

# **Islam in America's Classrooms History or Propaganda?**

## **A Special Report**

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Presented by  
*ACT! for America, Mission Viejo Chapter & the United American Committee  
Truth in Education Joint Subcommittee*

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*“If you tell a lie big enough and keep repeating it, people will eventually come to believe it.”*

**Joseph Goebbels**, propaganda expert and Reich Minister of Public Enlightenment and Education, for Nazi Germany.

*“Schools are fertile grounds where the seeds of Islam can be sowed inside the hearts of non-Muslim students.”*

[www.dawanet.com](http://www.dawanet.com)

*“The issue today is the same as it has been throughout all history, whether man shall be allowed to govern himself or be ruled by a small elite.”*

Thomas Jefferson

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# ISLAM IN AMERICA'S CLASSROOMS HISTORY OR PROPAGANDA?

## **A Note from the Authors**

Alarmed by personal experiences and reports that Islamists are using our country's laws and multi-cultural activism to transform public schools into venues for spreading Islam, the Mission Viejo Chapter of *ACT! for America* created a subcommittee to investigate these concerns. In alliance with *The United American Committee* the Truth in Education Subcommittee has researched and written the following Special Report.

The goal of this Special Report is to awaken educators, publishers, parents, the media and American citizens to the systematic deception about Islam that is being taught to our junior high school students. However, blatant Islamist propaganda is also a serious problem in our high schools, colleges and universities.

This Report also exposes the organizations and individuals who are behind these deliberately false accounts of the true history, nature, and ambition of Islam. It concludes with some preliminary recommendations on how to stop Islamic propaganda in America's schools.

The authors believe it is crucial, for the protection of all Americans' security, liberty and values, to guarantee the factual accuracy of our children's education—especially about Islam.

## Introduction

Imagine that one afternoon you ask your child or grandchild who is in 7<sup>th</sup> grade, “What did you learn in school today?” Much to your surprise they answer, “I learned about the African exodus to America after our country was founded.”

“African exodus to America?” you ask. “I never heard it called that before.”

“Yes, it’s all here in my textbook. My teacher says that earlier explanations of how Africans came to the new world as “slaves” were written by uninformed, America-hating authors who have been discredited.”

You open her brand-new textbook to the chapter on “The African Exodus to America” and with growing disbelief start to read...

\* \* \*

During the 17<sup>th</sup> through early 19<sup>th</sup> centuries Western Africa was wracked by famines, intertribal warfare, and epidemics. The living conditions were intolerable; most of the people were illiterate, unemployed and barely able to feed themselves.

Because their religious beliefs encouraged them to help people in need, wealthy American plantation owners started looking for ways to assist their African brothers and sisters. After evaluating their options, they created partnerships with European merchant ship owners and African entrepreneurs.

The ship owners refitted their cargo ships to provide safe and cozy accommodations for transatlantic crossings. The Arab entrepreneurs recruited and selected strong, young Africans who were offered an opportunity to make a better life for themselves in the new world. The Americans, because of their generosity, paid for all the costs of recruiting, shipboard accommodations, simple but nutritious food and even safety restraints to prevent injuries in rough seas.

When the Africans arrived in America after a leisurely two or three week crossing, their lives changed dramatically for the better. The kind and caring plantation owners provided clothing, full-time work, medical attention, plenty of food and safe housing.

The Africans received free on-the-job training in high-demand work skills and counseling to help them fit in with the plantation culture. They quickly became major contributors to the American economy. Upon experiencing the love and peacefulness of Christianity, many of the Africans converted from their animistic beliefs and some wrote devotional songs that celebrated their good fortune...

\* \* \*

By this point you’re probably thinking to yourself, “Where the heck did this fairy

tale come from?” While this account contains some factual information, the truth has been drastically misrepresented. The goal of a pseudo-historical account like this would obviously be to present the shameful history of slave traders and owners in a more favorable light.

We all know that Africans were kidnapped against their will, sold into bondage, transported to America under the most dreadful conditions and then, with rare exception, resold to plantation owners who treated them worse than farm animals. Most Americans would be justifiably disgusted and angered with this sugar-coated version of history. That’s because we already know the dreadful truth about the African “exodus” to the Americas in the 17<sup>th</sup> to 19<sup>th</sup> centuries.

However, you will find exactly this kind of distorted history when it comes to one of the world’s fastest-growing ideologies. Across America many public schools are using taxpayers’ money to promote a very dangerous form of propaganda – the misrepresentation of Islam.

Under the cover of political correctness, multiculturalism and Americans’ naïve belief in the universal goodwill of mankind, Muslim apologists have induced all of our major textbook publishers to whitewash Islam’s history. The textbooks present an overly-benign picture of Islam. They never mention its cruel history of atrocities, anti-democratic ideologies and totalitarian ambitions for world domination. Much to our detriment, most Americans, and especially our young people, are fooled by Islamic propaganda. That’s because we’ve never been told the whole truth about the founder, beliefs, history, laws or future intentions of this supremacist ideology.

Until now, very little attention has been given to the propaganda that Islamic agents have placed in our nation’s history textbooks. This document focuses on junior high school textbooks, but the problem exists in our colleges and universities as well.

*This Special Report is a wake-up call to all Americans who cherish our security, our liberty and our democratic, egalitarian values.*

## **Mandates to Teach About Islam**

In 1995 President Bill Clinton directed the U.S. Secretary of Education “to provide every public school district in America with a statement of principles addressing the extent to which religious expression and activities are permitted in our public schools.” The resulting document, *Religious Expression in Public Schools*, states that, “Public schools may not provide religious instruction, but they may teach about religion...” This landmark document opened the door for Islam to enter the classrooms. It also states that, “...students generally do not have a Federal right to be excused from lessons that may be inconsistent with their religious beliefs or practices.”

In October of 1998 the California State Board of Education adopted *History — Social Science Content Standards for California Public Schools*. This important document explicitly defined the *content* that students need to learn in each grade level from kindergarten to 12<sup>th</sup> grade. It states that, “Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789.” In section 7.2 it says, “Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.”

The bottom line is that students in California’s 7<sup>th</sup> grade classrooms must receive instruction and engage in activities to learn about Islamic history, culture, the Qur’an and religious practices — whether they want it or not.

Following the lead of the U.S. Secretary of Education, California’s *History — Social Studies Framework Standards*, in Appendix C, Religion and the Teaching of History — Social Sciences states that “Understanding the role of religion in schools requires the discernment between the teaching *of* religion (religious education) and teaching *about* religion.” It recommends two resources to help define what is acceptable in teaching about religions. The first resource, “Guidelines for Teaching about Religion,” in *Religion in the Public School Curriculum: Questions and Answers* is published by a coalition of 17 religious and educational organizations. Three of the key guidelines in this publication are:

- The school’s approach to religion is academic, not devotional.
- The school may sponsor study about religion, but may not sponsor the practice of religion.
- The school educates about all religions; it does not promote or denigrate any religion.

