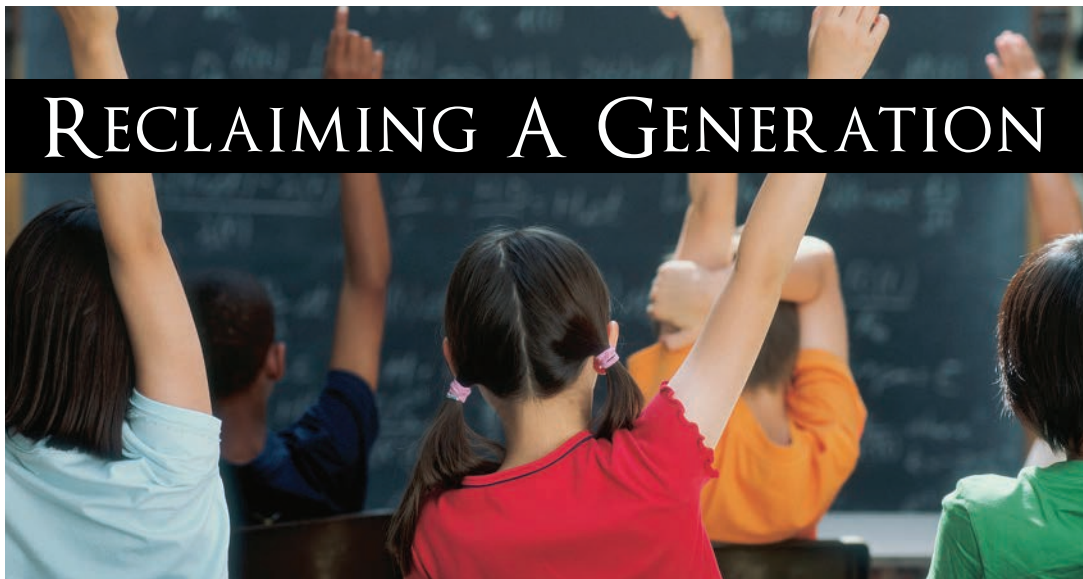




**PROCLAIMING JUSTICE
TO THE NATIONS**

The Status of K-12 Education Today in Florida



The Status of K-12 Education Today in Florida

A publication of PJTN, Inc.
Proclaiming Justice to The Nations, Inc.
Franklin, Tennessee

PJTN, Proclaiming Justice to The Nations was established to educate Christians about their biblical responsibility to stand with their Jewish brethren and Israel, utilizing powerful film and video presentations, a variety of grassroots rallies, events and speaking engagements to facilitate dialogue between the Christian and Jewish communities in support of the State of Israel and against global genocidal antisemitism. PJTN has led the struggle against BDS in America with a wave of state resolutions. Dr. Laurie Cardoza Moore, President & Founder of Proclaiming Justice to The Nations is the show host of the award-winning Evangelical television program *Focus On Israel* which reaches a weekly global audience of over a billion viewers. PJTN is a nonprofit, tax-exempt organization under section 501 (c)(3) of the United States Internal Revenue Code.

Published by
Proclaiming Justice to The Nations, Inc.
PJTN
PO Box 682711
Franklin, TN 37068

Copyright © 2022 by Proclaiming Justice to The Nations, Inc.



Contents

Introduction by Dr. Laurie Cardoza Moore, President and Founder of PJTN.....	7
Chapter One: The Origins of the Current National Education Crisis.....	8-34
• Saudi Petrol Dollars and the Purchase of American Education.....	8-23
• George Soros and the Infusion of Globalist Communist Dollars into American Education.....	23-34
Chapter Two: How does an American Civics Textbook Impart the Seeds of Anti-Semitism and Anti-Israelism and Manipulate the U.S. Constitution and the Study of Civics to do so?.....	35-42
Chapter Three: Fueling, Teaching and Indoctrinating Anti-Semitism: Pearson, Anti-Semitism and Jew-Hatred.....	43-47
Chapter Four: How a United States History Textbook Eliminates Almost All of the Contributions of American Jews to American Society, Removes the Presence of Judaism as a World religion from America and Uses the Holocaust as its Ultimate Weapon of Anti-Semitism Against American Jews.....	48-62
Chapter Five: Pearson and its Leftist Agenda-based Revisionism of Israel's History.....	63-67
Conclusion: The Leftist Agenda Driving FL K-12 Education: Critical Race Theory.....	68-80
White Paper Contributor Bios.....	81-83



Introduction

Proclaiming Justice to The Nations, Inc., a non-profit organization cherishing the U.S. Constitution; the Judeo-Christian values; and the respect for all human lives addresses the growing issue of biased and inaccurate textbooks and instructional materials that are fueling the rise of anti-American sentiments and antisemitism on secondary school campuses and are in violation of our U.S. and State Constitutions.

Overview of the Problem

In 2012, PJTN was alerted by a parent in Williamson County, Tennessee about an antisemitic Pearson published AP Human Geography textbook (11th Edition) that legitimized Palestinians blowing themselves up in a Jerusalem restaurant because they were waging war against Israeli government policies and army actions and accused Israel of being “occupiers.” The restaurant was a Sbarro Pizzeria, and it was the target of a terrorist attack that launched the second intifada in 2000.

Upon further review of the textbook, I found it riddled with not only antisemitic, but also anti-Israel and anti-American content. The disturbing content was published by Pearson Publishing recently renamed Savvas Learning Company. They are not a U.S.-based textbook publishing company but are British-based and their four largest shareholders include the Islamist governments of Qatar, Turkey, Saudi Arabia and Libya.

Call to Action

It is this type of propaganda that we focus our attention on in this new White Paper on the Status of K-12 Education Today in Florida. Not only are the textbooks featured in this document inaccurate, but they are biased, and they do not reflect the values and policies of the DeSantis administration.

Additionally, the examples provided violate a Florida state statute as it pertains to the Antisemitism Awareness Act that Governor DeSantis signed into law during his trip abroad to Jerusalem, Israel in June of 2019. There is content that also violates Governor DeSantis’ Executive Order banning Critical Race Theory (CRT).

We hope that this document will serve as a resource for Commissioner Manny Diaz and his department’s team to review and remove textbooks, instructional materials and supplemental materials that do not comply with state standards and statutes.

White Paper on the Status of K-12 Education Today in Florida

by Dr. Sandra Alfonsi

Our K-12 textbooks, state standards and curricula no longer teach accurate, unbiased history. Instead, they present skillfully developed leftist agenda-based revisionist history – whether U.S. History, World History, Geography, Cultural History, Ethnic History, Civics or Sociology. Publishing houses and state boards of education, both entrusted with the veracity of U.S. Education are complicit in the development and distribution of this Leftist agenda-based revisionist history.

The time needed for and the cost of the development, implementation and distribution of such a take-over of American education defy the imagination. Yet in less than a decade, everything was set in place. American education was under assault and Leftist revisionist history became the new American reality.

We must identify who created the direction and scope of this take-over of American education, who financed it and finally what political agenda targeted and seized control of it.

Chapter One

The Origins of the Current National Education Crisis

I. Saudi Petrol Dollars and the Purchase of American Education¹

This section investigates the impact, both ideological and financial, of Islam on American textbooks and curricula. By necessity, it starts with a brief overview of the infusion of Arab oil dollars into American education in the mid-1970s. The long term, extensive impact of Islam on American education, hereto designated as Islamist revisionism, can only be understood if we consider it as part of a carefully, almost exquisitely orchestrated buyout of the American education system for the agenda-based purpose of rewriting history, influencing political policy and eventually destroying America, its Republic, its Constitution and its world stature. This is true in Florida education as well as in the education found in the rest of our States.

Islamist revisionism in U.S. Education can be traced back to Saudi money and it is not a new phenomenon. Late in 1974, a state-of-the-art, well-financed effort was undertaken by Arab states to seize hold of American public opinion and expand their political influence on U.S. foreign policy. The 1974 “Master Plan” targeted the college campus as the best venue to implement their long-term plans. Saudi Arabia

¹ Written by Dr. Sandra Alfonsi

was at the forefront of this effort. The Triad Corporation, a financial holding corporation headed by Adnan Khashoggi, a Saudi Arabian billionaire, received a letter, written by an American university professor, blueprinting what was to become their strategy. It must be understood from the outset that it was an American professor who approached the Triad Corporation with his “plan” for implementing what Saudi Arabia and by extension the other Arab states wanted to accomplish in the United States.

