

Endorsements for PUBLIC EDUCATION Against AMERICA

“It is my fervent prayer that every parent, every taxpayer, and every citizen concerned with the direction of this country will read this book and learn what really is going on inside America’s public school system. It is only after we have been educated ourselves that we can stand and make a difference in the education of our children.”

–Tim LaHaye

Author, *Left Behind* series
Founder and President of Tim LaHaye Ministries

“Martin Luther once warned, ‘I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth.’ Now comes a volume documenting modern rationale for Luther’s fears. I am pleased to recommend this book by the late, great Marlin Maddoux. He is gone, but not forgotten.”

–Dr. D. James Kennedy

President, Coral Ridge Ministries
Senior Pastor, Coral Ridge Presbyterian Church

“It takes courage to face your failures. In *Public Education Against America*, Marlin Maddoux bravely exposes the truth about American public education—it has failed. This book is a wake-up call for every concerned citizen. I pray that we all heed its call before it is too late.”

–Josh McDowell

Josh McDowell Ministries
Author, *Evidence That Demands a Verdict*
and *More Than a Carpenter*

“If you want to make sense of our collapsing education system and civilization, Marlin Maddoux’s book, *Public Education Against America*, is must reading. The information he presents is absolutely accurate; but more than that, Marlin connects the dots to help us see how the education system has been taken over by those opposed to everything Christian. This is an extremely important book, the type of book you’d like to sit down and read out loud to other people. There have been other books on this topic, but this is the best so far. For the sake of our children and grandchildren, please read a copy and buy several copies to give to your friends and relatives so that together we can stand against this attack on our children.”

—**Dr. Ted Baehr**

Publisher of *MOVIEGUIDE*®

“With pungent power, Marlin Maddoux has captured the hidden agenda and philosophical basis for the public schools’ destruction of American students’ minds. Public schools are a proven failure. This book will restore hope and inspire action that will save our nation and our churches.”

—**Bob Simonds, Th.D.**

President, National Association of Christian Educators

“It is not surprising that Marlin Maddoux’s last book was on the sad shape of education in America today. He has been concerned about this for as long as I can remember, and that is over twenty years. Many of us have known that public schools have been failing our children, but few of us could understand how and why it got so bad or what the ‘secret agenda’ was. Marlin has cleared all that up in a well-documented history and explanation of education’s demise in our great land. Any parent in America who wants to know how bad it is and what is the best option for their children should read this book. I’m glad I read it and I’m sorry that it is all true and irrefutably well documented.”

—**Dick Armey**

Former Majority Leader, U.S. House of Representatives

“Marlin Maddoux was one of America’s leading conservative voices. His insights into the heart and soul of America still ring true today. I highly recommend his book *Public Education Against America*. Marlin Maddoux exposes the hidden agenda of secular bias against Christianity, morality, and decency in our public schools. Don’t miss this flaming exposé. It will stir your heart to action.”

—**Dr. Jerry Falwell**

Founder and Chancellor
Liberty University, Lynchburg, VA

“Well researched and thoroughly documented, the prophetic voice of Marlin Maddoux is just what every concerned parent needs to hear. It’s time to take back our children’s education before it’s too late. Our country’s future may just depend on it.”

—**Don Wildmon**

Chairman, American Family Association

“Dumbed down, sexed up, and downright hostile to traditional American values: that’s public education in twenty-first-century America as brilliantly diagnosed by Marlin Maddoux. It’s a disgrace, and it’s no accident. Marlin exposes the forces of anti-Western cultural terrorism working all too successfully within today’s educational industry. Wonderfully informative and written with passion, *Public Education Against America* is critical reading for anyone concerned about our children and the future of our country.”

—**Rebecca Hagelin**

Vice President, The Heritage Foundation
Author, *Home Invasion: Protecting Your Family in a Culture That’s Gone Stark-Raving Mad*

"Public Education Against America is a sobering and insightful account of the Left's all-out assault on public education. In the clear-sighted and thoughtful style that distinguished all of his work, Marlin Maddoux highlights the paradox of a public education system fully funded by the American people, yet increasingly hostile to its interests and ideals."