The other recommended resource is the Religious Liberty clause of the First Amendment in the American Constitution. In the spirit of the First Amendment, the authors of the *Framework Standards* document propose a series of principles for addressing conflicts in public education. One of the principles is: *Public schools may not inculcate or inhibit religion.*

Let’s explore how well California’s schools are upholding their public duty to teach 7<sup>th</sup> graders the truth about Islam and its history—but not to promote or inculcate Islam, allow students to practice its rituals, devotionally recite its religious texts or to denigrate any religion.

You will learn that our public schools and textbook publishers are failing spectacularly to meet the simple standards set forth above.

## **What is History**

The Random House Unabridged Dictionary defines the term *history* as *a continuous, systematic narrative of past events as relating to a particular people, country, period, person, etc., usually written as a chronological account.*

In an academic setting the term *history* means a scholarly discipline that is devoted to analyzing and reconstructing the past through the study of real events. Textbook writers create narratives of real events that can be verified by documented evidence and reason. In its current usage the term *history* denotes a narrative that is an account of events that *actually occurred*, as distinct from a narrative of *fictional* events or people.

Keep this definition in mind as we explore specific passages from 7<sup>th</sup> grade textbooks below. You will see that the authors rely heavily on myths, fiction and religious dogma instead of documented historical facts.

## What is Propaganda

*“Propaganda is the deliberate, systematic attempt to shape perceptions, manipulate cognition, and direct behavior to achieve a response that furthers the desired intent of the propagandist.”* — Garth S. Jowell and Victoria O’Donnell, *Propaganda and Persuasion*

Much of the information being taught to America’s 7th grade students regarding Islam, its history and its founder, Muhammad, does not meet the academic definition of history. But it perfectly fits this formal definition of propaganda. Islamic apologists have worked hard and been successful in persuading textbook publishers, teachers, and the American school system to present a false and dangerously misleading view of Islam.

This disinformation, cleverly disguised as education, deceives rather than informs our school children. The result is a revision of Islamic history that paints an attractive picture of this intolerant and often violent 7<sup>th</sup> century ideology.

Let’s take a look at some third party textbook reviews and actual examples from the textbooks and teachers’ guides. This will give you an opportunity to decide on your own if this information is history or propaganda.

## Disturbing Textbook Reviews

As mentioned above, in California, and most other states, the history of Islam is required to be taught in 7<sup>th</sup> Grade History & Social Science classes. This subject typically takes about 3 weeks of class time and is often found at the front of textbooks. This ensures the material will be covered, even if the teacher fails to complete the entire course of study. A number of highly respected organizations have reviewed the top-selling textbooks and found them severely distorted and compromised in their discussions of Islam.

### The American Textbook Council

The American Textbook Council (the Council) was founded in 1989 as an independent national research organization. “The Council reviews history textbooks and other educational materials. It is dedicated to improving the social studies curriculum and civic education in the nation’s elementary and high schools”<sup>1</sup>. Consulted by educators and policymakers at all levels, it provides detailed information and textbook reviews for individuals and groups interested in improving history materials.

In June of 2008, after two years of painstaking study, the Council released a 48 page report entitled *Islam in the Classroom: What the Textbooks Tell Us*. This document provides a summary of the Council’s detailed evaluation of the major history and social science texts that were offered to the nation’s public school districts in 2006.

Most modern American textbooks avoid painting a rosy picture of Christianity and Judaism. But, according to the Council, textbooks being used by thousands of public schools across the country are *blatantly glorifying and promoting Islam*.

The report states:<sup>2</sup>

- “There is surely *no more perplexing an aspect of the history curriculum than Islam*.”
- “The misinformation surrounding Islam and textbooks is

disturbing, more so because *much of it is intentional.*”

- “Outright textbook errors about Islam are not the main problem. The more serious failure is the *presence of disputed definitions and claims that are presented as established facts.*”
- “*Explicit facts that non-Muslims might find disturbing are varnished or deleted.*”
- “The seventh grade world history *textbooks reviewed avoid all conflict and bloodshed in describing Islam's push out of Arabia and rapid conquest of most of the Mediterranean world.* They fail to explain how Islam spread in the seventh and eighth centuries. Islam appears out of nowhere, spreads smoothly and by implication without conflict. Once it was common to say that Islam was spread by the sword. Now, textbooks implied, it moved peacefully, with traders. Islam is ‘brought’ to apparently willing populations.”
- “*Terrorism and Islam are uncoupled and the ultimate dangers of Islamic militancy hidden from view.*”
- “These *effusive formulations stop just short of invention and raise questions about the sources of information.*”<sup>3</sup>  
(Italics added to the bullet points above)

This is a serious indictment of America’s most widely-used Islamic history textbooks. The Council is a well-respected, independent, non-partisan research organization. Its only agenda is to advance the quality of history and social studies textbooks to promote better understanding of all cultures.

### **The Textbook League**

Another expert reviewer of instructional materials is The Textbook League (the League) which was founded in 1989 to support the creation and acceptance of sound schoolbooks.<sup>4</sup> The League is a resource for middle-school and high-school educators, local school districts and officers of state and county education agencies throughout the United States. Its expert reviewers, who have professional credentials in the pertinent disciplines, provide commentaries on some 200 items, in 20 different curriculum categories including textbooks, curriculum manuals, videos and reference books. Most of the commentaries appeared originally in the League's bulletin, *The Textbook Letter*.

In a scathing report titled *How a Public School In Scottsdale Arizona Subjected Students to Islamic Indoctrination*,<sup>5</sup> The League documents the mis-statements, errors, and outright lies perpetuated in the middle school textbook *History Alive! The Medieval World and Beyond* published by Teachers Curriculum Institute. The 35 page report exposes the blatant propaganda in *History Alive!* chapter-by-chapter and even paragraph-by-paragraph. It includes the following statement:

- “Muslim propagandists operating in America have been highly successful in impelling our public schools to

disseminate pseudo-historical claptrap in which Islam is glorified and whitewashed. Muslim religion claims are presented as facts. ....students are induced—indeed, are *required—to accept and parrot Muslim religious beliefs.*” (italics added)

Incredibly, this grossly misleading textbook has also been adopted by the California Department of Education and many other school districts across the nation. The League’s report clearly documents that this textbook is designed to promote and inculcate Islamic beliefs and practices in the minds our impressionable students.

## **Examples of Islamic Propaganda in Our Schools**

Covertly revising history and leaving out important facts are proven thought-control techniques that were used extensively by the Nazis and the Communists in their quest for world domination. More recently, the Saudis and the Iranians have employed and even improved upon these tactics of deception. Islamic propagandists seek to create an unrealistically positive view of their ideology in our young students. Their goal is to prepare them to accept Islam as the one true religion.

