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Textbooks Promote Islamist Agenda

Americans are well aware of the threat of violent terrorist attacks, but few know the extent to which Islamists have used less direct methods to spread their dangerous pro-Sharia agenda.

Even fewer Americans realize that Islamists have been openly vocal about their plans to engage in a “stealth jihad” effort to impose Sharia on the United States.

Your child’s textbooks have not gone untouched in this global campaign to undermine democracy and replace it with Islamic law. A new report from ACT for America, a non-profit organization dedicated to educating people about radical Islam, shows the results of the organization’s analysis of several dozen popular 6th- through 12th-grade textbooks used in U.S. public schools. The portrayals of Islam and Islamic history in these textbooks are enormously misleading, and often directly contradictory to established historical opinion. Your child’s textbooks have been systematically rewritten to include lies, half-truths, and misleading narratives about Islam that amount to an astonishing volume of historical revision.

The funding for these revisions comes largely from Saudi Arabia, where Arab petro-dollars have frequently been granted to pro-Islamist efforts. ACT for America explains:

Islamist revisionism in U.S. textbooks can be traced back to Saudi money and it is not a new phenomenon. Late in 1974, a state-of-the-art, well-funded Saudi-financed plan was undertaken by Arab states to seize hold of American public opinion and increase their influence over U.S. foreign policy. A central aspect of this plan was a rewrite of 20th century Middle Eastern history with the specific intent of altering American public opinion and policies pertaining to Israel. By the early 1990s, this effort to rewrite history was working its way backward in time to the 7th century and the founding of Islam. The reason for this was that revisionists realized that the imperialistic, violent and anti-Semitic history of Islam would undermine the narrative that Israel and the Jews have been the aggressors in the Middle East and Arab Muslims have been the victims.

ACT for America’s report examines the portrayal of Islam in 38 6th- through 12th-grade textbooks that date from 1999-2011. A quick look at a few textbook indexes shows a growing disparity in the coverage of Islam as compared with other world religions. Discussions of Islam have taken up more and more space in popular textbooks since the mid-1990s, while cov-

erage of Judaism and Christianity has simultaneously decreased. In 2011, the National Assessment of Educational Progress (NAEP) found that American 12th graders score lower in History than in any other subject, including science, math, and economics. This makes it all the more important for errors and revisionism to be eliminated from the history students do learn — and it makes ACT for America’s report both timely and valuable.

ACT for America found repeated problems in the teaching of the following subjects: Islamism, the Crusades, the Holocaust, the Arab-Israeli conflict, terrorism, and the 9/11 attacks. ACT contends that errors in these subjects are “substantive, significant and often repetitive.” Textbook descriptions of the 9/11 attacks are particularly indicative of the kind of systematic revisionism detailed (See *Islamist Agenda*, page 4)



California Vaccine Bill Threatens Parents’ Rights

It may soon become more difficult for some California parents to enroll their children in public schools. California bill AB 2109 would require parents who wish to decline one or more vaccines to obtain a doctor’s signature before enrolling their child in school. While the measure may initially sound like a common-sense idea, it takes decision-making powers away from parents and puts those powers in the hands of doctors who often benefit financially from high vaccination rates.

Current California law requires parents to simply sign a “personal belief exemption” at their child’s school if they wish to enroll without vaccinating. The new law, authored by State Assemblyman and former pediatrician Dr. Richard Pan, would require “a written statement signed by a health care practitioner that indicates that the practitioner provided the parent with information regarding the benefits

and risks of the immunization and the health risks of specified communicable diseases.”