—**Gary L. Bauer**

President, American Values

Former Under Secretary of Education and

Chief Domestic Policy Advisor to President Ronald Reagan

"Marlin Maddoux was always a trailblazer in speaking the truth. By this book, he has left us a great legacy to help parents protect their children from the anti-Christian environment in public schools."

—**Phyllis Schlafly**

Author and radio host of *Phyllis Schlafly Live*

"Marlin Maddoux was the unofficial moderator of 'America's Christian Town Meeting,' his daily broadcast on USA Radio. Marlin deserves considerable credit for the strengthening of Christian influences in American politics. His important book, based on a lifetime of leadership, experience, and discernment, is important reading for all Americans."

—**Howard Phillips**

Chairman, The Conservative Caucus

"In his final work, my dear friend and colleague Marlin Maddoux warns parents about leftist efforts to impose a secular agenda on America, and on America's children. I strongly recommend that any parent concerned about the future of our country, and of their children and grandchildren, read this book!"

—**Alan E. Sears**

President & C.E.O., Alliance Defense Fund

PUBLIC
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Dedication

For Rodney Haire

Founder, Liberty Christian School
Argyle, Texas

A man who caught the vision
and put the principles into practice.

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The Hidden Agenda

Marlin
MADDOUX



WHITAKER
HOUSE

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The Hidden Agenda**

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Introduction

by Tim LaHaye

It was a little over twenty years ago that I found myself on a plane headed for Copenhagen. I had been asked to speak at a conference that had been organized to help educate those in attendance about the growing threat of secular humanism to our culture. (Secular humanism is the belief that man is the measure of all things and that God is unnecessary.) Seated next to me on the plane was a forty-five-year-old philosophy professor from a major American university who readily admitted to being a committed socialist. He truly believed in total government rule of all citizens. He was on his way to the Soviet Union, a nation he had admired for years, and was visibly excited about visiting it for the first time.

Within minutes after takeoff, we were immersed in a heated argument over the merits of socialism versus a free society. Finally I asked, "Professor, can you name one country that has ever benefited from communist or socialist rule?"

His face grew red, and he candidly confessed that socialism had indeed failed in every instance, but then blurted out,

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“It’s because of you capitalists! If you would only let us implement socialism on a worldwide basis, then it would work!” I’m certain he noticed the incredulous “you can’t be serious” look on my face.

For nearly two decades, this professor had enjoyed free access to tens of thousands of impressionable American students, some of whom would undoubtedly go on to become teachers themselves. And he is not alone. There are thousands of other professors in our public school system who share his views, more than enough to contaminate millions of minds with anti-American propaganda.

The idea that our public school system is working against America strikes most people as implausible. But the fact remains that atheists, socialists, and liberals, by design, control our educational system—from kindergarten through university. As a result, public education in this country has become one of the most anti-God, anti-Christian, anti-moral, and anti-American environments around. Sadly, our tax dollars pay for it. But even more astounding is the fact that we Americans willingly place fifty million of our precious children within such an environment every year.

Contrary to what most taxpayers are led to believe, public education in the United States is not controlled by elected officials, or even by school boards, but by unions and professional *educrats* who are far more interested in indoctrinating our children in secular humanism than in educating them. And our declining test scores prove it. Reading, the cornerstone of all learning, is at an all-time low, along with writing, spelling, and math. Today’s twelfth-grade education is equivalent to an eighth-grade education of sixty years ago. To be fair, there are some excellent teachers working within the public school

Introduction by Tim LaHaye

system, but their voices are uniformly silenced when it comes to reform.

Lack of money is not the problem. Our country spends more on education per student than all other industrialized nations. Yet we rank near the bottom in math and science aptitude when compared to these same nations.