“The greatest leverage on influential public opinion in the medium and long term is to be found in this [American higher education] area...It is a low-key program that must not be seen as a public relations gimmick. But with time and patient stewardship it presents great possibilities for the spread of basic understanding of Arab concerns and for the encouragement of a favorable public relations climate in this country.”²

In August 1975, the first \$6.4 million was given by Saudi Arabia to the California-based Stanford Research Institute for the purpose of developing a five-year plan on how Saudi Arabia could best invest \$140 billion in the American infrastructure over the next five years. In April 1976, Saudi Arabia gave the University of Southern California a grant of \$1 million to establish the “King Faisal Chair of Islamic and Arab Studies.” The professor named as its Chair, Willard A. Beling, was also a former official of Aramco. Saudi Arabian petrol dollars as well as those coming from Oman, Qatar and the United Arab Emirates found their investment targets in prestigious universities across the U.S.³ We must understand that when we say that this plan “targeted” the college campus, we are not referencing the creation of student organizations presenting programs on “Arab Culture” or disrupting the campus with pro-Palestinian anti-Israel events. Not at all. These investments paid for a silent revolution in, and the overthrow of, all academic research done in various fields of study. These investments paid for what can only be defined as revisionist research.

The earliest visible results of the Saudi investment in American education can be found in doctoral dissertations, dating from the early 1980s, which examine how the Middle East is portrayed in K-12 textbooks and the American elite press.⁴ Some of these dissertations in effect chart the change of its presentation through the inclusion of incorrect facts, the falsification of facts, the deliberate omission of critical information and the use of stylized innuendo designed to plant seeds of bias

² ADL Research Report, Arab Petrodollar Influence on the American Campus, 1979, p.3.

³ Ibid. 2-4.

⁴ Dr. Sandra Alfonsi, “Academia and Israel - A Study of American Doctoral Dissertations from 1960-1992,” New York, 1993.

and predisposition.⁵ Other dissertations, while not targeting textbooks, use the same devices to rewrite history. Topics include but are not limited to, Holocaust revisionism, the delegitimization of Israel, the Palestinian refugee problem, the Arab-Israeli Conflict, the Jewish lobby vs. the Arab lobby, United States support of Israel, the pro-Israel “bias” of the American media and the all-powerful influence of American Jews on every aspect of American society. The agenda-based historical changes quoted below have been accorded authenticity through the awarding of doctoral degrees. They form the basis of Islamist revisionism of Middle East history and the history of Islam as a world religion.

Antoine Chaibane, “U.S. Influence in the Middle East,” Florida State University, 1980.

P.18 “The Balfour Declaration promised a land to a group of people, a land that belonged neither to the promisor or the promisee.”

P. 273 “It should be noted again that the apparent Jewishness of the U.S. media does not suggest that it has been deliberately used to serve Israel’s interests in American public opinion, but it merely illustrates the dominant role those prominent Jews play and their potential effect on public opinion concerning the Arab-Israeli dispute. For example, no matter how objective Bob Simon claims to be as the current CBS correspondent in Israel...or Tom Fenton of NBC, the simple fact that they are Jewish will undoubtedly affect their objectivity and their reporting neutrality about the issues. There is no such thing as mindless reporting.”

Michel Nabti, “The Coverage of Arabs in American Secondary Schools,” Stanford University, 1981.

This dissertation specifically charts changes in high school textbooks concerning how the history of the Middle East should be taught. Nabti uses omission of facts and supporting materials as primary devices for implementing historical revisionism. Everything here is the Palestinian narrative before its “codified” appearance at least 20 years later. Here is also the material needed for planting the seeds for anti-Semitism, Holocaust denial and anti-Americanism.

P. 12 “In March 1979 Egypt’s membership in the Arab League was suspended and it was decided to remove the headquarters of the League from Cairo and locate its

⁵ Michel Nabti, “*The Coverage of Arabs in American Secondary Schools*,” Stanford University, 1981; Gary McKiddy, “*Introduction of the Modern Middle East to Secondary Social Studies Teachers*,” Illinois State University, 1990; Susan Van de Ven, “*The Production of Middle East Chapters in World History Textbooks*,” Harvard University, 1990.

headquarters, its secretariat, and its permanent committee in Tunis.” [No explanation is given that Egypt was in fact blacklisted and excluded from the Arab League because it entered into a peace treaty with Israel.]

P. 204 “Many textbooks refer to Israel as the ‘Jewish State,’ terminology which implies that non-Jews either do not exist or do not ‘belong’ to Israel. This would be equivalent to calling America the ‘White Christian State.’”

Pp. 215-216 “Most of the coverage of the Palestine Liberation Organization in textbooks is in reference to terrorism. This represents the general misconception of the PLO as an organization whose one and only objective is to terrorize and destroy the people of Israel. The Israeli government maintains that it cannot negotiate with the PLO for that reason. It is appropriate to note in this context that, prior to Israel’s creation, the current Prime Minister of Israel, Menachem Begin, was a leader of the Irgun, an organization that used terrorism extensively against the Palestinian Arabs to achieve its objective of creating a Jewish state in Palestine. [The Irgun was formed in 1931 in response to the 1929 anti-Jewish riots. Until May 1939, the Irgun’s activities were limited to retaliation against Arab attacks. After the publication of the British White paper of 1939, the British mandatory authorities became the Irgun’s target.]⁶ It should also be noted that the Americans who fought the war for Independence against Great Britain were also perceived by the British as terrorists. This is not presented as a justification for the killing of innocent people. However, it does indicate that many people who were involved in such activities and achieved their objectives became viewed as respected leaders in the world. While some of their means to objectives can be strongly criticized, these people did act to achieve the national aspirations of their people.”

P. 226 “The Palestinians consider, as do non-Zionist Jews, that the return to the promised land should be a spiritual and not necessarily physical return, and that those who actually do return to Palestine need not create a political entity, a ‘Jewish state,’ to fulfill prophecy.”

P. 230 “Another Zionist claim discussed by most textbooks is the issue of anti-Semitism...While nineteenth century anti-Semitism stimulated the formulation of Zionist political ideology, the anti-Semitism of Nazi Germany stimulated the mass

⁶ Bernard Reich, A Brief History of Israel (New York: Checkmark Books, 2005), 38.

migration of Jews to Palestine where they eventually transformed ideology into political reality.”

P. 240 “The Arabs owned 48 percent of the land while the Jews owned only 6 percent. Most of the ‘public lands’ were large tracts of grazing land owned by Arab villages. However, even if the public lands were distributed according to population percentages, the Arabs would have had 78 percent of the land compared with 21 percent for the Jews. The textbooks give more frequent coverage to the Zionist claim that they bought the land, in essence, the 6 percent of the land they had acquired by 1948, than they do to the dispossession of the tenant farmers that resulted.”

P. 243 “If the Palestinian Arabs had been given aid and assistance comparable to that given the Zionists by world Jewry...the Palestinians could have done all that the Zionists did for the development of Palestine.”

P. 251 “The Zionists had, in fact, taken some of the territory allocated to the Arab State in the partition plan before the end of the mandate and the entrance of the Arab states in the 1948 war. According to the Arabs, the Zionists were the actual aggressors. From the Arab perspective, the creation of Israel was, itself, an act of aggression because it denied self-determination to the Palestinian Arabs. Even from the military standpoint, the Arabs maintain that the Jews fought in 1948, not simply to defend themselves, but to achieve two aggressive objectives.”

Samir Abed-Rabbo, “International Law and Palestine,” University of Miami, 1981.

P. 203 “The illegal establishment of Israel in 1948 produced unquestionable violations of Palestinian basic human rights.”

P. 206 “Israel’s intransigence and determination to control Palestine without its natives and the unconditional American support contribute to the prevailing injustice and thus violence is bound to continue.”

Charmaine Smiklo, “American Recognition of the PLO,” Claremont Graduate School, 1982.

P. 9 “Many Americans are deeply imbued with sympathy for the Jews as a result of the catastrophe suffered under Hitler, but they are aware neither of the distinct sense of nationality of the Palestinian Arabs, nor of the extent of their losses or dispersion, nor of the fact that the world’s recompense for the sufferings of the Jews was rank injustice to the Palestinians.”

Pp.12-13 “The Israeli Zionists subsequently contended that the Arabs brought the misfortune upon themselves, for it was they who chose to invade the newborn state in defiance of the world community...And when it came to the all-important question of the Palestinian refugees, the Zionists professed that their consciences were equally clear, for it was not they who drove them out, but their own leaders who ordered them to flee. Subsequently the Israelis did everything they could after 1948, to suppress a Palestinian identity, to eradicate any ideas of Palestinian irredentism, and through their policy of reprisals, to intimidate those Palestinians who had taken refuge in neighboring states. The thinking behind this strategy was quite simply that the Palestinians would eventually cease to exist.”