Though it can certainly be a good idea to discuss vaccine choices with a qualified doctor, the bill is an important threat to parents’ rights. As Dr. Bob Sears pointed out recently in *The Huffington Post*, many doctors will refuse to sign the form, either because they are themselves advocates for universal vaccination, or because insurance companies have offered them incentives for high vaccination rates:

I know how doctors think. Many doctors strongly believe that vaccines should be mandatory, and that parents should not have the right to decline vaccines. Some doctors are

(See *Parents’ Rights*, page 4)



IL Legislature Targets Successful Charter Schools

Illinois legislators are targeting Chicago’s Noble Street Charter Network with a bill that would prohibit schools from fining students for misbehavior — despite the fact that Noble’s disciplinary practices are widely thought to be the reason for its schools’ dramatic successes. And while some parents believe Noble’s practice of fining students for minor infractions like chewing gum or failing to make eye contact with teachers is discriminatory, Noble officials say the school network’s results — and the waiting list for admission — speak for themselves.

Noble made headlines in February when it was announced that the network of charter schools had collected more than \$386,000 in fines over the last 3 years, much of it levied from the minority and low-income students who make up 90% of the student body. “Noble is forcing low-income parents to choose between paying the rent and keeping their child in school,” said Donna Moore, parent of a student at a Noble school, in a statement released by Voices of Youth in Chicago Education (VOYCE) and Parents United for Responsible Education (PURE). “This is a hidden tax on Chicago’s Black and Latino families, and it’s wrong.” VOYCE and PURE have issued a report stating that Noble’s disciplinary fine policy “surreptitiously raises the cost of public education.”

Noble schools penalize students for both major and minor disciplinary problems. Students receive demerits for talking out of turn in class, chewing gum, and other relatively minor infractions. Four demerits equal detention and a \$5 fee.

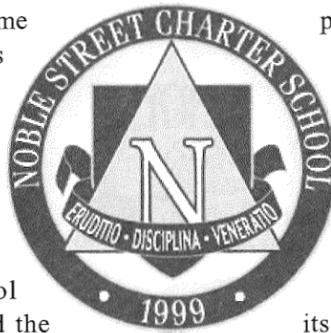
Twelve demerits warrant a disciplinary class and a \$140 fee to help cover the cost of that class. While some parents believe these measures teach responsibility, others say the system smacks of greed. “We are absolutely appalled that Noble is padding its pockets off the backs of hardworking people by fining them,” said Alexi Nunn Freeman of Advancement Project. PURE’s Julie Woestehoff called the fee system “dehumanizing” and said it was more appropriate for a “reform school than a college prep.”

Illinois State Senator Willie Delgado responded to these allegations by proposing to amend an existing bill with the statement “a charter school may not impose a fine or other financial penalty on a student as a disciplinary measure.” He has also proposed a second amendment that would “waive all fees assessed by the charter school on children whose parents are unable to afford them.” Protestors fear the fines’ success may lead to their being adopted by other Chicago public schools, where the graduation rates are nearly half those found at Noble schools.

Though vocal detractors like VOYCE and PURE do exist, it may be difficult for Senator Delgado to rally support for

his amendment. Noble schools dramatically outperform their counterparts, and school officials say the fine-based disciplinary policies are a key part of this success. “Kids learn punctuality, dependability, and that there are consequences for behavior,” said Michael Milkie, Noble’s founder. “If kids feel they’re going to be safe, if they’re in a protected environment, they are more likely to develop the habits that make them successful in class.” Kimberly Neal, a Principal at a Noble Network school, agrees. “An example we always give students and parents: ‘If you are late for work, would you have a job?’” she said. Noble officials are also quick to point out that the fees collected only partially cover the costs of enforcement. “If we didn’t have the fees, we would divert dollars from everyone’s education to staff these classes and detentions,” said Milkie.

The Noble approach does not work for everyone. Last year 473 of the network’s 5,000 students left to attend other schools. But, as Chicago mayor Rahm Emanuel, an enthusiastic supporter of Noble, reminded parents recently, attendance is strictly voluntary. Noble students are free to leave in favor of other public schools. “Facts are a stubborn thing. Parents can make a choice. If they don’t want to do it, they don’t have to go there. They choose to go there and they choose to resend their kids year-in, year-out. . . . More parents — almost by a ratio of 4-to-1 — want to send their kids to this school [because] it has incredible results,” he said. Noble currently has 8,000 applicants for just 2,600 open spots.