The following are just a few of the many examples of this flagrant propaganda in our nation’s classrooms. Each example is followed by a rebuttal from documented sources, in many cases, directly from sacred religious and legal texts—the sources of moral and legal authority in Islamic societies.

Now let’s look at some different types of propaganda and actual passages from some of the textbooks themselves.

**Glittering Generalities:** These are emotional appeals that are based on what people want to believe that present no concrete arguments, facts or analysis. In the reviewed textbooks glittering generalities about Islam include statements that are unsupported by or even contradictory to historical facts. These “propaganda points” ignore factual information about Islam’s violent history of holy war, conquest and subjugation. Such information is readily available in numerous documented historical accounts such as *The Legacy of Jihad - Islamic Holy War and the Fate of Non-Muslims*<sup>6</sup>. Mohammad himself participated in at least 26 major raids and battles with infidels<sup>7</sup>.

In the reviewed textbooks everything about Islam is praised and glorified. Problems in Islamic history and culture are simply left out of the textbooks. Students learn about Islam’s “great cultural flowering” as it “spread” to other cultures, but nothing about the later centuries of stagnation, decline and decay.

Valerie Moore, a parent of an Elk Grove California student said, “I started reading my daughter’s textbook and was astonished that nothing in the book resembled the history that I had been taught. It had all been distorted and rewritten.”<sup>8</sup> Of course, credible history books, based on facts, present both positive and negative aspects of events, cultures and individuals.

**Half-Truths:** As Benjamin Franklin said, “Half of the truth is usually a great lie.”

In the textbook, *Across the Centuries*, students learn, “Mohammed stressed that

women should be considered individuals with rights of their own. Women were granted the right to hold property, in their own name, and to inherit part of their father's estate, which they had not been able to do before Mohammed." But no mention is made about women's second class status and subjugation under Islam.

Here are a few examples of women's roles and how they have actually been and are currently treated according to the teachings of the Qur'an and the rules of Islamic sharia law.

- Men are superior to women.<sup>9</sup>
- Women are deficient in intellect and understanding.<sup>10</sup>
- A woman is first the *possession* of her father and then her husband. Fathers may offer a daughter as young as 6 years old to a man of any age who is entitled to consummate the union with wives as young as 9 years old.<sup>11</sup>
- Islam considers a wife to be a sex object who must submit to sex whenever, wherever and however her husband wants it. The concept of spousal rape does not exist in Islam.<sup>12</sup>
- A husband has the legal right and religious obligation to beat a wife if she disobeys him, is disloyal to him or simply does not please him. The concept of wife abuse does not exist in Islam.<sup>13</sup>
- A man may divorce his wife simply by saying "I divorce you" three times. The woman will be removed from the household with no legal rights to visit the children or financial rights to any shared property.<sup>14</sup>
- For a woman to prove that she has been raped she must have four male witnesses who will testify against the accused.<sup>15</sup> Without these witnesses rape victims in Muslim countries are commonly accused of adultery and stoned to death, thus punishing the victim simply because she is a woman.
- Islam is the only religion in the world that condones, even encourages, rape of female captives taken as slaves or held for ransom as a tactic of war and a reward for victorious soldiers who conquer "infidels"<sup>16</sup>.

These rebuttals prove that the textbooks ignore or distort important historical facts about Islam's treatment of women. They seem to violate the State mandate to teach about religions in an impartial way. From reading the text a student would naively believe that women in Islamic societies enjoy the same rights as Americans. This is obviously not true. This is one of the major distinctions between American and Islamic cultures that should be a key part of every student's education.

**The Big Lie:** This was the Nazi's favorite technique. Students read repeatedly about Muslims' broad mindedness and "multiculturalism", but hardly a word about Islam's legendary wars, intolerance, violence, rape, terror, kidnapping, subjugation and enslavement of conquered people. Mohammed himself said, "I will instill terror into the hearts of the unbelievers; smite ye above their necks and smite all their fingertips off them. It is not ye who slew them, it was Allah."<sup>17</sup>

The Textbook Council says, "Explaining jihad, several textbooks make an effort to

cleanse it of belligerence. The common assertion now is that translating jihad as ‘holy war’ is entirely wrong and that old translations are incorrect.” For instance, one textbook states: “An Islamic term that is often misunderstood is jihad. The term means ‘to struggle’, to do one’s best to resist temptation and overcome evil.”<sup>18</sup> An example of jihad from a teachers guide is “to give up smoking cigarettes”<sup>19</sup>.

The literal translation of the Arabic word “jihad” is “to strive” or “struggle”. This is also the meaning of the German word “kampf” as found in the title of Adolph Hitler’s prophetic book, *Mein Kampf*.

The personal struggle is one of two meanings of jihad. But, there is no mention of the primary meaning of the word jihad as it is used extensively in the Qur’an. According to the *Concise Encyclopedia of Islam* jihad means: “Holy war, a divine institution of warfare to extend Islam into the Dar-al-Harb (non-Islamic territories).” This is a driving doctrine of Islam that is responsible for its violent expansionist history.

When Mohammad was asked what the greatest deed that a Muslim could do besides believing in Allah and His Apostle, he answered, “I have been ordered to fight with the people till they say: none has the right to be worshiped but Allah.”<sup>20</sup> A 2007 Pentagon-based study proved conclusively that Islamic religious law (sharia) extols violence as a primary means of spreading the ideology. It also notes that Islam’s goal to subjugate the entire world to Islam and sharia law is based on unalterable, long-standing religious and legal doctrines.<sup>21</sup>

Once again, we have an example of the textbooks misrepresenting a key doctrine of Islam — one that is critical to understanding the nature of Muslims’ 1400 years of aggression and violence throughout the world.

**Intentional Vagueness:** One textbook says, “An Arab man named Mohammed introduced Islam to the people of the Arabian Peninsula. Although the first Muslims lived in Arabia, Islam spread to the Middle East.”<sup>22</sup> Another textbook says, “Muhammad’s success in spreading Islam was due in part to his strong character. His followers were attracted to his morality.”<sup>23</sup>

“Introduced?” “Spread?” “Morality?” Where are the facts, dates and conquests of the Islamic armies? Where is the suffering of the conquered, murdered, raped and enslaved people?

Microsoft’s on-line encyclopedia, Encarta, unequivocally states in its article, *Islam, Spread of*;

“The remarkable speed of this religious expansion can be attributed to the fact that it was accomplished primarily through military conquest.

