From the seventh to the thirteenth century Muslim civilisations dominated world culture, accepting, adopting, using, and preserving the study of mathematics, philosophy, medicine, and astronomy. Yet this fact is seldom acknowledged today ... This amnesia has left a 600-year gap in the history of human thought.... Little of what was discovered and written by Muslim thinkers during the classical period is taught in any educational institution, and when it is, due credit is not given. [2]

[Toledo] has so successfully preserved ... the evidence of its three-fold culture: magnificent churches, synagogues and mosques. This was an era when each of these cultures, Christian, Jewish and Muslim, retained its independent identity while all worked and came together in a glorious intellectual and spiritual adventure. The legacy was a truly enabling environment conducive to prosperity, harmony, scientific discovery, philosophical insights and artistic flowering - all the defining features of a thriving civilisation. [4]

The great British scientist Isaac Newton remarked that if he was able to see further than his predecessors, it was because he stood on the shoulders of giants. Among those giants who made possible the scientific revolution in Europe were Ibn Sina, whose ‘Canon of Medicine’ was a standard text for five hundred years; al-Idrisi, the geographer; Ibn Rushd, the philosopher, and a host of other Muslim scientists who had produced the notion of specific gravity, refined Euclid’s theories, perfected geometry, evolved trigonometry and algebra, and made modern mathematics possible by developing Indian numerals and the concept of the zero as a numeral of no place value, an invention crucial to every aspect of technology from that time onwards to the present day. Their Socratic principles of education, so sympathetic to Muslims and so characteristic of the great Islamic teaching institutions of the golden age, are still and are likely to remain universally accepted practices of advanced teaching. It is no exaggeration to say that the original Christian universities of Latin West, at Paris, Bologna and Oxford, indeed the whole European renaissance, received a vital influx of new knowledge from Islam - an influx from which the later Western colleges and universities, including those of North [America], were to benefit in turn. [1]

[Muslim education] should begin now to re-introduce ... the work and thought of our great Muslim writers and philosophers. Thus, from the nursery school to the university, the thoughts of the young will be inspired by our own heritage and not that of some foreign culture.... I am not in any way opposed to the literature or the art or the thought of the West. I simply maintain that the Islamic heritage is just as great ... [3]