EDUCATION BRIEFS

Earlier this year, Michelle Obama announced a new campaign to bring healthier food to school cafeterias. Now, the USDA has followed this up with the purchase of 7 million pounds of “pink slime,” a meat substitute that some say tastes and smells like ammonia. The USDA is ramping up its purchases of the substance just as fast food chains like McDonalds are opting to steer clear of it in favor of healthier fare.

A Virginia school district got more than it bargained for when it placed one student on academic probation because her required community service hours were performed at a church. Thomas Jefferson High School for Science and Technology backed down hours after the student filed a federal lawsuit accusing the school of religious discrimination. The lawsuit has not been dropped. Alliance Defense Fund attorney Matt Sharp said he will “work with [the school district] to change the unconstitutional policy” that states that faith-based activities “must have a secular purpose.”

School officials have refused to apologize to Jesse Sansone, a father of four who was arrested and strip searched when he tried to pick his children up from school one day in late February. Sansone was charged with illegal possession of a firearm when his 4-year-old daughter drew a picture of her dad holding a gun. Searches produced only a small plastic toy gun in the home, and police dropped all charges. Social workers are still investigating the family.

The University of North Carolina-Greensboro has decided that a Christian student club is not religious, and must then allow non-Christians to join and hold leadership positions. The “Make Up Your Own Mind” club is suing the University. Alliance Defense Fund Legal Counsel Jeremy Tedesco said, “The First Amendment forbids the government from determining what is and what is not ‘religious,’ yet the university is doing exactly this by telling a Christian group that it is not religious.”

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New Gay Rights Campaign in Public Schools

A new campaign to increase acceptance of homosexuality takes advantage of taxpayer-funded public schools and the students who attend them. H8SUX.com, which launched on March 14, promises to send a free pro-gay T-shirt to any teen who will make a YouTube video pledging to speak out in support of gay marriage and against homophobia at school.

The viral marketing campaign will immediately look familiar to those familiar with the hit television show *Glee*, and makes use of the TOMS Shoes model of activism already popular with teens. The web site features a *Glee*-inspired video in which teens wearing T-shirts that announce its “OK4U2BGAY” tell viewers their T-shirt purchase will help end bullying and suicide. For every shirt purchased by an adult, H8SUX.com will send a similar shirt to a high school student. The site also explains that teens need not get their parents’ permission to receive a free T-shirt — a fact that is particularly alarming given founder Luke Montgomery’s statements about using students to spread the gay agenda:

We are recruiting kids to the cause of promoting the acceptance of homosexuality in schools. In a world full of bullies, suicide and hate, thousands of school kids wearing a pro-gay message in classrooms can be lifesaving and great. . . . This free T-shirt will be a pro-gay billboard plastered on the chests of thousands of kids in classrooms across the nation. Our agenda is simple: to tell kids that it’s “OK4U2BGAY.” H8SUX.com is all about giving kids,



gay and straight, the power to speak out against hate — and get a cool free T-shirt while doing it. Everyone says ‘It gets better’ — this makes it better.

The company will also visit schools directly:

A pink school bus traveling the nation school-to-school giving away thousands of free “OK4U2BGAY” tees to teens to fight homo-H8?! Heck yeah! Soon H8SUX.com will be loading up a team of activists and zillions of free tees and going to some of the nation’s worst homo-H8 hotspots and doing free T-shirt giveaways outside schools and in front of media cameras.

The website gives students instructions on how to start a “Gay/STR8 Alliance” club at their school, and offers suggestions for dealing with resistance:

If you experience resistance about forming a GSA, remind administrators that forming a GSA club is protected under the Federal Equal Access Act. . . . Some people who might want to join your GSA might not be as brave as you, so pick a private place around school to meet. . . . Keep your head up if your posters are defaced. Remember — LGBTQ kids probably feel a little safer, just by seeing the materials around school.