“If the Israelis could show that the Palestinians had really fled without cause, at the express instructions of their own leaders, they would greatly erode the world’s sympathy for the refugee plight---and, in consequence, the pressure on themselves to allow them to return. What is truly remarkable about this edifice of deceit, which has profoundly influenced Western opinion, is that it has stood solid and unchallenged for so long.”

Mafaz Kurdi, “Saudi Arabia (1970-1980) - Oil and the Arab-Israeli Conflict,” Claremont Graduate School, 1982.

P. 144 “The Jewish vote and the Jewish money have a tremendous effect on the United States election outcome, especially at the state and national levels. According to a non-Jew interviewed by Stephen Isaac, ‘You can’t hope to go anywhere in national politics if you are a Democrat without Jewish money.’”

Pp. 180-181 “There are some who believe in the myth that Israel is a strategic asset and ally. The Saudi view is that it is Israeli aggression and expansionist policy that will endanger United States interest and influence, and it is this same Israeli policy that will bring the Soviet Union into the Middle East. These proponents of Israel

believe in morality and this morality has led them to feel committed to defend the state of Israel. They are still crying about the Holocaust. But, in the Saudi view, these victims of the Holocaust are denying the Palestinians the very morality they believe in. The Saudis insist that Israel's military occupation has corrupted its democratic ideals."

**Sadaka Mustajel, "Nuclear Capabilities in the Arab-Israeli Conflict,"
Claremont Graduate School, 1983.**

P. 8 "Being an Arab, I can't be anti-Semitic because I myself am a Semite. However, I believe that the Zionist plan to establish a greater Israel is too dangerous to the world's peace and security, not to mention the Arabs' existence."

Pp. 208-209 "The success of the Zionist movement attained by creating the State of Israel in Palestine, marks one of the most dramatic tragedies in human history. The Zionists succeeded, by force, in establishing a state for the mostly European Jews on an already inhabited country of Palestine. Inevitably, the Zionist movement and its result, the state of Israel, collided with the already existing society in Palestine. The Zionists were militarily ready for such a collision. In fact, the Zionists have always sought to establish the 'Greater Israel' on a territory stretching from the Euphrates River near Baghdad to the Nile River in Egypt."

**Abdullah Senani, "Prince Fahd's 8 Point Plan," Claremont Graduate
School, 1983.**

P. 38 "In addition to the Bible and Nazi persecution themes, Zionists also exploited the Jewish vote in the American elections."

P. 56 "Israel has consistently violated truce agreements and UN resolutions, especially the one concerning the manner in which Palestine was to be partitioned. Israel has no legitimate existence under international law and United Nations resolutions."

P. 125 “The Israeli contention that Palestine is naturally a Jewish state because of the biblical heritage is nonsense to anyone remotely familiar with the history of Palestine.”

Nabiha Ghandour, “Coverage of the Arab World and Israel in American News Magazines between 1975-1981,” Columbia University Teachers College, 1984.

P. 11 “The concern of this researcher is what comes to the attention of high school students in the media. The possible effect of media content on young audiences has become a prevalent social concern among social scientists, in particular educators. The written word still dominates learning activities.”

Mohamed El Ayoubi, “The Palestinian Refugee Problem and U.S. Jews,” University of Kansas, 1985.

P. 133 “The Zionists, in fact, were very successful in mobilizing key American figures for the Jewish cause while Arab propaganda was almost absent from the scene...Moreover, the Zionists played an effective role in swaying their leaders of major American institutions, such as trade unions, colleges and universities, state and local governments, the Courts and Congress. News media were largely dedicated to supporting the Zionist demands.”

P. 412 “Jews could exert more pressure on the American government than Arabs or the oil companies could.”

Abdelkarim Abuelkeshk, “Portrayal of Arab-Israeli Conflict in the Media,” University of Wisconsin, 1985.

P. 7 “In addition to the political and economic influence of pro-Israel lobbies, many of the national, prestigious media are owned or influenced by Jews. Although overall media ownership by Jews is about 3.1 percent nationally...prestigious media, such as the New York Times, Washington Post, ABC, NBC, & CBS are or were included in that percentage.”

“Arabs began seeing firsthand how they were misrepresented in the U.S. mass media and, therefore, misperceived by the American people...The reality of their negative image was a profound shock for them...Anti-Semitism directed against Jews in the 1930s is today directed mostly against Arabs.”

P. 92 “Some reports also stated that the main restrictive practice in the United States is that American editors are nearly all afraid to tell the truth about the Arab-Israeli controversy because of the Zionist Lobby.”

Chung Lee, “Israel-Arab Lobby in American Politics,” University of Missouri, 1986.

P. 176 “In addition, members of the Jewish Lobby engaged against Arab countries. In 1981, the Jewish Lobby produced a 48-page report entitled Saudi Arabia: Beneath the Veil. The report misleadingly described Saudi Arabia’s system of government and foreign policy in an attempt to portray Saudi Arabia as an enemy of the United States.”

Hussein Elomari, “Terrorism and the Palestinian Experience in Israel,” Union for Experimenting Colleges and Universities, 1989.

P. 70 “The Palestinians are dedicated to the idea that Judaism is a religion of universal values, not a nationality and that the home of Americans of Jewish faith is America and nowhere else.”

P. 71 “The Palestinians believe that the Bible does not support the Zionist claim. The Arabs of Palestine are more entitled to their home than Sammy Davis, Jr., in the U.S.A.”

Julie Marie Peteet, “Gender in Crisis: Women and the Palestinian Resistance Movement,” University of California Los Angeles, 1988.

P. 6 “Zionism, the political ideology of the exclusivist Jewish settler colonialist movement in Palestine, was predicated on the assumed non-existence of the indigenous Palestinian population.”

P. 7 “When the Palestinians restricted Zionist colonialization of the land, the latter embarked upon a systematic removal of the indigenous Palestinian population.”

Zaha Bustami, “U.S. Policy in Palestine 1936,” Georgetown University, 1989.

P. 438 “Murray may not have been aware of a far more overreaching idea Roosevelt entertained seriously enough to discuss with the British three months earlier: a total removal of the Arabs of Palestine.”

P. 439 “Roosevelt had some concrete ideas...The Arabs would be told that, since the Trans-Jordan desert could be irrigated, the U.S. and British governments would provide about \$200,000,000 to buy and dig wells in it for the Arabs leaving Palestine. If the Arabs, thus enticed did not leave willingly, Roosevelt said that they should be “forced to do so if necessary, freeing their Palestine lands for the Jews.”

Hisham Ahmed, “U.S. Foreign Policy & Palestinian Self-Determination,” University of California, Santa Barbara, 1989.

P. 212 “Contrary to the widely-held belief that Zionism is ‘the national liberation movement of the Jews,’ its main tenets are based on prejudice, not only against Palestinians, Arabs, Christians and Moslems, but also on hatred of all who do not subscribe to the Zionist ideology, including Jews. Thus far we have witnessed Zionist manipulation of American foreign policy, the objective of which was to perpetuate the colonization of Palestine and to legitimize the denial of the right of the Palestinian people to self-determination. Their propaganda machinery embarked on spreading the myth, in the West in general and in the United States in particular, that the Zionist program was mainly interested in creating a haven for persecuted Jews.”

Pp. 213-214 “Zionists’ zealotry appeared most dramatically in their collaboration with the Nazis...Pertinent to our study is to note that Zionist collaboration with the Nazis evolved into Zionist obstruction of efforts to change immigration laws in Western Europe and the United States which were intended to rescue persecuted Jews.”

Gary McKiddy, “Introduction of the Modern Middle East to Secondary Social Studies Teachers,” Illinois State University, 1990

This dissertation charts changes in high school textbooks concerning how the Middle East should be taught. It comes 10 years after Michel Nabti’s dissertation on the same subject. McKiddy’s dissertation illustrates how the American curriculum has been successfully changed into one that is basically anti-Israel, strongly anti-American and definitely anti-Semitic. Like Nabti, McKiddy uses inclusion of historically inaccurate facts and omission of facts and supporting materials and innuendo as primary devices for advancing historical revisionism.

P.160 “Media coverage of Israeli government reaction to an uprising by Palestinians [Intifada] which began in December 1987 changed the perception of the Palestinians in the media, thus gaining support for their peace proposals. Palestinian youths and women hurled stones. The troops responded by shooting demonstrators and bulldozing the homes of suspected leaders.”