Mohammed drew Arabs of the Arabian Peninsula to Islam by his forceful personality, the promise of salvation to those who died fighting for Islam and the lure of fortune for those who succeeded in conquest. The caravan raids of the early years of Islam soon became full-scale wars, and empires and nations bowed to the power of this new religious, military, political, economic, and social phenomena.” (Emphasis added)

\* \* \*

According to the online encyclopedia, Wikipedia, in its *List of Wars in the Muslim World*, since the death of Mohammed there have been 63 major Islamic wars of conquest involving over 201 major battles. It also documents 18 current conflicts involving Muslims, which represent over 95% of the World's armed conflicts. Historians have estimated that Muslims killed over 270 *million* people during the last 1400 years in their wars of conquest, plunder and enslavement.<sup>24</sup>

Obviously Islam did not just “spread” to the Middle East, North Africa, Southern Europe, East Asia and India after being “introduced” by the world’s “most perfect man.” Mohammad’s promise of fabulous wealth and sex slaves to warriors who lived and eternal paradise and 72 virgins to those who died motivated them more than the author’s fanciful explanation of the prophet’s character. In fact, by western standards, Mohammad preached immoral values that brought out the most violent, greedy and evil aspects of human nature. But that is not how the Islamists want their Prophet portrayed to America’s youth.

**Presenting Islamic Beliefs as Facts:** Many of the textbooks endorse key tenets of the Islamic faith as facts instead of religious beliefs. For instance, informing students that Ramadan is a holy time “because in this month Mohammed received his first message from Allah.”<sup>25</sup> The textbooks also refer to the founder of Islam as “the Prophet Mohammed” or the “Messenger of God” while scrupulously avoiding the term “Jesus Christ” in favor of Jesus of Nazareth.

In many instances, when talking about historical facts of Christianity, such as Jesus’ crucifixion, disclaimers state “Christians believe,” implying an absence of credibility or historical evidence, while the myths, stories, legends and claims of Islam are presented as facts. In another textbook, *Holt World History*, one reads that Moses “claimed to receive the Ten Commandments from god,” but Mohammad simply “received” the Qur’an from god.

This subtle technique is highly effective in creating a sub-conscious belief that Islamic religious ideas and myths are based on documented evidence. This is clearly a violation of the “academic and not devotional” approach to teaching about religion. It also crosses the line to teach religious doctrine, without stating it as such, instead of teaching *about* religion.

**Demonizing Christianity:** The American Textbook Council found a stunning contrast between the portrayal of Islam as a model of interfaith “multicultural” tolerance and Christianity as the aggressor in many wars of religion throughout the centuries. While the textbooks present Islam in a broad and completely positive manner, the limited references to Christianity are cloaked in skepticism and negativity, with events such as the Inquisition and the Salem witch hunts highlighted in bold, black type.<sup>26</sup>

The Council also found that “When...Muslim groups attack Christian peoples, kill them, and take their lands, the process is referred to as ‘building’ an empire. Christian attempts to restore those lands are labeled as ‘violent attacks’ or ‘massacres.’”

These disturbing examples illustrate that the textbooks blatantly promote Islam while not-so-subtly denigrating Christianity; a proscribed practice and an affront to America’s Judeo/Christian values.

## You Will Become a Muslim

Not only are our textbooks presenting a biased view of Islam and its history, incredibly, our students are also being subjected to interactive role playing exercises that amount to inculcation into Islam. Homework assignments commonly involve exercises that *have the students act as if they were already Muslims*. For instance “Form small groups of students to build a miniature mosque.” Or: “Assume you’re a Muslim soldier on your way to conquer Syria in the year A.D. 635. Write three journal entries that reveal your thoughts about Islam, fighting in battle, or life in the desert.”<sup>27</sup> The textbook and its accompanying teachers’ guide are full of similar “act as if you are already a Muslim” exercises.

Valerie Moore says her daughter “was indoctrinated in the Islamic religion for over four months while in the seventh grade” in 1994. One day she arrived at the Joseph Kerr Junior High School in Elk Grove, California and was greeted by a “huge banner on the front grounds of the school that read, “There is one God, Allah, and Mohammed is his prophet.”

Moore also witnessed “children dressed in Muslim attire, chanting from the Koran and playing while marching around the Ka’bah.”<sup>28</sup> She lamented, “They aren’t just teaching them about Islam, they have them practicing it. They have them kneeling down and praying to Allah. I have a problem with that. That’s more like inculcation.”<sup>29</sup>

One celebrated case in the Excelsior School in Bryon, California provoked a federal First Amendment lawsuit in 2003. The student guide portion of the module *Islam: A Simulation of Islamic History and Culture*, which the Council for Islamic Education helped edit, states, “From the beginning, you and your classmates will become Muslims.”<sup>30</sup> According to the Thomas More Law Center, a public interest law firm which sued the Bryon Union school district on behalf of Jonas and Tiffany Eklund and their two minor children, the controversial role-playing module, required students to:

- Recite aloud Muslim prayers that began with “In the name of Allah, most gracious, most merciful...”
- Memorize the Muslim profession of faith: “Allah is the only true God and Mohammed is his messenger.”
- Chant “Praise be to Allah” in response to teacher prompts
- Profess as “true” the Muslim belief that “The Holy Qur’an is God’s word.”
- Wear an emblem of the Muslim star and crescent moon around their necks
- Adopt a Muslim name from a list of 30
- Analyze, explain and recite the jihadist scripture: “Believers, why is it that when it is said to you: ‘March in the cause of Allah,’ you linger slothfully in the land? ... If you do not fight, He will punish you sternly and replace you with other men.”<sup>31</sup>

Students also earned extra credit for wearing a robe and memorizing verses of the Qur’an and learning the Five Pillars of Islam. They even staged their own jihad via a dice game.<sup>32</sup> Sources reported that no Bible verses were learned, and Christianity overall was “barely touched on.”<sup>33</sup>

These exercises amount to the *promotion* of and *inculcation* into Islamic practices and beliefs. This is not teaching about a religion, it is *teaching students to actually practice a religion*. This type of group experience is the most powerful form of propaganda — brainwashing. They are the same types of group brainwashing techniques used by the communists on American GIs during the Korean War.

The overzealous indoctrination of students has prompted many California parents to complain that the state is allowing Muslim activists to brainwash our children into accepting Islam, *while at the same time marginalizing Christianity*. An outraged teacher at Excelsior school who was also the parent of a 7<sup>th</sup> grader said, “We can’t even mention the name of Jesus in the public schools, but... they teach Islam as the true religion and students are taught about Islam and how to pray to Allah.” This is not education, it is blatant thought-control — an attempt to subvert our young students and ultimately subjugate our nation.

The examples above are only the tip of the iceberg when it comes to Islamic propaganda in America’s schools. If you pick up any history textbook that discusses Islam, you will find the same type of whitewashing as has been revealed above.

Clearly there is a highly organized and very effective campaign to circumvent the U.S. Constitution, state laws, Board of Education content guidelines and the will of the American people. The worst part is the perpetrators are using taxpayers’ funds, state employees, and public facilities to promote and inculcate Islam in the minds of our impressionable youth. They have selected their targets with care to inflict the maximum damage on our future.