MALLARD FILLMORE / by Bruce Tinsley



Affirmative Action for Men?

A recent report from the Bureau of Labor Statistics highlighted an illuminating new statistic: for every 100 men who have a bachelor’s degree by age 24, 148 women of the same age do. 24-year-old women are also less likely to be high school dropouts or high school graduates not enrolled in college than their male counterparts. The report states that, since nearly the same number of men and women are enrolled in college at age 24, the gap in educational attainment is unlikely to close.

This educational gender gap led the *Richmond Times-Dispatch* to ask on March 9 whether colleges and universities ought to adopt affirmative action for men:

In every other academic realm, the

existence of a statistical disparity — such as the fact that fewer men than women pursue advanced degrees in certain science and technology fields — is taken as definitive proof of gender discrimination.

For instance, in 2010 the American Association of University Women lamented the “striking disparity between the numbers of men and women in science, technology, engineering, and mathematics,” and concluded that “we must take a hard look at the stereotypes and biases that still pervade our culture. Encouraging more girls and women to enter these vital fields will require careful attention to the environment in our

(See *Affirmative Action*, page 4)

Book of the Month



The 5 Love Languages of Children, Gary Chapman and Ross Campbell, Northfield Publishing, 2012, 224 pp., \$14.99

Gary Chapman’s *The 5 Love Languages*



has helped millions of people learn how to show love to their spouses, friends, co-workers, and family members. Now, *The 5 Love Languages of Children*, coauthored with child development expert Ross Campbell, promises to help parents and educators better navigate their ever-changing relationships with the children they love.

Chapman teaches that people show and receive love in five basic ways: through touch, acts of service, and words of affirmation, by spending quality time together, and through the giving and receiving of gifts. Though each method is important, Chapman believes that most people respond especially well to one or two of these methods. This volume suggests strategies for determining your child’s primary love languages, and offers practical tips for showing your child that you love him in ways he is most likely to understand and appreciate.

Chapman and Ross devote a chapter to each of the love languages, and end each chapter with a list of kid-friendly suggestions for showing love. A child whose primary love language is touch, for example, might appreciate “a touch-oriented gift, such as a soft pillow, blanket, or sweater” in addition to the usual family hugs and kisses.

The book also suggests ways in which a child’s love language can help a caregiver determine which forms of discipline will be most effective, and which forms ought to be used sparingly. Discipline, writes Chapman, is an act of love — and the more a child feels loved, the less he will usually need to be disciplined. Chapman offers common sense tips on how to use firm, consistent, loving discipline to teach children to be not just outwardly obedient, but also to love those around them as they should.

Teachers will find the chapter on “Learning and the Love Languages” especially helpful. The authors address childhood anxiety, emotional immaturity, and lack of motivation and suggest ways in which each can prevent a child from learning, and ways in which each can be addressed by taking into account a child’s primary love language. Children need to be taught how to use each of the five love languages, not only so that they can recognize when another person is showing them love, but also so that they can show love to others in a variety of ways. This is an important skill that will serve a child well throughout her life.

FOCUS: How California Educators Created an Educational Disaster

By Dr. Samuel L. Blumenfeld

California has probably produced more educational failures than any other state in the union. Why? Well, let's be blunt. They have the stupidest educators and politicians in the country. And this has been going on for a long time. Back in 1988, when Bill Honig, then-School Superintendent of California, and Francie Alexander, the state's curriculum director, chose only whole-language reading programs for the state's public schools, we knew that a literacy disaster was in store for the Golden State.

Indeed, we wrote in our newsletter of Sept. 1988: "Functional illiteracy will be booming in California in the years ahead if that state adopts the look-say basal reading programs it has already approved.... Because of textbook selection decisions based on ignorance, millions of California children will be condemned to lives as functional illiterates. Such state sanctioned educational malpractice will be doing more damage to more lives than one can possibly calculate."