Pp. 378-379 “The October 1973 War provided a shift in Arab attitudes toward Western adaptionist governments, Israel, and Arab relations with the West. The early successes of the Egyptian army, especially the crossing of the Suez Canal...finally destroyed the myth of Israeli military supremacy. Sadat became an Arab hero and Egypt regained her position as one of the leading Arab states. The war also resulted in an unusual degree of cooperation between Arab nations. Egypt, Syria, and Jordan had successfully coordinated their military campaigns. The following year, 1974, the oil producing states were successful in imposing an oil embargo against the United States, Israel’s chief military supplier. The Arabs could now consider themselves the military equals of the Israelis, and, with the income generated from higher oil prices, a major force in world finance. OPEC had for the first time shown its ability to limit oil supply and thus control prices.”

Pp. 486-489 Answers to student questions – Student Activity Palestine Lives End 20 Years of Occupation [handout created by McKiddy for high school students]

1. Where is Palestine? It is the area of the British mandate which today comprises the state of Israel, the West Bank, and the Gaza Strip.
2. Who is referred to as the “occupying” country? Israel.
3. What is the symbol on the bumper sticker? Why was it chosen? The symbol is the dove. It is chosen because it is a sign of peace.
4. The symbol is surrounded with patches of black, red, and green. Why might those colors have been chosen? The colors are those of the Palestinian flag.
5. What event which occurred 20 years ago (approximately) began the “occupation?” The event was the 1967 War which resulted in the Israeli occupation of the West Bank and Gaza.

Rateb Sweiti, “Carter and Reagan Administrations Approaches to the Palestinian Issues,” Howard University, 1991.

P. 15 “As for presidential elections, the Jewish Lobby has been able to effectively manipulate the American political system which is based, in part, on the significance of electoral college votes to the presidential elections. This system is amenable to the influence of minority groups, e.g., the Jewish Lobby. The well-organized Jewish Lobby manipulates this system by using the Jewish votes to bargain for a strong position and in affecting the selection of their favorite candidates.”

“By contrast, the Arab Lobby is not as influential as the Jewish Lobby in affecting the direction of American foreign policy toward the Arab-Israeli conflict. One reason for this is that the Jewish Lobby is much stronger and more entrenched in American domestic politics...The media’s imbalanced reporting of Middle East news has ostensibly meant that the Jewish Lobby is much stronger in that American support for Israel is viewed as being compatible with American foreign policy in general.”

P. 390 “Israel is a minor attribute to the survival and prosperity of the United States. Nonetheless, its value is artificially inflated due to the inability of the United States to distinguish between the value of national interests.”

P. 401 “The United States is in a unique position, as Israel is fully dependent on American aid for survival, to play a role in straightening out Israeli behavior. Then,

the international community could redress its past mistakes by giving back to the Palestinian people their last natural right to statehood.”

Abdulrahman Ol-Osail, “US and Saudi Arabian Arms Sales,” University of South Carolina, 1991.

Pp. 45-46 “The Israeli Threat: Many Arab states share, to a greater or lesser degree, the perception that Israel represents the prime immediate threat to their well-being and sovereignty...Saudi leaders are aware that with their increased involvement in intra-Arab affairs since the October 1973 war; with their financial support of Jordan, Syria and the Palestinian Liberation Organization (PLO); and with their military modernization programs, Israel might well consider the Kingdom a target in any new outbreak of hostilities...Israel, not the Soviet Union, poses the primary threat to Saudi Arabia.”

The immediate question that needs to be addressed is why professors charged with directing doctoral dissertations at leading American academic institutions accepted inaccurate, fallacious, agenda-based, and at times clearly biased research as historically accurate and then accorded it credibility, legitimacy, and authenticity by granting those doctoral candidates their doctoral degrees. Perhaps part of the answer lies in the tremendous gifts and contracts solicited and received by American universities from Arab countries and Arab-oriented sources.⁷ Standards that

⁷ ADL, Pp. 3-10. “In January, 1975, representatives of Georgetown University, the University of Pennsylvania, and Johns Hopkins University were guests of the Sultan of Oman at the Blair House in Washington. The Sultan had announced grants of \$100,000 to each of the schools to promote Arab and Islamic studies.” “The California story begins in April, 1976, when the Kingdom of Saudi Arabia gave the University of Southern California, one of the largest private institutions of higher education in the United States, a \$1million grant to establish the “King Faisal Chair of Islamic and Arab Studies...The next step in the scenario was the establishment of a Middle East Center at USC...designed “to provide research and related services” on the Middle East “to non-academic community, and to prepare students for academic, business and governmental careers relating to the Middle East.” “In 1975...Georgetown University in Washington announced the founding of its Center for Contemporary Arab Studies – studies in the fields of Arab politics and diplomatic policies as well as those of economic development, language and culture...In addition to the early grant from the Sultan of Oman, Georgetown has accepted gifts of \$200,000 from Saudi Arabia; \$425,000 from Jordan; \$50,000 each from Egypt and Qatar; and \$350,000 from the United Arab Emirates...But by far the largest grant to Georgetown came that same year [1977] when the university accepted \$750,000 from the Government of Libya for the endowment of the al-Mukhtar chair of Arab Culture. The first incumbent named to the chair was Arafat’s friend, Professor [Hisham] Sharabi...What is profoundly significant in the implications of Georgetown’s contracts with the extremist Qaddafi and other Arab states is the fact that Georgetown produces more U.S. foreign service officers than any other university in the country.” “[In a May-June 1979 issue of *Aramco World*, the magazine of the Saudi-controlled oil combine] Aramco’s editors rejoiced over several specific gifts which they said included: -- An annually-endowed chair at Harvard University...from the government of Kuwait; -- \$25,000 from the Sultan of Oman for the appointment of a professor of Middle Eastern science at New York University; -- A \$200,000

governed the awarding of master and doctoral degrees seem to have been severely compromised, flooding academia with teachers and professors who answer to an agenda which undermines and endangers America's Constitutional Republic and democratic concepts. The well-placed investment of Arab oil dollars in American education, starting in the mid-1970s and continuing to the present, must be considered as one element of the ever-growing "stealth Jihad mission" defined by Robert Spencer: "The stealth Jihad mission involves many things. It involves insinuating elements of Islamic law into government, into media, into education, into American businesses."⁸ Although by law American universities must report foreign gifts of \$250,000 or more to the United States Department of Education, there is no real enforcement of this law and therefore little accountability or transparency. The U.S. Department of Education lists billions of dollars in foreign gifts of over \$250,000 for the years 1995-2008 from the Gulf and Arab States.⁹ Saudi Arabia started its investment in American education in the mid-1970s and remains at the forefront.

Reputable scholars, researchers and journalists have finally started to examine the aims and ramifications of this influx of Saudi dollars.¹⁰

While several dissertations charted changes in how the Middle East should be taught, it took the formation of three organizations in California to implement the content and political agenda changes into textbooks, the curricula and the classrooms. The first is the Teachers Curriculum Institute, founded in 1989 by a small group of social studies teachers committed to "engaging all learners in the diverse classroom."¹¹ TCI has made its name in the field of K-12 social studies textbooks. Their *History Alive! The Medieval World and Beyond* (2004) is perhaps

grant to Duke University from the government of Saudi Arabia for a program of Islamic and Arabian studies, and \$88,000 from the government of Libya for a similar program at the University of Utah."

⁸ Robert Spencer, "Resisting Stealth Jihad," *Middle East Forum*, January 14, 2009, www.meforum.org/2052/resisting-stealth-jihad.

⁹ U.S. Department of Education, "Saudi Funding Correction, Endowment for Middle East Truth," December 6, 2010, <http://emetonline.org/correction.html>. Saudi Arabia \$92,972,720; Bahrain \$8,843,758; Egypt \$4,765,858; Kuwait 7,639,854; Lebanon \$3,000,000; Oman \$9,046,080; Qatar \$151,702,156; United Arab Emirates \$52,058,098.