## **The Vulnerability of Children**

Nazi Germany, Stalinist Russia and many Islamic states in the Middle East extensively used propaganda in their schools to shape the values, beliefs and attitudes of future generations. Targeting propaganda at children is one of the most effective techniques because children are the most vulnerable targets. There are four primary reasons for their vulnerability:

- 1) They don’t have the knowledge or experience required for critical reasoning so they are unable to determine if the information is true or not. Because they are still developing their cognitive skills and understanding of the world, children will absorb propaganda indiscriminately.
- 2) Propaganda is most effective when the information comes from a respected authority, such as a school teacher and school textbooks.
- 3) Children learn by example. So when a teacher speaks positively about Islam, that emotional association is powerfully transferred to the students.
- 4) Scientists have discovered that, because of the way our brains learn, once we develop an opinion or belief it is extremely hard to change it.

The Pacific Justice Institute, a non-profit legal defense organization represented concerned parents, including Jen Schroeder, in a lawsuit to stop the San Luis Obispo School District from using the Houghton Mifflin history textbook because of its Islamic bias. Schroeder lamented that, “‘*Across the Centuries*’ is a shameless example of how far a

textbook company will go to pervert the truth and display it in a manner that would appeal and draw children into a violent religion. Under the banner of ‘tolerance’ they have completely rewritten a religion.”

From the article “*How to Make America an Islamic Nation*” on the Islamic website [www.dawanet.com](http://www.dawanet.com) we learn one of their most powerful modern propaganda tactics:

“Schools and campuses are no exceptions as places where Islam can be victorious... We should use every opportunity to sensitize non-Muslim peers and school staff to Islam and to establish an environment in which everywhere a non-Muslim turns he notices Islam portrayed in a positive way, is influenced by it and eventually accepts Islam.”

The article concludes by reminding Muslims that the will of Allah, faith and Muslim creativity combined to win many victories in the past and can prevail in America in the future.

This advice is in direct opposition to American laws which prohibit proselytizing for religions in our public schools. Much to our detriment, the Islamic propagandists have infiltrated and are subverting our school systems for their own purposes—to prepare our future leaders to abandon the Constitution and accept Islam and sharia law.

## **The Motivation for Islamic Propaganda**

According to The American Textbook Committee’s report, *Islam in the Classroom*, “None of this is accidental. Islamic organizations, willing to [provide] misinformation, are active in curriculum politics. These activists are eager to expunge any critical thought about Islam from textbooks and all public discourse.”

Why are Islamists working hard to imprint such a distorted and whitewashed version of their ideology on our young peoples? Could it be that they understand perfectly well that the more Americans understand the doctrinal and historical truth about Islam, the less likely they will be to embrace it? That the better-informed Americans become, the more likely they will be to resist all forms of jihad – the holy struggle to subjugate Americans under sharia law?

Muslims have been using propaganda as part of their wars of conquest for almost 1400 years. It is a key strategy to prepare unwilling populations to submit to Islam. One of the most difficult aspects of defending America from Islamist intentions is its multifaceted nature. It is truly a wolf in sheep’s clothing. Islam is not just a religion; it is a comprehensive way of life that seeks to control every aspect of human life including religious, cultural, legal, military, political and family affairs—all in the name of Allah as proclaimed by his reputed prophet, Mohammad.

In Arabic the word “Islam” means submission. A Muslim is someone who has submitted to the will of Allah. They believe the will of Allah was communicated to Mohammad through the angel Gabriel and is set forth in the Qur’an. The Qur’an and Islamic law clearly state that all Muslims have a moral, religious and *legal* obligation to wage holy war against all infidels until this 7<sup>th</sup> century ideology is the only religion on Earth.

There are two primary strategies for subjugating non-believers. *Violent jihad* includes wars of conquest and world-wide terror campaigns to intimidate and eventually

subjugate infidels. Islamic terrorists are constantly in the news for their horrible acts. They are willing to use *any* means available to them—including weapons of mass destruction and child suicide bombers—to achieve their goals.

*Cultural or stealth jihad* includes infiltration, propaganda, “lawfare” and playing the victim when they are actually the aggressor. Moderate Islamists wage stealth jihad through patient advocacy of their ideology, incremental social change, lawsuits, immigration, high fertility rates, intimidation of opponents and sophisticated propaganda. Violent and stealth jihadists have the same goal, world domination. They use different strategies and tactics that complement each other.

Their mastery of propaganda is based on Islamic law and religious doctrine that state that Muslims have a duty to lie to nonbelievers in order to defeat them and subjugate them to Islam. Mohammad said, “War is deceit.” There are two types of this form of deception:

- 1) *Taqiyya* – Saying, or writing, something that is not true to advance the cause of Islam.
- 2) *Kitman* – Not telling the whole truth or lying by omission to advance Islam.

You can see from the information presented in this report that the Islamists are using these two types of jihad in our school systems. This is part of their preparation for more aggressive strategies in the future.

When Muslims make up only a small minority of a nation’s population, they wage stealth jihad. This approach allows them to infiltrate a country without setting off any alarms. Their goal is to prepare the country for the next stage of jihad. When their population increases enough Muslims start to use “offensive warfare,” such as assassinations to silence critics, bombings and other violence to intimidate enemies and punish perceived slights to their religion.

By this stage they are firmly entrenched in a country’s social fabric and usually have political clout disproportionate to their population. When they become the majority in a nation, they wage aggressive warfare to kill, subjugate or drive out all infidels from their nation. You can see this successful progression of jihadist strategies in Europe, especially in France, and in their successful takeover of the government of Lebanon.

This strategy is just like termites silently and invisibly destroying your home from within until, after many years, the whole structure collapses without warning.

While our brave troops appear to be winning the fight against Al-Qaeda in Iraq and are valiantly engaging the Taliban in Afghanistan, Islamists are waging and winning a war of “stealth jihad” on our home front against a sleeping America.

## **The Threat to American’s Values, Freedoms and Way of Life**

The Muslim Brotherhood, a radical Islamist organization based primarily in Egypt, is the Godfather behind the 21<sup>st</sup> century worldwide Islamist movement and the inspiration for all of the world’s Islamic terrorist organizations. In November of 2001, Swiss authorities seized a top-secret document entitled *The Project*, which revealed the Brotherhood’s (Ikhwan’s) 20 year plan to “establish an Islamic government on earth”<sup>34</sup>.

In one chilling passage these Islamic leaders shared their plans with their followers who are already in America:

“They must understand that their work *in America* is a kind of grand Jihad in *eliminating and destroying the Western civilization from within* and ‘sabotaging’ its miserable house by their hands and the hands of the believers so that it is eliminated and *God's religion is made victorious over all religions.*”<sup>35</sup> (Italics added)

The Muslim Brotherhood also stated that the ultimate goal of the Islamist movement is to indoctrinate young people to prepare them to abandon the American Constitution, convert to Islam and submit to sharia law.<sup>36</sup> Based on the activities and pronouncements of many Islamists in America, it would appear that they are indeed taking their cues from the Muslim Brotherhood and its *Project* document.