What these *educrats* have done to our once great public school system is a national disgrace. At one time, our schools were the envy of the world. We were the first major country to educate all of our nation's children regardless of their families's income. The original public school system in America, when first introduced by Daniel and Noah Webster and other Christian leaders, provided students with a firm biblical foundation. Today, our schools are controlled by those who are hostile to the Bible and the principles upon which this nation was founded.

What the majority of parents and taxpayers do not realize is that secular humanism is just as *religious* as any other religion. Humanists are as committed to proselytizing their *faith* as the most dedicated evangelical Christian. They have commandeered the public school system as their primary tool for *converting* our nation's youth. The school is their *church*; the teacher is their *priest*; the humanistic philosophy is their *gospel*.

Is it any wonder that nearly three-fourths of all children raised in evangelical Christian homes who attend public schools will turn their back on their Christian faith by the time they graduate from high school? We are allowing humanist missionaries to pollute the minds of our children, and we are *paying* them to do so!

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It is because of my concerns for the young people of our nation and the future of our country that I recommend this book, *Public Education Against America*, by noted author and talk radio pioneer, the late Marlin Maddoux. After a long life of trying to awaken Americans, particularly Christians, he finished this manuscript just before the Lord called him home. In a real sense this book is a part of his legacy to his Lord, his family, and those families in America who care about the future of their children.

Many of you reading this impeccably researched work no doubt have children of your own in the public school system. Most of you will be shocked and disturbed by the documented information that follows. But it is my fervent prayer that every parent, every taxpayer, and every citizen concerned with the direction of this country will read this book and learn what really is going on inside America's public school system. It is only after we have been educated ourselves that we can stand and make a difference in the education of our children.

—*Tim LaHaye*
Author, Minister, Educator



by Kerby Anderson

At one time, public education in America was thoroughly Christian. The *New England Primer* not only taught students the alphabet, but also provided them with a Christian foundation for life. Within its pages, students learned biblical doctrine and read the Lord's Prayer, as well as the texts of hymns and prayers by Isaac Watts.

Boston citizens passed the Old Deluder Act to promote literacy. It was called the Old Deluder Act because it was intended to defeat Satan (the Old Deluder), who had used illiteracy in the Old World to keep people from reading the Word of God. The purpose of the public school was to teach children to be able to read the Bible for themselves.

Most of the major universities in America were founded on Christian principles. For example, the Laws and Statutes of Harvard College in 1643 stated, "Let every student be plainly instructed and earnestly pressed to consider well the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3)."

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How far we have moved from those Christian foundations today!

Marlin Maddoux, in his book *Public Education Against America*, takes you on a personal journey of discovery of what public education has become in this country. By recounting the many interviews done on the national radio program *Point of View*, he reveals that the transformation to a secular America is not by accident.

Marlin documents the goals of such men as John Dewey and unveils his deliberate plan to build an educational system modeled after the Soviet Union. He uncovers how *educrats* use the Hegelian dialectic to brainwash public school children. His description of radio interviews shows how teachers and facilitators use values clarification to teach that there are no moral absolutes.

Today's public classrooms are outright hostile to Christianity. Supreme Court decisions and an advancing secularism have made religious speech offensive and deemed prayers by students a punishable offense. Public school textbooks excise Christian content from their pages, replacing it with fluff and revisionism. Meanwhile, other religions, and even the occult, are given a free access to the classrooms of America.

Marlin also demonstrates how the classrooms have become a battleground for sexual politics. Sex education classes teach students how to practice so-called safe sex while neglecting to teach the physical, emotional, and moral consequences of premarital sex. Impressionable students learn about gay and lesbian sex at a very young age. And "families" of every shape and configuration are presented as natural and normal.

Preface

Public Education Against America is a wake-up call to parents who routinely try to convince themselves that their children's schools are no different from the ones they attended decades ago. It is also a wake-up call to taxpayers who annually fund these institutions even though they inflict significant damage on students and their communities.