¹⁰ Katrina Thomas, "America as Alma Mater," *Saudi Aramco World*, May/June 1979, pp.2-11; Lee Kaplan, "America's Elites and Saudi Money," *American Thinker*, April 2006,

http://www.americanthinker.com/2006/04/americas_elites_and_saudi_mone.html;

Mark Silverberg, "The Wahhabi Invasion of America," February 27, 2003,

<http://jfednepa.org/mark%20silverberg/whahhabi.html>; Susan Gershowitz, "The Prince's Money," *National Review Online*, December 20, 2005,

<http://old.nationalreview.com/comment/gershowitz200512200838.asp>

¹¹ See TCI, <http://www.teachtci.com>.

one of the most problematic sources on Islam still used throughout the country today. AWAIR (Arab World and Islamic Resources and School Services, established 1991) is another force in education. It represents the long-term efforts by Audrey Shabbas and colleagues who share commitment to quality materials and services for educators teaching about the Arab World and Islam at the pre-college level. While AWAIR has other materials on Islam and the Middle East, it is best known for its 540-page loose-leaf notebook *The Arab World Studies Notebook* (Berkeley: AWAIR 1990, 1998,) intended for teacher use with secondary school students. According to the AWAIR 1991 website, it is currently in the hands of 10,000 teachers and has impacted (by conservative accounting) 25 million students.¹² Audrey Shabbas remains the driving force behind social studies teachers' training through her development of heavily endowed and subvented workshops which use *The Arab World Studies Notebook* to change how the Middle East and Islam are taught in the U.S. However, it is the Council on Islamic Education (CIE), founded in 1990 by Shabbir Mansuri, which is the most powerful force in American education today because of its unchallenged influence over American publishing houses for over more than a decade. The CIE is the only national faith-based organization in the United States that is directly involved in the process of reviewing public school textbooks from a multicultural perspective. An article written in September 2010 by Samana Siddiqui for Soundvision.com, profiles the CIE, presents the reasons for its formation and discusses at length the CIE's working relationship with Houghton Mifflin.¹³ Shabbir Mansuri, an Indian-born Muslim who immigrated to the United States in 1969 and studied Chemical Engineering at the University of Southern California, is the Founding Director of the CIE and has taken the presentation of Islam in US textbooks as his pedagogical mission. Susan Douglass, listed as an "affiliated scholar at the CIE," is a convert to Islam, educated at Georgetown University and employed until 2003 at the Saudi funded Islamic Saudi Academy in Alexandria, VA.¹⁴ Together they are the most influential consultants on Islam, working for such major publishing houses as Houghton Mifflin, Prentice Hall and McGraw Hill and implementing the Arab "master plan" for changing education in this country.

¹² See Arab World and Islamic Resources Online, www.awaironline.org.

¹³ Samana Siddiqui, "Profile: Council on Islamic Education," Soundvision: Islamic Information and Products, <http://www.soundvision.com/Info/education/pubschool/pub.cie.asp>

¹⁴ Paul Sperry, "Look Who's Teaching Johnny about Islam," WorldNetDaily, May 3, 2004, http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=38304

Interestingly enough, another organization was founded in 2005, also in California and also dedicated to implementing changes in K-12 textbooks and curriculum. What sets it apart from the other three is that it started as an arm of the Jewish Community Relations Council (JCRC) of the Bay Area and worked primarily on obtaining changes on Biblical Judaism and Biblical Israel from publishing houses. In 1989, California reintroduced teaching World Religions in public schools. This development is what led the Executive Director of the San Francisco-based Jewish Community Relations Council to question what the new textbooks would teach about Jews and Judaism. Unfortunately, he found that the new textbooks included egregious errors, misinformation and stereotypes on Judaism, the Jewish People and Jewish History. This became a driving factor in the creation of the Institute for Curriculum Services (ICS) in 2005. ICS states on its website that it specializes in Jews, Judaism, Jewish history (ancient, medieval, and modern), and Israel. The careful reading of its website shows that it is Leftist-leaning, as are most JCRCs; it supports the Two State Solution, and it has a primary trainer who supports BLM and the ideology of the Biden-Harris Democrat Party.

II. George Soros and the Infusion of Globalist Communist Dollars into American Education¹⁵

This section investigates the impact of the ideology and extraordinary wealth of George Soros upon the American education system. There is no question in my mind that Soros saw and understood the significance of the assault on American education by Saudi Arabia, Qatar, and other Arab nations. He found a vast terrain prepared for his anti-American, anti-Israel, anti-Holocaust, and anti-Semitic ideology as well as a voracious venue for his exceptional wealth. Saudi and Arab petrol dollars had purchased the ethics and content and had established the Leftist engendered descent of the American education system. Islamism had prepared the attack on the Judeo-Christian tradition of our Constitutional Republic and our society. George Soros understood then, as he understands now, that the ultimate control over America will be decided by a battle between Islamism and Globalism. It is in preparation for this “war between the two ...isms” for America’s conquest that Soros continues his financing of his Globalist, Communist, Racist, Anarchist, anti-American, anti-Semitic, anti-Israel, and anti-Islamist agenda.

¹⁵ Written by Dr. Sandra Alfonsi

Who is George Soros and what drives him to build colossal fortunes to give away through his Open Society Foundations? Soros and his Open Society Foundations object at their core to ‘closed societies.’ A closed society as defined by Soros is one with managed borders that are supervised, with laws and customs unique to that sovereign. That is a closed society in his mind, one that hinders mankind’s development. Since the fall of the Soviet Union, he has described American exceptionalism and American supremacy as the most dangerous forces for the world at large. A world with a unique and strong America is the worst thing imaginable to Soros.¹⁶

Where is the impact of George Soros and his funding most easily identified? According to a lengthy report *George Soros: Godfather of the Left*, published in 2022 by the Media Research Center:

“Left-wing donor George Soros spent more than \$400 million world-wide to indoctrinate students and teach them to promote liberal, and in some cases extremist, causes. He has even funded his own university that promotes his own unique philosophy of open society.

He’s not only managed to buy academic freedom, but win the hearts and minds of students around the world and train them to become left-wing activists.

Ivy League schools to include Harvard, Columbia, and Yale were also well funded through the Soros foundations. A Harvard documentary on the War on Terror received Soros-funds along with various left-wing projects at other universities to include judicial and journalism initiatives. Programs that teach and promote Soros’s ideology are heavily funded across the board.

He’s given more than \$550 million to fund the liberal infrastructure in the United States – pro-abortion, pro-euthanasia, pro-gay marriage, pro-drug legalization, pro-union and pro-government-funded media as well as anti-faith, anti-death penalty and as anti-conservative as they come.”¹⁷

The next question to ask is where Soros funding is overtly visible in K-12 education, across the United States. There is no doubt that his constant mega-support of the Black Lives Matter (BLM) Movement, which includes the Black Lives Matter K-12 Curriculum, helps strengthen and embed the BLM tenet of America’s *Systemic Racism*. It supports decriminalizing drugs both in the political forum and in our textbooks. It contributes to the BLM undermining of the US Civil Rights Movement, including palpable disdain for Martin Luther King. This frontal

¹⁶ [Making sense of George Soros- final chapter \(substack.com\)](#), Musings that Matter, Daniel Plager, Aug.1, 2022

¹⁷ <https://www.mrc.org/special-report-george-soros-godfather-left,2022>.

attack on our Civil Rights Movement stands out in our textbooks. The comparison of BLM to the Civil Rights Movement is an insult to the memory of the Civil Rights Movement, its leader Martin Luther King, Jr., and to our Constitution and Founding Fathers. Rev. King fought against discrimination and for freedom and unity, neither of which is true of BLM. The most prominent African American figure in the U.S. today is Louis Farrakhan, leader of the African American Nation of Islam and a notorious anti-Semite.¹⁸

To understand the Leftist agenda as put forth in the Black Lives Matter at School Curriculum, we need to look at the content of the week-long BLM at School Week, now held in dozens of schools across the US and growing annually. Each day of the planned week adopts different themes from the 13 principles of the Black Lives Matter movement: diversity, restorative justice, black women, black villages, globalism, empathy, loving engagement, queer affirming, intergenerational, collective value, transgender affirming, unapologetically black and black families.¹⁹ The NEA has played a major role in codifying the BLM Curriculum at School and also the at School Week and in giving them permanent recognition and a place in any school across the States.²⁰

Some Florida school districts participate in the BLM at School Week. BLM curriculum material has been and is still used in some Florida schools. Florida parents try their best to express their disapproval of BLM material at Board meetings.²¹ However, without understanding what the BLM Movement stands for, what it proposes to carry out in our schools and in our country, what havoc it wreaks on our children and on our society, we cannot understand what the billions of dollars poured into it by Soros mean. In my opinion, the Black Lives Matter K-12 Curriculum is harmful to our children in many ways. It teaches hate of particular individuals and of the United States. It is racist, anti-White, anti-police, anti-Constitution, anti-American and anti-Semitic. It reinforces the revisionist history already in our textbooks and curriculum and adds its destructive perspective to it. BLM's leaders openly admit that they want to abolish the nuclear family, police,

¹⁸ <http://www.wrongkindofgreen.org/tag/george-soros/>
<https://mustreadalaska.com/black-lives-matter-demands-defunding-of-police-but-is-it-an-actual-hate-group/>
<https://www.influencewatch.org/movement/black-lives-matter/>

George Soros funds Ferguson protests, hopes to spur civil action - Washington Times

¹⁹ <https://www.jewishexponent.com/2017/01/20/zoa-opposes-black-lives-matter-week-philly-schools>

²⁰ Black Lives Matter at School Spotlights Racial Justice in Education | NEA

²¹ [Florida school district's pro-BLM cartoon draws the ire of some parents | Fox News](#)

prisons and capitalism. The anti-American agenda of Black Lives Matter, under the guise of fighting racism, seeks to transform the United States into a totalitarian, Communist society. BLM has taken much of its agenda from radical leftist groups active in the United States during the 1960s and 1970s. Soeren Kern has best defined the origins of BLM as follows: “BLM is an ideological descendant of the Black Power Movement, the Black Panthers, the Black Liberation Army and the Weather Underground, all of which sought to overthrow the U.S. political system.”²²

Much of Soros’ funding is aimed at the disruption of our election system and the support of Leftist candidates, the same candidates who support teaching Systemic Racism, Defunding the Police, America as a “Slave Nation,” White Privilege and Critical Race Theory. It is important to note that there are “Battleground States” targeted for political “revisionism,” i.e., Red States to be turned into Blue States, thereby impacting the make-up of every agency and aspect of State governance.²³

“A nonprofit arm of the donor network Way to Win is working with philanthropic organizations including the Ford Foundation and George Soros’ Open Society to raise the money. The network has already donated \$50 million this cycle, which has largely gone to groups in battleground states including Michigan, North Carolina, Florida, Georgia and Arizona.”

