

When Will America Wake Up?

A Critical Examination of Pakistan-U.S. Relations

ANEESH KULKARNI

This article is a shortened version of the full article, which can be found at: <http://www.geocities.com/csm1999>.

On September 11, 2001, terrorists hit us hard. October 7th of the same year, we hit back. Our target was the South Asian nation of Afghanistan. We wanted an ally in the region to commit troops and assist the effort against Al-Qaeda. The only two nations with any significant military presence in the area (South Asia) are India and Pakistan. India is a large, economically powerful democracy with a far more powerful military and is the global headquarters for IT (Information Technology). Pakistan is smaller, has a military dictatorship, an economy in shambles, a weak military and is the headquarters for a different kind of IT - International Terrorism. America thought Pakistan was needed to destroy the Taliban, but it was Pakistan who nurtured and supported the Taliban all along. When General Pervez Musharraf (the military dictator of Pakistan) extended the hand of friendship, George W. Bush blindly grabbed it. And what a mistake that was!

Atop a long list of accusations is this one: Pakistan is a haven for hardline Islamic militants and a center for terrorism. In Pakistan-occupied Kashmir (PoK) alone, Indian intelligence knows the locations of over 400 terrorist training camps (India Today). Government funded religious schools called madrasas that

teach jihad and hatred of the West show how Pakistan is firmly committed to terrorism even at the grassroots level.

the year 2001 came to a close and troops began to pile up on both sides of the border, India set five demands for negotia-

huge sums of money and the release of leading Pakistani militants as ransom. The Pakistani ISI also helped

Pakistan is transferring its nuclear technologies to other countries that also pose a threat to world peace, including Iran, Libya, and North Korea. The government of Pakistan has admitted that some of its nuclear scientists may have transferred knowledge of nuclear weapons to the three aforementioned rogue states.

In his State of the Union speech, U.S. President George W. Bush said "As part of the offensive against terror, we are also confronting the regimes that harbor and support terrorists, and could supply them with nuclear, chemical or biological weapons." Despite all this, G. W. Bush calls a Musharraf "true friend" and expresses "full confidence in Musharraf."

When Bush named North Korea, Iraq, and Iran as the "axis of evil", he left off the central threatening nation - Pakistan. Iraq is no longer a threat, and the nuclear weapons causing problems in the other two nations were developed with the assistance and material support of Pakistan. Pakistan serves as a headquarters for international terrorism, with over 400 known terrorist camps in Pakistan-occupied Kashmir and thousands of madrasas that teach hatred and jihad. When will America wake up? Perhaps the 2004 election will provide answers.



<http://www.pittstate.edu/isp/mideast/pakistan.jpg>

On 13 December 2001, a heinous act was committed against the Indian government by Pakistani supported terrorists. Five gunmen entered the Indian parliament complex, and 6 policeman, 1 parliament employee, and the 5 terrorists were killed. In the next few days, it emerged that the 5 terrorists were Pakistani men who illegally entered India with the help of the Inter-Services Intelligence (ISI; the secretive Pakistani Spy Agency - with direct links to seventeen terrorist groups in Kashmir) and were supported by the Pakistan-based terrorist groups, the Jaish-e-Mohammed (JeM) and the Lakshar-e-Tayiba (LeT). As

tions: the dismantling of all terrorist training camps across the border, including those in Pakistan-occupied Kashmir; no arming and abetting of terrorists; halting all financial assistance to terrorist and jihadi outfits; the cessation of cross-border terrorism; the extradition of 20 terrorists wanted for terrorist acts in India.

To date, Pakistan has met none of them. Pakistan admits offering support to "freedom fighters" and "mujhadeen". It arms militants who run amok in Kashmir and bring death and destruction with them. In 1999, Pakistan-backed groups hijacked a plane to Afghanistan and demanded

Osama bin Laden hide from the American military in 2002. Pakistan recognizes the Taliban government and was actually the essential birth-place for the Taliban.

The military dictator of Pakistan, President General Pervez Musharraf, claims to be for peace, but cannot hide his militaristic designs: "We are a missile and nuclear power. Not only should we maintain this capability but we should also further reinforce it. Pakistan can never ignore this important asset necessary for national survival. We are proud of our armed forces..." (from a televised address on Pakistani TV on 1/17/04). More than just possessing a nuclear arsenal,

Is our children learning?

REBECCA BUCKWALTER

What alternatives can we offer to our national crutch, the bubble sheet? From the classroom to the SAT, we as students have perfected our methods of bubbling - heavy and dark, without stray marks - and yet, we have probably reaped little to no benefit from our years of quantitative tests. These familiar exams are heavy on multiple choice and fill in the blank but from elementary to exit, our methods of assessment do nothing to answer the most important questions we pose to our nation's students, as President Bush said on January 11, 2000, "Is our children learning?"

Supplanting standardized testing requires challenging

the thought process and culture of a nation stuck on quantitative thinking and "objective" analysis. Current substitutes for testing include student portfolios, district-wide "proficiencies", and assessment teams, as proposed in one article by Bob Peterson and Monty Neill in

Rethinking Schools. Of course, grades remain the old stand-by.

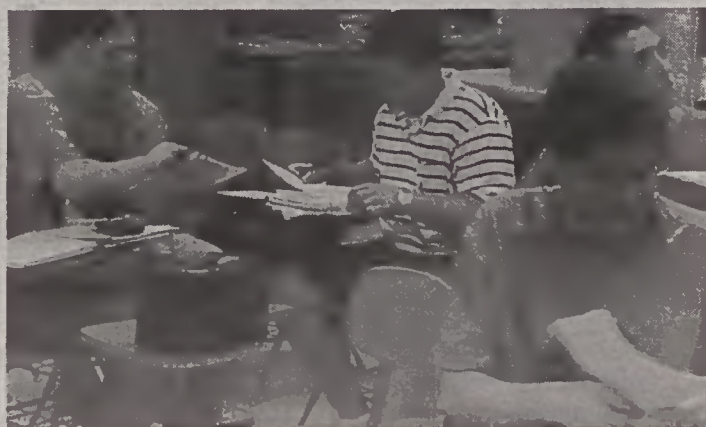
Scores based on student portfolios reflect overall growth and success in the learning process, unlike the singular nature of testing. The National Assessment of Educational Progress employs

a random sampling of student portfolios to determine the status of US students. Performance exams, employed by some Milwaukee schools, require students to execute certain hands-on tasks such as writing an essay or conducting an experiment and often drive the curriculum in a way that includes students in their learning process and necessitates intellectual growth, rather than rote memorization.

Another, more progressive option allows the examination of schools, teachers, and students during a week-long visit by an assessment team, a system already in place in Rhode Island and New York. Each proposed method alternative requires the involvement of many more people from parents to policy-

makers, drawing more attention and community participation to education, and the exclusion of current corporations profiting from standardized testing.

Is education yet another arena in which big business has won out? Testing is a multi-billion dollar industry. Think back to every advertisement on a bus, on the internet, or gracing the pages of a magazine that promises higher test scores. The Texas Education Agency spends 38% of its budgeted on standardized testing, and the combined sum of state spending on testing reached \$400 million this past year. It has yet to be determined how many millions students pour into preparing for



The new emphasis on standardized testing cause more prep classes such as this one to be the most requested high school courses. www.eece.ksu.edu/vlsi/bluetooth/s01class/class.jpg