Be prepared for a variety of emotions. Our experience on *Point of View* has been that denial is the first emotion when confronted by these harsh facts. Soon that gives way to anger as the mounting evidence convinces even the hardened skeptic. Ultimately, we hope that these emotions lead to resolve: a resolve to do something about the public school classrooms of America.

—Kerby Anderson

Host, *Point of View* radio talk show



chapter one

Becoming Muslims in the Seventh Grade

Liz Lemming could hardly believe her eyes. The words on the flier lying on her dining room table leaped out at her: *“You and your classmates will become Muslims!”* She picked up the paper and began to read. What she found stunned her. It was a handout from a course in Islam that her seventh-grade son was taking at Excelsior School in Byron, California. Although she was a teacher at the same school, she had been totally unaware of what they were teaching her son.

When I first heard about the concerned parents in Byron who believed their children were being indoctrinated with the Islamic religion, I decided to look into it. So, my staff and I went to work, making phone calls, interviewing people, and putting the pieces of the puzzle together. The information we gathered was disturbing, to say the least.

Among other things, we discovered that the students at the school were required to attend an intensive three-week

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course in Islam that mandated that they learn the tenets of Islam, study the important figures of the Muslim faith, wear a robe, and read verses from the Koran. In addition, they had to memorize twenty-five Islamic terms and learn six Islamic (Arabic) phrases, twenty Islamic proverbs, and the Five Pillars of Faith. They also had to study ten key Islamic prophets and disciples.

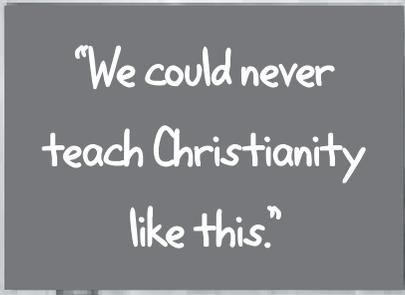
According to course description handouts that the school sent home to parents, the students also had to pick a Muslim

name out of a list of thirty and go on a make-believe journey—called a Hajj—to Mecca. “From the beginning, *you and your classmates will become Muslims,*” the handout read. “Dressing as a Muslim and trying to be involved will increase your learning and enjoyment.”¹ *Across the Centu-*

ries is the name of the textbook used for the course. Described as a social studies/history book, it has been adopted by the California school system.

Penna Dexter, a frequent *Point of View* cohost, interviewed Liz Lemming and found her to be a typical parent who did not want to stir up trouble. But she was concerned about what was happening to her son and the other children in her school who were taking this course.

“We could never teach Christianity like this,” Mrs. Lemming told the *Point of View* radio audience. “We can’t even mention the name of Jesus in the public schools. But over there



“We could never
teach Christianity
like this.”

Becoming Muslims in the Seventh Grade

in the next building, they teach Islam as the true religion. Students are taught about Islam and how to pray to Allah. Can you imagine the barrage of lawsuits and problems we would have from the ACLU if Christianity were taught in the public schools? And if we tried to teach about the contributions of Matthew, Mark, Luke, John, and the apostle Paul? But when it comes to furthering the Islamic religion in the public schools, there is not one word from the ACLU, People for the American Way, or anybody else. This is hypocrisy!"²

One of Mrs. Lemming's primary concerns was the role-playing activity. "In this particular course," she said on the broadcast, "they went into a game program where they had to actually adopt some ideas of being a Muslim. So they did a pilgrimage to Mecca. My son was required to memorize different verses from the Koran. Each person in the group had to memorize a different one." She then read the verse her son had to memorize:

For him that gives in charity and guards himself against evil and believes in goodness, we shall smooth the path to righteousness. But for him that neither gives nor takes and disbelieves in goodness, we shall smooth the path of affliction. When he breathes his last, his riches will not avail him.³

Clearly disturbed by having to read this verse again, she haltingly said, "That...was the verse my son was given to memorize, and he was required to do that for a part of his grade."