It was already known in 1987 that California had a serious reading problem. According to the Quincy (Mass.) *Patriot Ledger* of November 18, 1987:

Almost one in six adults in California is "functionally illiterate," and most of those who can't read are native English-speakers who went to school in the U.S. according to a new study by the State Department of Education.

The report says 3.1 million Californians can't read well enough to understand advertising in newspapers, simple recipes or job applications. ...

The largest group of illiterates is white. More than 43 percent of the group are white, and 56 percent were U.S.-born.

Naturally, the educators saw nothing in the schools to blame for this terrible situation. To them, the reasons for all of that functional illiteracy were obviously social. So when it came to adopting new reading programs in 1988, the educators of California ignored everything that had been written about the reading problem since 1955, when Rudolf Flesch's famous *Why Johnny Can't Read* was published, and acted as if nobody knew what caused perfectly normal children in school to become reading failures. But 40 years after Flesch, in 1995, the educators began to see the light, albeit somewhat dimly.

In an article entitled "Rethinking Reading," in the August 1995 issue of *Teacher* magazine, we learn:

Dismal test scores and recent research that warns against a single approach to instruction have spurred California educational officials to rethink their state's pioneering techniques for teaching young children to read.

Pioneering techniques? Obviously, none of these so-called educators knew anything about the history of reading reform in the United States. The whole-language method of teaching was described by Edmund

Burke Huey in his "pioneering" book, *The Pedagogy and Psychology of Reading*, published in 1908. The progressives used it as a blueprint for dumbing down the American people, which was advocated by John Dewey in his 1898 essay, "The Primary-Education Fetish," in which he outlined a plan to reduce high literacy in America by using a whole-word method of teaching reading. The article continues:

The education department currently is drafting guidelines to help schools make the shift to the new wedded approach. . . . "Our goal is not to go back to one or push for the other," says Dennis Parker, manager of language arts and foreign languages for the state education department. "Our goal is to put together a comprehensive program that will work for every child."

The "wedded approach" was an attempt to create a balanced, middle-of-the-road system by blending whole language with phonics. Of course, it didn't work because it completely confused the children by expecting them to develop two opposing reflexes: a whole-word reflex and a phonetic reflex. Dr. Ivan Pavlov proved in his Moscow laboratory that introducing conflicting reflexes produces behavioral neurosis. The article informs us:

California adopted the whole language framework for teaching language arts in 1987. . . . Diana Garchow, a veteran teacher and a member of the state's new reading task force, says administrators in some California schools actually seized all phonics books and spellers to ensure that teachers were not ignoring the new instructional framework. In their place, she adds, "we got some beautiful pieces of literature that the children can't read." . . .

Bill Honig, who was the state superintendent when the literature-based program was adopted, now concedes that the framework was fuzzy. "We made our mistakes because we weren't clear enough about this being a balanced approach," he says. . . .

Still, there are those who worry that the pendulum may swing too far away from the whole language emphasis, for reasons that have little to do with best practice. Mary Ellen Vogt, a board member of the International Reading Association and a past president of the IRA's California affiliate, is one of them. "The teaching of phonics is compatible with literature-based instruction," Vogt says. "Keeping that in balance is the trick."

The fact that so-called balance creates what Pavlov called behavioral neurosis does not ring any bells in the heads of our educators. Ms. Vogt is more worried about the pendulum than the well-being of the children. Their ability to become good readers has nothing to do with pendulums. It has to do with using the proper phonetic methods.

Note that Dr. Honig admits that they were the victims of "fuzzy thinking." It wasn't fuzzy thinking; it was stupid, ignorant thinking, made by people who should never have been given the authority to decide how to teach anybody anything in a classroom.