What remains here is to examine the antisemitism of George Soros, its origin and manifestations. His continuous financial support of BLM is in keeping with his Weltanschauung ... clearly defined in this quote by Dr. Manfred Gerstenfeld:²⁴

“In a recent public letter permeated with distortions published in *The New York Times*, 600 Jewish signatory organizations identified themselves with Black Lives Matter (BLM). This decentralized movement was founded by Marxists and had in its original platform expressions of extreme anti-Israel incitement. BLM is a racist, anti-capitalist, anti-democratic movement that should be exposed as such and fought. It intends nothing good for Jews or Israel, regardless how many Jews proclaim their allegiance to it.”

George Soros was born a Jew and yet, he is a virulent Jew-Hater and a virulent enemy of Israel. Dennis Prager has written an exceptional piece on this and has

²² <https://www.gatestoneinstitute.org/16301/black-lives-matter-part-ii> ,

²³ https://www.phillytrib.com/black-lives-matter-network-establishes-12m-grant-fund/article_a2e7867a-53e4-5b89-8c3a-f5e13ee1d4d7.html, June 18, 2020

²⁴ Repairing the World by Embracing Antisemites: American Jews and Black Lives Matter (besacenter.org), September 17, 2020.

provided, in my opinion, the finest explanation of Soros anti-Semitism and Israel-hatred.²⁵

“What do Karl Marx, Leon Trotsky, Noam Chomsky and George Soros have in common?

They were/are all radicals, born to Jewish parents, had/have no Jewish identity and hurt Jews (not to mention non-Jews).

The term “non-Jewish Jew” is generally attributed to the Polish, Marxist Jewish historian Isaac Deutscher, who wrote an essay by that name in 1954. The term describes the individual who, though born a Jew (Judaism consists of a national/peoplehood identity, not only a religious one), identifies solely as a citizen of the world and not as a Jew, either nationally or religiously.

Once the walls of Jewish ghettos broke down and European Jews were allowed to leave Jewish societies, many Jews became non-Jewish Jews. In most cases, either they or their children assimilated into the societies in which they lived. However, a small but significant percentage became radicalized. They came to loathe “bourgeois,” i.e., traditional middle class, values and Judeo-Christian society; Western national identities (though they generally supported anti-Western national identities); and they particularly loathed Jewish religious and national identity.”

So, George Soros is not a “self-hating Jew,” as he has often been defined. To qualify as such, he would need to identify as a Jew and not as a “citizen of the world.” Identify as a Jew and not as a Globalist. Why? Dennis Prager put it clearly — “Judaism consists of a national/peoplehood identity, not only a religious one.”²⁶ Soros does not identify as a Jew. He refutes such an identity; he has no attachment to Judaism as a religion; he renounces and denounces it. He therefore supports the elimination, from U.S. Civics education, of the Judeo-Christian tradition as part of the heritage of America and its Constitutional Republic. He is as virulently anti-Israel as he is anti-Semitic. As described by Martin Peretz, editor-in-chief of The New Republic, “George Soros is ostentatiously indifferent to his own Jewishness. He is not a believer. He has no Jewish communal ties. He certainly isn’t a Zionist. He told Connie Bruck in The New Yorker — testily, she recounted — that ‘I don’t deny the Jews their right to a national existence — but I don’t want to be part of it.’ Writing in The Wall Street Journal, Joshua Muravchik reported that Soros has publicly likened Israel to the Nazis.”²⁷ Soros supports Palestinian nationalism, but

²⁵ <https://dennisprager.com/column/george-soros-and-the-problem-of-the-radical-non-Jewish-Jew> February 27, 2007

²⁶ IBID.

²⁷ IBID

that is a consistent feature of radicals — anti-Jewish and anti-American nationalisms are good, Jewish and American nationalisms are bad. Thus, as reported in the Jerusalem Post, “Soros and his wealthy Jewish American friends have now decided to aim their fire directly at Israel . . . to form a political lobby that will weaken the influence of the pro-Israel lobby AIPAC.”²⁸

BLM has provided Soros with an outstanding venue for funding both his anti-Semitism and anti-Israel ideology. BLM at school Curriculum indoctrinates our young people with rabid anti-Semitism and anti-Israelism. Our textbooks, especially those published by Pearson and McDougal Littell, bear witness to this. The BLM Platform endorses BDS and supports anti-Israel activism. Its language contains false accusations and extreme anti-Israel incitement, as seen below.

“The US justifies and advances the global war on terror via its alliance with Israel and complicity with the genocide taking place against the Palestinian people. The US requires Israel to use 75 percent of all the military aid it receives to buy US-made arms. Consequently, every year billions of dollars are funneled from US taxpayers to hundreds of arms corporations, who then wage lobbying campaigns pushing for even more foreign military aid. The results of this policy are twofold: it not only diverts much needed funding from domestic education and social programs, but it makes US citizens complicit in the abuses committed by the Israeli government. Israel is an apartheid state with over 50 laws on the books that sanction discrimination against the Palestinian people. Palestinian homes and land are routinely bulldozed to make way for illegal Israeli settlements. Israeli soldiers also regularly arrest and detain Palestinians as young as 4 years old without due process. Every day, Palestinians are forced to walk through military checkpoints along the US-funded apartheid wall.”²⁹

After pressure from outside forces, BLM removed its Platform and substituted a shorter version with no mention of Israel. However, there are many of us who already had “saved” it before it was removed.³⁰

One of the three founders of the BLM network, Patrisse Cullors, visited Israel in 2015 and said afterward: “This is an apartheid state. We can’t deny that and if we do deny it, we are a part of the Zionist violence. There are two different systems here

²⁸ IBID

²⁹ [ZOA: BlackLivesMatter Platform Falsely Accuses Israel of Genocide, etc. – Yet ADL Still Promotes BLM | The Jewish Press - JewishPress.com | Morton A. Klein | 6 Av 5776 – August 10, 2016 | JewishPress.com](#)

³⁰ [Repairing the World by Embracing Antisemites: American Jews and Black Lives Matter \(besacenter.org\)](#)

in occupied Palestine. Two completely different systems. Folks are unable to go to parts of their own country. Folks are barred from their own country.”³¹

Although the original Platform was taken off the organization’s website, the harm had already been done. This became even clearer when BLM in the UK posted an anti-Israel statement: “As Israel moves forward with the annexation of the West Bank, and mainstream British politics is gagged of the right to critique Zionism, and Israel’s settler colonial pursuits, we loudly and clearly stand beside our Palestinian comrades.” The group hailed their supposed brothers-in-arms with terminology commonly used by the far left and unreconstructed communists, then added an emphatic “FREE PALESTINE.”³²

One question remains – at least in my mind. We know about all of the money given to BLM because BLM has made it public in the press. Much has been written about the millions given through Soros’s Open Society Foundations to BLM. In this way, Soros has been and still is influential in shaping much of BLM’s anti-American, anti-Semitic and anti-Israel education and political causes. However, almost no press has been given to his massive donations to other causes. After much research, I found an article about some of the Leftist organizations to which the Soros Open Society Foundations make direct donations.³³

- Al-Haq: This NGO produces highly politicized reports, papers, books, and legal analyses regarding alleged Israeli human-rights abuses committed against Palestinians.
- All of Us or None: This organization seeks to change voting laws — which vary from state to state — so as to allow ex-inmates, parolees, and even current inmates to cast their ballots in political elections.
- Alliance for Justice: Best known for its activism *vis à vis* the appointment of federal judges, this group consistently depicts Republican judicial nominees as “extremists.”
- America’s Voice: This open-borders group seeks to promote “comprehensive” immigration reform that includes a robust agenda in favor of amnesty for illegal aliens.
- American Bar Association Commission on Immigration Policy: This organization “opposes laws that require employers and persons providing education, health care, or other social services to verify citizenship or immigration status.”