"Liz, how would you characterize the school's presentation of the teaching of Islam?" Penna asked. "Was it mostly positive, or was it a balanced presentation of the religion?"

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“Well, I would say it was given in a very positive light. I don’t see where there is any indication of why there’s an attack on our country in the teaching. I don’t think what would motivate that kind of hatred against the United States was addressed.”

Penna asked if there was anything in the course about the Muslims’ treatment of women.

She answered, “I haven’t found anything. No.”

Penna followed up by asking if there was anything about the way the Muslims force conversion through war or about the persecution of Christians.

There was nothing about that, she told us. Then Mrs. Lemming explained that there was an emphasis in the school textbook on Islamic prayer. “And I’ve found here the Islamic prayer—steps in the prayer. Prayer time is before daybreak, shortly after the sun’s zenith. A chapter in the Koran is recited every day at daily prayer, either silently or aloud, depending on the prayer that is performed. All Muslims offer prayer in Arabic regardless of their native language. And then it goes on to recite the prayers.” She then read the prayer from a handout of Islamic prayers given to the children:

In the name of God most gracious most merciful.
Praise be to God the cherisher and sustainer of the world. Most gracious most merciful master of the day of judgment. Thee do we worship. And thine aid we seek. Show us the straight path, the way on those who thou has bestowed thy grace. Those whose portion is not robbed and who do not go astray. Amen.

Becoming Muslims in the Seventh Grade

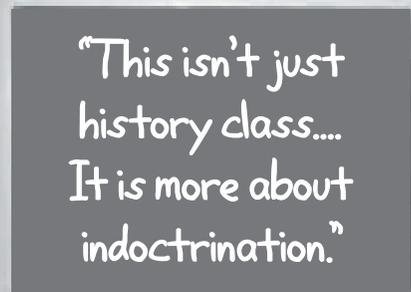
We could hear our guest shuffling through some papers as she said quietly, "And when I look at my grade sheet here, my son got a ten out of the ten on the prayer."

"He had to pray that prayer?" Penna asked.

A long moment of silence.

"I...haven't asked him directly...because I'm trying not to inflame anything by making him have to give me some responses to these things. I'm looking in his papers. I'm looking at what he was graded on here. There's almsgiving, there's prayer, there's fasting. He got a zero on fasting because the whole group didn't come in and spend their lunchtime in the classroom."

"This isn't just teaching *about* religion," Penna responded. "This is taking parts of that religion and actually practicing it."



"This isn't just
history class...
It is more about
indoctrination."

"It's reenacting it," Mrs. Lemming replied. "To me they are play-acting their religion, and they're doing it with the intent of trying to make this whole learning of it fun. But I don't see the historical value of those particular activities."

She then explained that she sees the games and role-playing as a tool, not only to engender sympathy and support for the Muslim cause, but also for recruitment. "This is not just a class of history, of examining cultures," she said; "this course is entirely too specific. It is more about indoctrination."

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Penna continued: “We read an article on the air that talked about the presentation of God, saying that God was presented as the same for Muslims, Jews, and Christians.”

“Yes, that is correct.”

“Do you remember anything about that presentation?”

“Only that they stated that we worship the same God.”

“All three religions, Christianity, Judaism, and Islam?”

“Right. I remember that was in the textbook itself.”

“That could be a little confusing to a Christian child,” Penna said.

“Yes, it is,” Mrs. Lemming said. “I don’t believe that the God we worship in Christianity would be an equivalent God to the god that Islam believes in. I don’t think we characterize Him in the same way. On the other hand, the Christianity that is taught in the course is brief, taught as a myth, and strictly negative. This is how it is portrayed in the textbook.”

In expressing her concerns, she said this wasn’t just a school issue. It was a state curriculum issue. It was a “benchmark and standards” issue, because Islam was stated as being one of the benchmarks that seventh grade history students would meet. “Now correct me if I’m wrong,” she said, “but this looks like teaching religion to me. This would be teaching a religion rather than teaching the history. Reenacting a pilgrimage to Mecca. I don’t understand how that relates.”