In case you don't know what whole language is all about and why it has caused educational disasters not only in California but also where it has been used elsewhere, here is a definition of this teaching method given by three whole-language professors in their book, *Whole Language, What's the Difference?*, published in 1991 (p.32):

Whole language represents a major shift in thinking about the reading process. Rather than viewing reading as "getting the words," whole language educators view reading as essentially a process of creating meanings . . . Meaning is created through a transaction with whole, meaningful texts (*i.e.*, texts of any length that were written with the intent to communicate meaning).

It is a transaction, not an extraction of the meaning from the print, in the sense that the reader-created meanings are a fusion of what the reader brings and what the text offers . . . Although students who learn to read in whole language classrooms are, like all proficient readers, eventually able to "read" (or identify) a large inventory of words, learning

words is certainly not the goal of whole language.

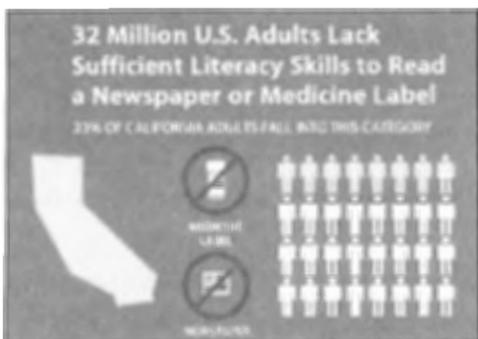
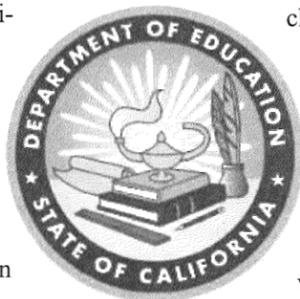
The purpose of all that pedagogical gobbledegook was, and still is, to

convince people such as Bill Honig that whole language is worth spending millions of dollars on and that they should not worry about whether or not it will teach millions of young Californians to read. It didn't occur to him or his colleagues to try it out on one class before saddling the entire system with it. But that's typical of our educators. Try it out on everybody and see if it works. If not, too bad for all of those functional illiterates who will spend the rest of their lives handicapped by what was done to them in their benign public schools.

And who gets punished for this crime? Nobody. Meanwhile, in character with past ignorant practices, Gov. Jerry Brown is proposing to eliminate a second year of science from the state's requirements for high-school graduation. High-tech companies are crying out for more science and math in the schools, but the Governor isn't listening. He doesn't seem to care if any of these graduates can go on to college and become eligible for the high-tech jobs that will be available. According to international testing, American students are far behind other nations in math and science. But apparently, Gov. Brown would rather use the money needed for a second year in science for something else. Or maybe nothing else.

What it all adds up to is a government education system that is turning out poorly- and wrongly-educated students, and an alarming percentage of functional illiterates. Parents who want a decent education for their children will have to seek alternatives, including homeschooling. But the Establishment Behemoth must be fed, regardless of whether or not it actually educates.

Dr. Samuel L. Blumenfeld is the author of eight books on education, including: Is Public Education Necessary?, NEA: Trojan Horse in American Education, The Whole Language/OBE Fraud and Homeschooling: A Parents Guide to Teaching Children. His books are available on Amazon.com. Back issues of his incisive newsletter, The Blumenfeld Education Letter, are available online. This article originally appeared in The New American and is reprinted with permission



Islamist Agenda *(Continued from page 1)*

in the report. Here's just one example:

"On September 11, 2001, the United States was the target of a horrible act of terrorism, or violence to further a cause. . . . The United States soon found out that the 9/11 terrorists had links to the Taliban government of Afghanistan. The Taliban had allowed the terrorists to plan and train for the 9/11 attacks in Afghanistan. The United States demanded that the terrorist leaders be arrested, but the Taliban refused. Because of this, the United States and allies overthrew the Taliban government in late 2001." Harcourt, *Horizons*, 2005, p.656

There is no mention that the perpetrators of this attack were Muslims engaged in Islamic jihad. This is a critical omission that is common in the textbooks reviewed in this report. The statement that the 9/11 attack was carried out to "further a cause" is left undefined. There is no mention that the "cause" was Islamic Jihad. This omission may lead students to believe that the attack was a noble or idealistic act. Students must understand that 9/11 was perpetrated in the cause of Islamic Jihad to hurt the "Great Satan," as America is called by many in the Muslim world.