³¹ IBID

³²IBID

³³Organizations Funded Directly by George Soros and his Open Society Foundations – The Millennium Report, March 21, 2017

- American Civil Liberties Union: This group opposes virtually all post-9/11 national security measures enacted by the U.S. government. It supports open borders, has rushed to the defense of suspected terrorists and their abettors, and appointed former New Left terrorist Bernardine Dohrn to its Advisory Board.
- American Constitution Society for Law and Policy: This Washington, DC-based think tank seeks to move American jurisprudence to the left by recruiting, indoctrinating, and mobilizing young law students, helping them acquire positions of power. It also provides leftist Democrats with a bully pulpit from which to denounce their political adversaries.
- American Federation of Teachers: After longtime AFT President Albert Shanker died in 1997, he was succeeded by Sandra Feldman, who slowly “re-branded” the union, allying it with some of the most powerful left-wing elements of the New Labor Movement. When Feldman died in 2004, Edward McElroy took her place, followed by Randi Weingarten in 2008. All of them kept the union on the leftward course it had adopted in its post-Shanker period.
- Amnesty International: This organization directs a grossly disproportionate share of its criticism for human rights violations at the United States and Israel.
- Applied Research Center: Viewing the United States as a nation where “structural racism” is deeply “embedded in the fabric of society,” ARC seeks to “build a fair and equal society” by demanding “concrete change from our most powerful institutions.”
- Arab American Institute Foundation: The Arab American Institute denounces the purportedly widespread civil liberties violations directed against Arab Americans in the post-9/11 period and characterizes Israel as a brutal oppressor of the Palestinian people.
- Aspen Institute: This organization promotes radical environmentalism and views America as a nation plagued by deep-seated “structural racism.”
- Bend The Arc: A Jewish Partnership for Justice: This organization condemns Voter ID laws as barriers that “make it harder for communities of color, women, first-time voters, the elderly, and the poor to cast their vote.”
- Bill of Rights Defense Committee: This group provides a detailed blueprint for activists interested in getting their local towns, cities, and even college campuses to publicly declare their opposition to the Patriot Act, and to designate themselves “Civil Liberties Safe Zones.” The organization also came to the defense of self-described radical

attorney Lynne Stewart, who was convicted in 2005 of providing material support for terrorism.

- Campus Progress: A project of the Soros-bankrolled Center for American Progress, this group seeks to “strengthen progressive voices on college and university campuses, counter the growing influence of right-wing groups on campus, and empower new generations of progressive leaders.”
- Center for American Progress: This leftist think tank is headed by former Clinton chief of staff John Podesta, works closely with Hillary Clinton, and employs numerous former Clinton administration staffers. It is committed to “developing a long-term vision of a progressive America” and “providing a forum to generate new progressive ideas and policy proposals.”
- Center for Constitutional Rights: This pro-Castro organization is a core member of the open borders lobby, has opposed virtually all post-9/11 anti-terrorism measures by the U.S. government, and alleges that American injustice provokes acts of international terrorism.
- Constitution Project: This organization seeks to challenge the legality of military commissions; end the detainment of “enemy combatants”; condemn government surveillance of terrorists; and limit the President’s executive privileges
- Democratic Justice Fund: DJF opposes the Patriot Act and most efforts to restrict or regulate immigration into the United States — particularly from countries designated by the State Department as “terrorist nations.”
- Free Exchange on Campus: This organization was created to oppose the efforts of one individual, David Horowitz, and his campaign to have universities adopt an “Academic Bill of Rights,” as well as to denounce Horowitz’s 2006 book *The Professors*. Member organizations of FEC include Campus Progress (a project of the Center for American Progress); the American Association of University Professors; the American Civil Liberties Union; People For the American Way; the United States Student Association; the Center for Campus Free Speech; the American Library Association; Free Press; and the National Association of State Public Interest Research Groups.
- Gamaliel Foundation: Modeling its tactics on those of the radical Sixties activist Saul Alinsky, this group takes a strong stand against current homeland security measures and immigration restrictions.
- Gisha Center for the Legal Protection of Freedom of Movement: This anti-Israel organization seeks to help Palestinians “exercise their right to freedom of movement.”

- I'lam: This anti-Israel NGO seeks "to develop and empower the Arab media and to give voice to Palestinian issues."
- Institute for Policy Studies: This think-tank has long supported Communist and anti-American causes around the world. Viewing capitalism as a breeding ground for "unrestrained greed," IPS seeks to provide a corrective to "unrestrained markets and individualism." Professing an unquestioning faith in the righteousness of the United Nations, it aims to bring American foreign policy under UN control.
- International Crisis Group: One of this organization's leading figures is its Mideast Director, Robert Malley, who was President Bill Clinton's Special Assistant for Arab-Israeli Affairs. His analysis of the Mideast conflict is markedly pro-Palestinian.
- J Street: This anti-Israel group warns that Israel's choice to take military action to stop Hamas' terrorist attacks "will prove counter-productive and only deepen the cycle of violence in the region"
- Jewish Funds for Justice: This organization views government intervention and taxpayer funding as crucial components of enlightened social policy. It seeks to redistribute wealth from Jewish donors to low-income communities "to combat the root causes of domestic economic and social injustice." By JFJ's reckoning, chief among those root causes are the inherently negative by-products of capitalism – most notably racism and "gross economic inequality."
- Lawyers Committee for Civil Rights Under Law: This group views America as an unremittingly racist nation; uses the courts to mandate race-based affirmative action preferences in business and academia; has filed briefs against the Department of Homeland Security's efforts to limit the wholesale granting of green cards and to identify potential terrorists; condemns the Patriot Act; and calls on Americans to "recognize the contribution" of illegal aliens.
- Leadership Conference on Civil and Human Rights: This organization views the United States as a nation rife with racism, sexism, and all manner of social injustice; and it uses legislative advocacy to push for "progressive change" that will create "a more open and just society."
- MACHSOM Watch: This organization describes itself as "a movement of Israeli women, peace activists from all sectors of Israeli society, who oppose the Israeli occupation and the denial of Palestinians' rights to move freely in their land"
- Malcolm X Grassroots Movement: This group views the U.S. as a nation replete with racism and discrimination against blacks; seeks to establish an

- independent black nation in the southeastern United States; and demands reparations for slavery.
- Muslim Advocates: Opposed to U.S. counter-terrorism strategies that make use of sting operations and informants, MA characterizes such tactics as forms of “entrapment” that are inherently discriminatory against Muslims.
 - National Lawyers Guild: This group promotes open borders; seeks to weaken America’s intelligence-gathering agencies; condemns the Patriot Act as an assault on civil liberties; rejects capitalism as an unviable economic system; has rushed to the defense of convicted terrorists and their abettors; and generally, opposes all U.S. foreign policy positions, just as it did during the Cold War when it sided with the Soviets.
 - New Israel Fund: This organization gives support to NGOs that regularly produce reports accusing Israel of human-rights violations and religious persecution.
 - Palestinian Center for Human Rights: This NGO investigates and documents what it views as Israeli human-rights violations against Palestinians.
 - Southern Poverty Law Center: This organization monitors the activities of what it calls “hate groups” in the United States. It exaggerates the prevalence of white racism directed against American minorities.
 - World Organization Against Torture: This coalition works closely with groups that condemn Israeli security measures against Palestinian terrorism.

Considering all of the above organizations and their missions, it seems as though George Soros has focused and is still focusing on education as the most powerful weapon to implement the fall of America and our Constitutional Republic and the creation of globalist, Marxist, Communist “open societies.” Soros plowed and seeded the Islamist terrain which he found ready for him when he came to America and used it as a gigantic Petri dish in which to create the New World Order.

He funded and used BLM and all of its tenets to instill the violence and racism needed to attack our Constitutional Republic. To indoctrinate American children early on, Soros-backed organizations which have been helping to inject Critical Race Theory into our schools beginning at the earliest ages. Teaching our children to judge one another on their appearance, to be suspicious, distrustful. They wish to transfer all the sins of the past onto our present, stifling progress, creating friction and pain. The U.S. military is inserting racial sensitivity training and other social justice responsibilities into the combat units of our front-line soldiers. It has become

an all-out assault on our social fabric and the cohesiveness necessary for a thriving nation. We must remember and hold onto the fact that this is a carefully planned, funded, and orchestrated attempt to bring down our country, to end its reign of exceptionalism and bring a uniform social structure across the globe, with a cadre of elitists controlling the wealth and the people. What the Left is creating is the opposite of what was given to us by our Founding Fathers and our Constitution: the American principles of individual freedom and responsibility. If we remember this, then we will remember that it is worth fighting for.³⁴

³⁴ IBID

Chapter Two

How does an American Civics textbook impart the seeds of anti-Semitism and anti-Israelism and manipulate the U.S. Constitution and the study of Civics to do so?