This international conspiracy to impose Islam on America and then the entire world was forcefully articulated by Omar M. Ahmed, when he was chairman of the board of the Council of American Islamic Relations (CAIR), an Islamist advocacy organization. At a dinner meeting he said,

**“Islam isn’t in America to be equal to any other faith, but to become dominant. The Qur’an should be the highest authority in America, and *Islam the only accepted religion on earth.*”**<sup>37</sup> (Emphasis added)

This is the ultimate agenda of the seemingly benign individuals who are currently corrupting our textbooks to deceive future American voters and leaders about the true ambitions of Islam. Currently, they are winning this first stage of their conquest strategy while most Americans are not even aware that we are under attack. As a result, militant Islam may well be the greatest existential threat to the safety and liberty of Americans in the world today.

## Who’s Behind the Editorial Revisions?

The Textbook League report states, “Muslim propagandists owe much of their success to their skillful manipulation of publishers of instructional materials. They have been able to persuade various publishers to become their confederates, and these publishers have produced corrupt textbooks and corrupt curriculum manuals which say what Muslims want them to say, exclude any topics that Muslims don’t like, and omit any information that the Muslims don’t want to see in print.”

The American Textbook Council identifies one Islamic organization, The *Council on Islamic Education*, (CIE) as the group which has been most effective in persuading textbook publishers to conceal Islamic ideology and to revise Islamic history. It declares that textbook writers and publishers “must court...or at least try to appease” the CIE.

“Shabbir Mansuri has been quoted in the past as boasting he is able to vet public school textbooks by threatening charges of racism and xenophobia against publishers who don’t meet CIE standards.”<sup>38</sup>

Diane Ravitch, PhD. Ed.<sup>39</sup>, was Undersecretary of Education during the George W.H. Bush administration. She led the federal effort to promote the creation of state and national academic standards. In her book, *The Language Police: How Pressure Groups*

*Restrict What Students Learn*, she explains that world history schoolbooks routinely whitewash, sanitize and glorify Islam, and writes:

“Three publishers [of world history texts] Glencoe, Houghton Mifflin, and Prentice Hall rely on the same individual from the *Council on Islamic Education* to review their Islamic content. This may account for the similarity of their material on Islam as well as *their omission of anything that would enable students to understand conflicts between Islamic fundamentalism and Western liberalism.*” (Italics added)

This is another example of the Council on Islamic Education being identified as the pressure group that has gained influence over instructional materials publishers and, by proxy, the textbook adoption process. So, the principals of this one organization have persuaded almost all of America’s major textbook publishers to produce biased learning tools that disseminate white-washed Islamic history throughout our schools.

The CIE’s founding director, Shabbir Mansuri, is a Muslim immigrant from India. He is listed as a consultant or a reviewer in textbooks or curriculum manuals published by Prentice Hall, by Glencoe, by Houghton Mifflin, and by Harcourt Brace & Company. Incredibly, Mansuri is not a highly-regarded Islamic scholar, but was educated as an *engineer*.

In many textbooks, Mansuri alone is listed as the sole Islamic reviewer or consultant. In other textbooks another CIE staffer, Susan Douglas, who is a convert to Islam, is also named. Douglas and her husband, Usama Amer, have both been teachers at the notorious Islamic Saudi Academy (ISA) in Fairfax County Virginia.<sup>40</sup> Founded and funded by the Saudi government, the ISA has recently been charged (again) with continuing to teach radical Wahabbi Islamic fundamentalism which promotes violence against infidels.

On October 17, 2007 the U.S. Commission on International Religious Freedom, an independent, bipartisan federal agency, recommended closing the academy until the Saudi government made the school’s textbooks available for public examination. The Commission wants the Academy to prove that intolerant and violent references have been removed from these textbooks.<sup>41</sup> The Saudi government agreed to make these changes, but as of June 11, 2008 they had not been made.<sup>42</sup>

The danger of this type of radical Islamic indoctrination is not just theoretical, it is very real. In February of 2005, the valedictorian of the ISA’s 1999 class, American-born Muslim Ahmed Abu Omar Ali, was arrested and charged with an assassination attempt against President George W. Bush. He is now serving 30 years in prison.<sup>43</sup>

The Saudi Arabians are the world’s most aggressive exporters of radical Islamic ideologies. Since 1973 they have spent over \$80 billion to promote their fundamental interpretation of Islam around the world.<sup>44</sup> Osama bin Laden is a Saudi. Fifteen of the nineteen 9/11 terrorists were Saudis; many of them were on the payroll of Islamic “charities”.

Each year the Saudis spend millions of dollars in America for lobbyists, PR firms and apparently propagandists. Mansuri states the CIE’s funds come from “private

benefactors.” Despite denying any connection to Saudi funding, the CIE started out as part of the International Islamic Educational Institute that has ties to overseas Islamic organizations and funding. Since he will not release a list of his “donors” we can only speculate that the CIE and its affiliated organizations are primarily funded by middle-eastern oil money.

## **The Textbook Selection Process Gets a Failing Grade**

The American Textbook Council’s report states, “It is alarming that so many individuals with the power to shape the curriculum are *willfully blind to or openly sympathetic* with these efforts.”(Italics added). Clearly, U.S. textbooks have been subverted in the case of Islam and its history; and a major factor has been the influence of the **Council on Islamic Education**.

Certainly the textbook publishers are to blame for producing biased, fictionalized and historically inaccurate educational materials. However, there are plenty of individuals and organizations that are either collaborators or unwitting pawns.

The California Department of Education and the State Board of Education invite interested parties to apply to serve on the Curriculum Framework and Evaluation Criteria Committee (CFECC). Suitable applicants are recommended to the State Board of Education by the Curriculum Development and Supplemental Materials Commission. The CFECC includes between 9 and 20 members who theoretically are selected to ensure a balanced representation of regions, knowledge and grade level experience.

This sounds like a fairly rigorous process. However, according to The Textbook League’s website, “...no national textbook-evaluation processes exist, and the ‘evaluations’ conducted by state departments of education or by local school districts are rarely anything more than bureaucratic shams—bogus proceedings in which books are judged by people who have no discernible qualifications for such work. In typical cases, the state education agencies and local districts approve textbooks without soliciting appraisals from persons who have expert knowledge of the relevant subject matter.”<sup>45</sup>

A major problem is these committees and commissions must choose from textbooks that have already been corrupted by organizations like the CIE during their development or revision stages. From the facts documented in this report, this system obviously is seriously broken and needs to be reformed.

## **Is A Local School Board Aiding and Abetting the CIE’s Agenda?**

Another point of concern is the support and credibility that the CIE receives from a local school district. Since 1993 the CIE has been housed in the offices of the Fountain Valley, California School District. We are highly disturbed to learn of the school board’s latest actions regarding CIE.