Taught to Pray in the Name of Allah!

Austin Miles, who wrote a story for the Assist News Service about the controversy, filled in some of the blanks for us

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when he appeared on *Point of View*. He told us that, in addition to memorizing verses from the Koran, students were taught to pray in “the name of Allah, the Compassionate, the Merciful” and to chant, “Praise to Allah, Lord of Creation.”⁴

In describing the textbook, he pointed out that Islam was presented in a totally positive manner, with not one negative to be found in the text. There was no mention of the wars, massacres, and cruelties against Christians and non-Muslims that Islam has consistently perpetrated over the centuries. “Nor was there any mention made of the way Muslims treat their own people, such as cutting off hands, feet, and heads for even the slightest violations of the Islamic tenets of faith, or the shocking way they treat their women,” he said.

Miles added that every pupil questioned thought the course “was fun.” Some described Islam as a “pretty culture.” This included a pastor’s son. One child said the Jihad was like playing a video game, even though the true violent nature of Jihad was well concealed. The “miraculous” events leading up to the Koran, the holy book of Islam, and other “revelations” to Muhammad were presented as factual. “On the other hand,” Miles said, “any reference of the miraculous regarding Christianity is always set next to a disclaimer, implying an absence of credibility about the stated event. And Christianity is always shown in a negative light, emphasizing such things as the Inquisition, the Salem witch hunts, by highlighting in bold, black type.”



One child said
the Jihad was like
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“The handouts used in this course were considerable, and the positive treatment of Muhammad was remarkable,” Miles said. “The course includes a history of Islam and the life of Muhammad, its founder. Muhammad is portrayed as an extremely moral man who wanted a society of purity. A vast body of historical accounts will refute this image. Historians will show that he had multiple wives, a sexual problem, and among his wives, he took a ten-year-old girl,” he said.

The *Washington Times* reported that Peggy Green, superintendent of the Byron Union School District, denied that her schools were promoting faith, saying that they were only teaching *about* Islam. Mrs. Green said students were given the option to dress up as Muslims for extra credit. “We are not teaching religion,” Mrs. Green said. “We are teaching the California state-mandated standards with state-adopted textbooks. Dressing up in costume, role-playing, and simulation games are all used to stimulate class discussion and are common teaching practices used in other subjects as well. There’s nothing to be upset about.”⁵

A little in-depth research turned up some very interesting information about the course. The Curriculum Frameworks and the Instructional Resources, first adopted in 1998, incorporate the content standards and serve as the basis for statewide assessment. The framework for history and social science for grade seven provides for an examination of “the rise of Islam as a religion and as a civilization....The religious ideas of Muhammad, the founder of Islam, should be discussed both for their ethical teachings and as a way of life. Muhammad should be seen as a major historical figure who

Becoming Muslims in the Seventh Grade

helped establish the Islamic way of life, its code of ethics and justice, and its rule of law.”⁶

California had slipped this course under the radar screen, and parents knew nothing about it until it hit them in the face. However, Nancy Castro, the Byron middle school principal, told ANS News Service that the Islam course reflects California (educational) standards that meet state requirements. When asked about the intensity of the Islamic course, Castro stated that the course “is not religion, but ancient culture and history. And the text is a state-adopted textbook. We do not endorse any religion. We just make students aware.”⁷

Liz Lemming was not alone in her concern.

My Daughter Was Indoctrinated in Islam

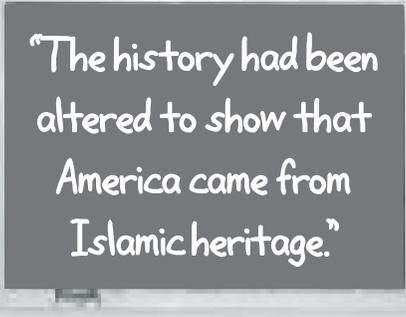
Valerie Moore said that her daughter had been indoctrinated in the Islamic religion for over four months while in the seventh grade in 1994. Moore expressed shock in arriving at Joseph Kerr Junior High School in Elk Grove, California, one day and being greeted by a huge banner on the front grounds of the school that read “There is one God, Allah, and Muhammad is his prophet.”