The ACT report details other common textbook problems, including:

1. The doctrine of jihad is omitted, incorrectly defined, inaccurately described, or understated.
2. Faulty description of women's rights under Islam: The oppressive and discriminatory nature of Sharia law with respect to women is omitted, mischaracterized, or understated.
3. Omission or minimization of the Islamic slave trade, in sharp contrast with what is typically an extensive and appropriately critical examina-

tion of the Atlantic slave trade operated by Europeans.

4. Aggrandizement and elevation of Muhammad's character that is contradicted by accepted historical facts.
5. Omission or minimization of Muslim conquest and imperialism, in sharp contrast with what is typically an extensive and appropriately critical examination of European and other imperialism.
6. False claim of Islam's historical tolerance of Jews and Christians.
7. Misrepresentation of Sharia Law in such areas as its applicability to non-Muslims and the separation of Church and State.
8. False presentation of the Crusades as the cause of the animosity between Christianity and Islam.
9. Faulty historical narrative of the Crusades. Muslims in the Holy Land are commonly depicted as innocent victims of unprovoked aggression who were defending "their" lands against Christian invaders, rather than what is historically accurate: (1) that Muslims invaded and conquered the Holy Land centuries prior to the Crusades; (2) that Christians and Jews were victims of Muslim conquest and aggression centuries prior to the launching of the Crusades; and (3) that the Crusades were launched to wrest back control of the Holy Land from the Muslim invaders and conquerors.
10. Chronological revisionism of the historical development of Judaism, Christianity and Islam which incorrectly portrays Islam as preceding Judaism and Christianity and the Muslims/Arabs as the indigenous people in the Holy Land, resulting in the delegitimization of Israel.
11. Treatment of Islamism as though it has no origins within classical Islam and Islam's Holy Books.

12. Islamist Holocaust revisionism that attributes the creation of Israel to world guilt over the Holocaust and incorrectly maintains that Arabs were forced to give up land for the survivors of the Holocaust.
 13. Omission of the fact that the United Nations created a two-state partition for Palestine, one for the Jews and one for the Arabs.
 14. Omission of the fact that the Arabs refused to accept the offer of an independent Arab state contained in the 1947 United Nations Partition Plan for Palestine.
 15. False claim of Israel's responsibility for the Palestinian Refugee problem.
 16. Omission of the fact that the PLO's recognition of Israel's right to exist was and remains a verbal recognition only, contradicted by the unrevised PLO charter.
 17. Inaccurate claim that most Middle Eastern terrorist groups have roots in the Israeli-Palestinian conflict.
 18. Omission of the fact that Islamic Jihadists target Americans not only for their support of Israel but also for what they consider the "decadent nature" of Western way of life that threatens the spread of Islam throughout the world.
 19. Failure to identify the terrorists who perpetrated the September 11, 2001 attacks on America as Muslims or Islamic Jihadists.
 20. Failure to explain why the Islamic Jihadists targeted the World Trade Center and the Pentagon and to identify the fourth target as the White House.
- The report found that three revisionist techniques were especially common:
- (1) Errors of omission, in which information crucial to gaining an understanding of the topic is left out: *e.g.*, omission of the historical fact that the Arabs refused the offer of an independent Palestinian state as part of a

two-state solution proposed by the United Nations in 1947.