We have discovered that this school board is about to start the construction of a new building at its district office complex. This building will include an office suite which has been specifically designed for and is already leased to the CIE and its new front organization, The Institute on Religion and Civic Values. The Founding Director, Shabbir Mansuri, and his staff remain one and the same. All are Muslims. The fact that the title of this organization no longer contains any reference to the word “Islam” suggests that this group intends to conceal its Islamist agenda.

It is difficult to understand why the school board continues to rent office space and make other public facilities available to an organization that promotes such blatant misinformation. Especially since Mansuri has publically boasted that his work at CIE will provoke “a bloodless revolution inside American junior high and high school classes.”<sup>46</sup> Is the board naïve, willfully ignorant, or in fact consciously aiding and abetting the objectives of CIE?

## Conclusion

The September 11, 2008 issue of the *National Review Online* featured an article by Dr. M. Zuhdi Jasser, a Muslim physician from Phoenix who is the immediate past-President of the Arizona Medical Association. He is also President of the American Islamic Forum for Democracy.<sup>47</sup> A former Lieutenant Commander in the Navy Medical Corps, Dr. Jasser is widely recognized as one of America’s few professing Muslims who is willing to speak out about the Islamist threat to America.

In his article, “*The Un-fought War on Islamism: To Stay Civilized and Free, We Can’t Be Ignorant*”<sup>48</sup>, Dr. Jasser makes the following points:

- “America’s educational system has seemed unwilling to enlighten our children to the nature, history and implications of the war that has been declared on us and on free people in general by Islamist theocratic totalitarians.”
- “Few would deny that our nation faces a clear and present danger physically and ideologically. Over 30 attacks against American citizens from radical Islamists have been prevented by our security forces since 9/11.”
- “Our nation has not faced such an unconventional enemy in its entire history.”
- “How will today’s students ever be able to address this challenge to our existence in the next few decades if they never even had an opportunity to understand it?”

\* \* \*

America was founded on the premise that all people are created equal and that all our citizens have the inalienable right to life, liberty and the pursuit of happiness. The 7<sup>th</sup> century ideology of Islam is diametrically opposed to a free, secular, democratic society created by the people and for the people. Islamists believe that all societies on Earth must submit to the will of their god, Allah, as written in the Qur’an and codified in sharia law. They are determined to conquer America and destroy “this miserable house” by any and all means. Islamic supremacism and democracy are fundamentally incompatible and cannot exist for long in the same country. Dialog and appeasement only further the Islamist agenda of total domination.

The *ACT! for America* and *United American Committee* members who authored this Special Report will not stand by passively while Islamist propagandists indoctrinate our young to prepare them to abandon the Constitution, convert to Islam and submit to sharia law. Because our members understand the true nature of the threat from Islam we

are committed to taking action against any and all types of jihad — while there is still time to stop the Islamization of America. The longer we wait to take action, the more difficult it will be and the possibility of Islamic violence and intimidations will increase dramatically.

We invite you to join us in this important fight to protect the values, freedoms and rights that we all enjoy as citizens of a free, democratic and secular America.

## **Preliminary Recommendations**

Edmund Burke said, “All that is necessary for the triumph of evil is for good men to do nothing.” If you are ready to fight back against the Islamization of America, the authors recommend the following actions. These are preliminary recommendations. Our next step is to research the most effective strategies and tactics to stop the Islamic propaganda in our schools. We will then take action with our other chapters, allies and willing politicians to take the propaganda out of our schools and replace it with the true history of Islam.

1. Send this Special Report to everyone you know who has school children and/or is concerned about the Islamization of America. Education is an important step in stopping the stealth jihad. Download a printable PDF version here: [www.actforamerica92691.org/](http://www.actforamerica92691.org/).

2. Join *ACT! for America* and get involved with your local chapter. Simply go to our national website [www.Actforamerica.org](http://www.Actforamerica.org). Click on the “Sign Up” button to become a free member. If possible, sign up to become a Patriot Partner by contributing \$20 or more each month to support the organization. Then click on the “Local Chapters” button on the red banner at the top of the page. Click on a state to see a list of chapters in your state. Send the chapter leader an email telling them you are a new member and are interested in participating in the local chapter. They will send you an email with details for their next meeting.

3. To gain a deeper understanding of the issues discussed in this Special Report read:

- *The Trouble with Textbooks: Distorting History and Religion* by Gary Tobin published by Lexington Books
- *How a Public School in Scottsdale, Arizona, Subjected Students to Islamic Indoctrination* by the Textbook League ([www.textbookleague.org/tci-az.htm](http://www.textbookleague.org/tci-az.htm))
- *Islam and the Textbooks* by the American Textbook Council ([www.keepproductions.com/atc/islamreport.pdf](http://www.keepproductions.com/atc/islamreport.pdf))

4. Try to get a copy of the history book that is used in your local 7<sup>th</sup> grade public schools. Read the chapters on Islam.

5. Complain to your local school board about the text books they are using to teach about Islam.

6. Organize a local protest against Islamic indoctrination in your local schools.

7. The key change must happen in the textbook writing process. We are researching how to influence the publishers while the books are being written and revised.

8. The state textbook approval process must be reformed to prevent corrupted

textbooks from being approved for use by local school districts. This will require lobbying, civic action and perhaps multiple lawsuits. The California and Texas State Boards of Education are America's most influential boards because they are the biggest. These are two of our greatest points of leverage. The citizen's Commissions that advise the state boards must include impartial experts who understand the true history of Islam and will not just rubber stamp the textbooks presented by the publishers.

9. Prohibit all Islamic propagandists from having any input into the content of America's textbooks. Would school districts allow neo-Nazis to re-write history to whitewash the crimes perpetrated on humanity by Hitler and his followers? Of course not. Why then, are Islamic apologists being allowed to re-write history to whitewash the horrors that have been perpetrated on the world in the name of Islam? All comments and reviews by organizations receiving any funding from Saudi Arabia, Iran, or any Islamic charity should be eliminated immediately.

10. The Pacific Justice Institute ([www.pacificjustice.org](http://www.pacificjustice.org)) and the Thomas More Law Center ([www.thomasmore.org](http://www.thomasmore.org)) have both prosecuted lawsuits for parents of students who are subjected to illegal Islamic inculcation in public schools. These not-for-profit public interest law firms defend and promote the religious freedoms of Christians. Contact them for more information if you believe your child has been taught Islamic practices and made to recite the Qur'an, or practice being a Muslim in a public school.

## **About ACT! for America**

*ACT! for America* is a grassroots, pro-America, anti-supremacist educational and political-action organization dedicated to stopping Islamic jihad, terror and intimidation. The organization was founded by Brigitte Gabriel, a Lebanese immigrant who came to the United States after losing her country of birth to militant Muslim fundamentalists during the Lebanese civil war.

