blacksmith, etc., based on the work ,none has any superiority over another in the sight of Allaah Ta'aalaa except for the one who has more Taqwaa.The only Islaamic requirement for earning a living is that it must be a halaal source that's all of it.

What the western kuffar have propagated concerning earning livelihood in this age of shaytaani/dajjaali advancement is in diametric conflict with the Aqeedah regarding Rizq in Islaam. . We who regard ourselves to be Muslims have become so much awe-inspired by these western kuffar concepts that we too deem it necessary nay obligatory (Na'oothubillah) that our precious life be spent in kuffaar schools where the roots of Eemaan are dug up to replace them with atheism, kufrism andshirkism. In college and university brothels where the basic human values/akhlaaq are stripped we are transformed into materialistic zombies. 25 to 30 years are squandered in the pursuit of just being able/qualified to earn a livelihood and the rest of the life in pursuing it day-in and day-out like mad dogs.

The founding fathers of this kufr system were the Englishman Mathew Arnold (d. 1888) & the American, Horace Mann (d. 1859). The six principles of Mann, which now form the foundation of public schools, are worth mentioning.

1. That a republic cannot long remain ignorant and free, hence the necessity of universal popular education. (it simply means a nation of bonded-slaves whose brains are colonised)
2. That such education must be paid for, controlled, and sustained by an interested public.

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3. That such education is best provided in schools embracing children of all religious, social, and ethnic backgrounds.
  4. That such education, while profoundly moral in character, must be free of sectarian religious influence. (It must be secular without any religious intervention.)
  5. That such education must be permeated throughout by the spirit, methods, and discipline of a free society, which preclude harsh pedagogy in the classroom.
  6. That such education can be provided only by well-trained, professional teachers.

One of the architects of the current education system, John. D. Rockefeller had said,

"I don't want a nation of thinkers, I want a nation of workers."

The writer of an article titled "The Origin of Education & Mandatory Schooling" exposing this global slavery system of education and schooling writes:

"From an early age, we are forced into a mandatory school system that requires and encourages youth to attend for a large portion of their human life, for six hours a day. Each child is required to learn the accepted version of reality in order to fit into the specific mould desired by the elite. Just like television, a large part of school is simply programming.

Essentially, the whole point of school is to shape the reality of the student. We are taken from a very early age and put into the institution, from there we are shown how the world works and what we need to do to survive in it. School literally paints the perception that we need to do well in order to have a job so we can make money and pay our bills. It has nothing to do with the type of growth the human being needs. The concept of grades and marks do not signify any level of intelligence. In school we are shown the idea of an authority figure, how the world works and what intelligence is."

We accord so much importance to theoretical donkey-degrees and much exaggerated professions, even more than the practical teaching of our Ambiyaa ('alayhimus-salaam) (Na'oothubillaah). Dancing on the tune of kuffaar, we the so-called Muslims too in this age have engrossed ourselves with only earning, eating, excreting and listfully enjoying life.

- Is this what is expected from us Muslims.?
- Are we sent in this temporal deceitful abode called dunyaa for this only.?

No, not at all ! We are here in this dunyaa to learn, practise & propagate our pure and pristine Deen thus being successful in this dunyaa and the Aakhirah by earning the Eternal Pleasure of Allaah Ta'aalaa so that we be honoured with the highest and greatest reward of Vision of Allaah Ta'aalaa in Jannah.