Recalling that the sign was up all day, she remarked, “What if we put up a sign that says ‘Jesus is Lord’ for thirty minutes? Oh, no! You can’t do that—separation of church and state. 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.” Moore also recounted witnessing children dressed up in Muslim attire, chanting from the Koran, and praying while

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marching around the cabala. But Valerie claimed that when she complained to the school officials, they ridiculed her.

“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,” Moore said. “No longer could the founding of America be traced through Judeo-Christian beginnings. The history has been altered to now show that America had been given birth through an Islamic heritage. Everything sprang up through Islam.”⁸



“The history had been altered to show that America came from Islamic heritage.”

A San Luis Obispo parent, Jen Schroeder, expressed her concern about the results of such indoctrination. “California has been planting some big seeds for Islam while hardening hearts toward Christianity through the Houghton Mifflin textbooks,” she told *World Net Daily*. “John Walker Lindh is the fruit of California’s efforts. He was a young impressionable child, just as my son is. How many more John Walkers before we stop promoting Islam in public schools?”⁹

One award-winning seventh-grade history teacher from the San Francisco area, who asked not to be identified for fear of reprisal, told *National Review Online* that he credits activism on the part of California Muslims for the way Islam is presented in the textbook: “The local Muslim community makes it a point to attend social-studies teachers’ conventions to share teaching aids, and they also offer free guest speakers for the classroom.”¹⁰

Becoming Muslims in the Seventh Grade

In what should have been a slam-dunk case, the Thomas More Law Center filed a lawsuit on behalf of several parents and their children against the Byron Union School District and various school officials. The parents wanted to stop the use of the “Islam simulation” materials in the Excelsior Elementary School in Byron, California.¹¹

But as we know, sanity is not a highly prized commodity when it comes to some of our federal courts. True to form, in December 2003, U.S. District Judge Phyllis Hamilton threw out the case. In her twenty-two-page ruling, she said that by requiring students to adopt Muslim names and pray to Allah, Excelsior was not indoctrinating students about Islam but rather were just teaching them *about* the Muslim religion.¹²

Christianity Slammed in Other Textbooks

Now, before you jump to the conclusion that California is the only state that slants the textbooks to favor Islam and denigrates Christianity, think again. Dr. Paul Vitz wrote about this widespread practice in his book *Censorship: Evidence of Bias in Our Children's Textbooks*. He informed the *Point of View* audience that, in examining sixth-grade civilizations textbooks, he found that Muhammad's life got considerably more coverage than the life of Jesus. “And none of the texts I examined,” he said, “give much emphasis at all to Christianity as a living cultural and historical force in the world of today, or in the last two hundred years, especially in the United States. But the Arab world is never described without a serious treatment of Islam.”¹³

On the other hand, Muslim children right here in America are being systematically indoctrinated against Christianity and

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Western civilization. The *Washington Post* carried several stories on Islamic schools located around the Washington, D.C., area.¹⁴ For example, the Islamic Saudi Academy, subsidized by the Saudi government, is located in the Virginia suburbs of Washington. The school educates children in the extremist teachings of the Wahabi sect of Islam. Among other things that might alarm the American people, these schools are teaching Muslim children such things as “the day of judgment can’t come until Jesus Christ returns to the Earth, breaks the cross, and converts everyone to Islam, and until Muslims start attacking Jews.” There are at least a dozen such schools between Baltimore and Richmond and two to three hundred nationwide. They have at least thirty thousand students. And thousands more attend Islamic weekend schools.¹⁵

This entire infiltration of Islamic doctrine into the public schools in America might have gone unnoticed for many more years, except for one thing—the terrorist attacks on America.