Now an American citizen, Gabriel founded *ACT! for America* to provide concerned Americans with a collective voice and political action network to defend the democratic values of Western Civilization against the supremacist ideology of political Islam. We celebrate life, liberty and the pursuit of happiness, as opposed to the supremacist and antidemocratic values of political Islam, which celebrates submission, martyrdom, killing and terror.

With over 240 chapters in America and chapters forming throughout the world, the organization now has over 50,000 members. Since its founding in 2008 *ACT! for America* has quickly become the largest, fastest-growing and most effective anti-jihad organization in the world! We are one of many groups in a growing anti-jihad coalition that rejects political correctness and the tolerance of the intolerant, supremacist ideology of political Islam. We are rising in defense of American's security, liberty and values.

Join us and get active with your local chapter by visiting our national website at [www.actforamerica.org](http://www.actforamerica.org).

## **About the United American Committee**

The United American Committee (UAC) is a non-partisan movement of concerned Americans. The organization promotes awareness of external ideological threats which America faces from within its borders. The UAC is dedicated to awakening our nation to current threats to our Constitution, rights, liberties and values—with a current focus on Islamic extremism.

The UAC champions the grassroots, ideological battle in the war against the Islamification of America. The diverse members are united in their commitment to take action today that will ensure a safe, free and strong America tomorrow.

Join the United American Committee by visiting our website at [www.unitedamericancommittee.org](http://www.unitedamericancommittee.org).

## End Notes

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- <sup>1</sup> *Islam In The Classroom: What The Textbooks Tell Us* by Gilbert T. Sewall, page 2
- <sup>2</sup> Ibid
- <sup>3</sup> Italics added
- <sup>4</sup> The Textbook League home page: <http://www.textbookleague.org>
- <sup>5</sup> “How a Public School in Scottsdale, Arizona, Subjected Students to Islamic Indoctrination,” <http://www.textbookleague.org/tci-az.htm>
- <sup>6</sup> Edited by Andrew G. Bostom., MD, Prometheus Books, 2005
- <sup>7</sup> “Chronology of Events in the Life of Muhammad,” <http://www.islam.com/chronology.htm>
- <sup>8</sup> “Islam Studies Spark Hate Mail, Lawsuits,” *World Net Daily*, January 16, 2002
- <sup>9</sup> Surah 2:228, the Qur’an
- <sup>10</sup> The Hadith (words and deeds of Mohammad) Al Bukhari Vol. 3:826
- <sup>11</sup> Muhammad, the role model for all Muslims, took Aisha as a bride when she was six years old and consummated the marriage when she was nine, (Bukkari, vol. 5, book 63, no. 3896; cf. Bukkari, vol. 7, book 67, no 5158).
- <sup>12</sup> Surah 2:223, the Qur’an
- <sup>13</sup> Surah 4:34, the Qur’an
- <sup>14</sup> For centuries Muslim men have been able to divorce their wives simply by saying, “I divorce thee,” three times. See: “Islamic Divorce Ruled Not Valid in Maryland”, Ruben Castaneda, *Washington Post*, May 8, 2008 page B02 .
- <sup>15</sup> Surah 24:12-15, the Qur’an
- <sup>16</sup> Surah 4:24, the Qur’an
- <sup>17</sup> Surah 8:60 the Qur’an
- <sup>18</sup> *Across the Centuries*, Houghton Mifflin, 2003, page 64
- <sup>19</sup> Council on Islamic Education teachers guide
- <sup>20</sup> The Hadith (Mohammed’s sayings) Al Bukhari Vol. 4:196
- <sup>21</sup> *To Our Great Detriment: Ignoring What Extremists Say About Jihad*, Stephen Collins Coughlin, National Defense Intelligence College, December 2007
- <sup>22</sup> *History Alive!* Teachers Curriculum Institute
- <sup>23</sup> *Across the Centuries*, Houghton Mifflin 2003, page 65
- <sup>24</sup> “The Tears of Jihad,” <http://www.educateusa.com/Tears%20Of%20Jihad.htm>
- <sup>25</sup> *Across the Centuries* Houghton Mifflin, 2003, page 65
- <sup>26</sup> “Islam in the Classroom: What the Textbook Tell Us,” <http://www.historytextbooks.org/islamreport.pdf>
- <sup>27</sup> *Across the Centuries*, Houghton Mifflin, 2003, page 71
- <sup>28</sup> The “Ka’bah” is a cuboidal building in Mecca, Saudi Arabia, and is the holiest place in Islam

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- <sup>29</sup> “Islam Studies Spark Hate Mail, Lawsuits,” Diane Lane, *World Net Daily*, January 16, 2002
- <sup>30</sup> “Look Who’s Teaching Johnny about Islam,” Paul Sperry, *World Net Daily*, May 3, 2004
- <sup>31</sup> “California School Program Indoctrinates Children into Islam,” *Christian Action Network*
- <sup>32</sup> “Islam Studies Spark Hate Mail Lawsuits,” *World Net Daily*, January 16, 2002
- <sup>33</sup> *ibid*
- <sup>34</sup> “The Muslim Brotherhood ‘Project’”, *Front Page Magazine*, Patrick Pool, Thursday, May 11, 2006
- <sup>35</sup> *ibid*
- <sup>36</sup> *ibid*
- <sup>37</sup> “American Muslim Leader Urges Faithful to Spread Islam’s Message,” Lisa Goodrobb, *San Ramon Valley Herald*, July 4, 1998
- <sup>38</sup> “Textbooks for Jihad,” March 19, 2004, Dhimmi Watch
- <sup>39</sup> Diane Ravitch, curriculum vitae, <http://www.dianeravitch.com/vita.html>
- <sup>40</sup> “Look Who’s Teaching Johnny about Islam,” Paul Sperry, *World Net Daily*, May 3, 2004
- <sup>41</sup> “USCIRF Seriously Concerned About Saudi Academy,” October 19, 2007, Press Release, United States Commission on International Religious Freedom
- <sup>42</sup> “Saudi Arabia: USCIRF Confirms Material Inciting Violence, Intolerance Remains in Textbooks Used at Saudi Government's Islamic Saudi Academy,” June 11, 2008 Press Release, United States Commission on International Religious Freedom
- <sup>43</sup> “What if the Valedictorian of a Saudi Run VA School Joined al Qaeda?” *The Sawa Report*, June 13, 2008
- <sup>44</sup> “Combating al-Qaeda and the Militant Islamic Threat”, The United States House of Representatives, Committee on Armed Services, Subcommittee on Terrorism, Unconventional Threats and Capabilities, February 16, 2005
- <sup>45</sup> The Textbook League and *The Textbook Letter*, <http://www.textbookleague.org/missn.htm>
- <sup>46</sup> *The Trouble with Textbooks: Distorting History and Religion* by Gary Tobin
- <sup>47</sup> American Islamic Forum for Democracy, <http://www.aifdemocracy.org/>
- <sup>48</sup> “The Un-fought War on Islam,” September 11, 2008, *National Review Online*