- (2) False statements or claims, presentation of facts that are demonstrably false and/or unsupported by historical or other evidence: *e.g.*, the false assertion that Islam has historically been tolerant of Jews and Christians.
- (3) Partial truths, or the inclusion of some facts while omitting others that might be quite relevant to interpreting and understanding the issues at hand: *e.g.*, asserting that under Islam women had certain "rights" and/or "spiritual equality," while omitting the facts regarding the many restrictions and legal disabilities imposed upon women in the Qur'an and under Islamic Sharia law.

Taken individually, many of the errors detailed in the report seem relatively minor. They are not minor, however, when one takes into account the fact that the textbooks' captive audience is made up of children:

These textbooks are not intended for the free marketplace of ideas. They are intended for a captive audience of middle and high school students, whose only "knowledge" of ancient history comes largely from movies and television. . . . Therefore, even what appear to be "small" errors will have a significant impact on the students' understanding of history and thus their comprehension of current events. What's more, an accumulation of "small" errors can add up to a grossly inaccurate narrative that leads students to faulty conclusions and misunderstandings well out of proportion to the relative degree of individual errors.

ACT for America's report, which will be sent to public school officials all over the United States, may be accessed at <http://actforamericaeducation.com>.

Parents' Rights *(Continued from page 1)*

willing to provide care to unvaccinated kids, despite this difference in philosophy. But now the power over this decision will be put directly into doctors' hands. He or she can simply refuse to sign the form. Doctors who oppose vaccine freedom of choice have been frustrated for years over this issue. Finally, they will have the power to impose their beliefs on

their patients. Patients will be forced to find another doctor to sign the form, submit to vaccines, or get kicked out of public school. . . . Many doctors will be unwilling to sign an exemption form for a new patient or a patient who is only there for one visit (just to get the form signed). Some doctors get financial incentives from insurance companies for having high vaccination rates in their practices; seeing patients to get their form signed will put such bonuses at risk. . . . At a time when we are trying to decrease health care spending, this bill will add millions of dollars of extra health care visits for families every year. If this unfortunate bill passes in California, the rest of the country will soon follow.

Affirmative Action *(Continued from page 2)*

classrooms and workplaces and throughout our culture.

We look forward to a robust debate on how institutions of higher learning can correct the discriminatory circumstances that are leading them to graduate nearly three women for every two men.

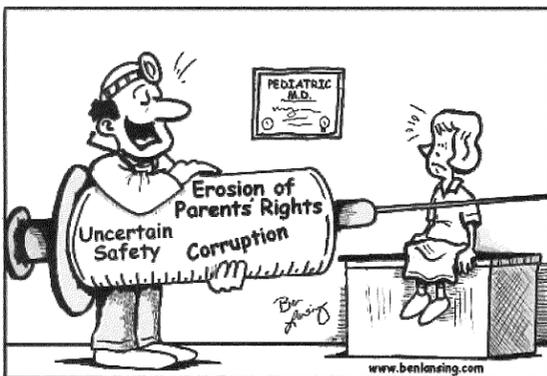
Existing affirmative action-like policies have been found to benefit men more than women, making the gender gap even more revealing. Scott Jaschik, editor of *Inside Higher Ed*, told CBS news last fall,

Men are being admitted with lower grades and test scores. While a lot of people don't like to talk about it, a lot of colleges are basically doing affirmative action for men. . . . Many people think that is not good for the educational needs of the country — that you don't want men left behind. . . . And

it's also not seen as desirable for the social environment of the colleges.

James Taranto of the *Wall Street Journal* called the disparity "no laughing matter" and wrote on March 14 that it "ought to alarm anyone who cares about America's future." That's because women of all cultures typically prefer to "marry up" — and, as Taranto puts it,

. . . the disproportionate number of female high achievers makes it difficult for them to find men who meet their standards of marriageability. . . . If high-status women outnumber high-status men, the former will have a very hard time finding suitable husbands even when they are still young. That would seem to be the future that awaits today's college-educated American women.



"This new mandatory STD vaccine shouldn't hurt a bit."