Before examining the textbook in question, we need to understand what is meant by Civics Education and determine whether Civics Education in Florida meets the standards established by the definition.

One of the clearest definitions of Civics reads: “**Civics Education** means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.”³⁵ However, there is no mention here that the United States is a Constitutional Republic, that the Rule of Law is contained in the Constitution, that the Founding Fathers modeled the Rule of Law on Mosaic Law and the morality and ethics of the United States on the Judeo-Christian Tradition. To add further confusion, many resources identify our government as a Democracy and not a Constitutional Republic. Students are not taught that the main difference between a democracy and a constitutional republic is that in a democracy, the general public has the highest power whereas, in a constitutional republic, the Constitution has the highest power. A lack of respect for the United States and its governmental exceptionalism is found in and taught by the deliberate lack of capitalization of such words as Constitutional Republic, Constitution, Founding Fathers, etc. The question is why the United States is identified as a democracy or a constitutional democracy and not a Constitutional Republic. It is not an oversight or an error. It is the sign of the encroachment of Globalism with the operation or planning of economic and foreign policy on a global basis. When I was asked several years ago by Laurie Cardoza Moore to review Florida’s Civic Standards with her, we found that these Standards contained proof of Globalist revisionism, as defined above. If the Standards had the Globalist agenda, then the textbooks in Florida’s classrooms by necessity presented the same agenda.

These erroneous quotes are taken from Civics textbooks in use in Florida. They give an idea of what is being taught in our classrooms. Their dates of

³⁵[https:// www.lawinsider.com/dictionary/civics-education](https://www.lawinsider.com/dictionary/civics-education)

publication show how deeply imbedded the Globalist Agenda is in our education system.

Houghton Mifflin Harcourt (HMH Social Studies), *Florida Civics: Integrated Civics, Economics, and Geography*, Florida 1st Edition, 2018.

P. 348 *America is a democracy.*

- This needs to be replaced with “America is a Constitutional Republic that provides for democratic elections of representatives.”

P. 100 *The Constitution can be changed in two ways: formally by amendment and informally by government acts or by custom.*

- This needs to be replaced with “Article V of the Constitution only provides for formal amendments, either by Congress or by the States.”

The informal changes by government acts (Executive regulations, Legislative laws, and Judicial activism) all fail to meet the test of the Supremacy Clause (Article VI) and are thus unlawful. All these unlawful changes have piled up for over two centuries and have been treated as law for that long. That history must be what the publisher means by "changed ... by custom."

P. 43 *The states called a convention where the delegates wrote a completely new plan for government.*

- This needs to include the following “Omitted from this statement is that the representatives were only authorized to revise the Articles of Confederation—not write a new constitution.”
- ...The sentence should read: “the convention was “for the sole and express purpose of revising the Articles of Confederation.”

Florida Transformative Education, *Gateway to American Government*, 2016

P. 26 *When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the Earth the separate and equal station to which the Laws of Nature . . . entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.*

- Omitted are only the 4 words “and of Nature’s God” from the exact quote of the first paragraph of the Declaration of Independence. This omission belongs to the anti-Judeo-Christian Tradition of the Globalist agenda.
- The correct text must read: “When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

McGraw-Hill, *Civics Economics & Geography*, 6-8 Grades, 2018

P. 5 Many of the territories held by the United States today were acquired through conflict at the end of the nineteenth century or during the twentieth century.

- This statement is at best not even a Half-Truth. Most of our territories were acquired through purchase and/ or treaty.

Ch 5 Lesson 3 The Structure of the Constitution, Lesson Resources, Third Media on topic We The People

Media by Michael Seidman on Constitution - The Constitution is an outdated document.” “It is no longer relevant.”

- This is a direct attack on our Constitution and the overt indoctrination of our students.

Pearson/Magruder’s, *American Government*, 2016

Topic 1, Lesson 2, 3-D-Model: The Capitol: A working Symbol of Representative Democracy

- The title should read: “3-D-Model: The Capitol: A Working Symbol of Constitutional Republic.”

P. 2 The Senate Chamber includes visitor galleries on all four sides of the room because in a representative democracy, legislators are answerable to the people they serve.

P. 6 *How does the physical makeup of the Senate Chamber reinforce the idea that ours is a representative democracy and not a direct democracy?*

P. 7 *Generate Explanations Explain how a collection of statues on display in the Capitol depicting notable people from each State reflects the idea of representative democracy*

- Historical Revisionism by repetition.

McGraw-Hill Education, *American Democracy Now*, 201

P. 21 *The Changing Face of American Democracy*

The Constitution as a Living, Evolving Document

This is the essence of the attack on our Constitution. It is promoted by several publishers.

- Nowhere in the Constitution or law or judicial findings is the Constitution referred to as a Living, Evolving Document. It is an inanimate thing, not an organism. This textbook itself describes the process for amendment, as explained in the Constitution, and deems it the official means by which the people can change it.

P. 161 *Slavery and Its Aftermath. The Constitution implicitly endorsed the unequal and discriminatory treatment of African Americans.*

- The Constitution does not endorse slavery. It does not mention slavery and takes pains to balance the demands of slaveholders and non-slaveholders, even as it creates the mechanism for ending the slave trade and eliminating slavery.

The above-cited material shows basic revisionism in Civics – a revisionism that imparts a Globalist agenda. Now to address the topic of this chapter:

How does an American Civics textbook impart the seeds of subtle anti-Semitism and manipulate the U.S. Constitution and the study of Civics to do so? ³⁶

The textbook in question is Pearson Magruder's *American Government*, Pearson Education, 2018. Produced by a reputable American publishing house, it

³⁶ Written by Dr. Sandra Alfonsi for Proclaiming Justice to the Nations

was written by Daniel M. Shea, a competent and respected Professor of Government. How does a textbook which has as its purpose teaching American Government to American students, thereby helping to form good American citizens, loyal to our Constitutional Republic, have in its agenda instilling subtle anti-Semitism and also disdain for our Constitutional Republic form of government?

The premise of this Civics textbook is that America is a Democracy and not a Constitutional Republic. That, in itself, blurs the content of the textbook's intended message since there is more emphasis on individual freedom in a Democracy than in a Constitutional Republic.

Pp. 15-16 Some people insist that the United States is more properly called a republic than a democracy. They hold that in a republic the sovereign power is held by those eligible to vote, while the political power is exercised by representatives chosen by and held responsible to those citizens. For them, democracy can be defined only in terms of a direct democracy. Many Americans use the terms democracy, republic, representative democracy, and republican form of government interchangeably although they are not the same. Whatever the term used, remember that in a democracy the people are sovereign. They are the only sources for any and all of government's power. In other words, the people rule.

For a Civics textbook, this is, in my opinion, a dangerous precept to instill in students. It does not lead to forming good citizens, loyal to the government, and dedicated to the general good. It does not teach the meaning of community or of the greater good. It does, however, lead easily to lawlessness when there is no gratification of individual demands, to suppression of the rights and/or freedoms of others, to anarchy when the government tries to enforce Constitutional Rule of Law and eventually to the overthrow of the government.

The textbook is Afrocentric in its presentation of discrimination and civil rights and civil liberties. There is a reason for the appearance of Afrocentrism in these textbooks. It goes hand in hand with the Black Lives Matter in School Curriculum. White privilege belongs to Eurocentrism, as does the study the Humanities and European Literatures. It foreshadows the academic presence of Critical Race Theory, as well.

In a Civics textbook, Afrocentrism is the tool by which subtle anti-Semitism is introduced and then implanted in our students' minds. There is no Jewish issue in this textbook because there are no American Jews anywhere in it, other than on P. 488 in a section titled: Religion, Ethnic Background:

Historically, a majority of Protestants have most preferred the GOP. Catholics and Jews have tended to be Democrats.

On P. 430, Topic 9, Lesson 2 “Diversity and Discrimination”, there are three Objectives which indeed cement the *systemic anti-Semitism* seeded by the textbook.

- Objective 1: Understand what it means to live in a heterogenous society.
- Objective 2: Summarize the history of race-based discrimination in the US.
- Objective 3: Examine discrimination against women in the past and present.

There are no Jews present in this heterogenous society. Only race-based discrimination or gender-based discrimination is present. There is no religion-based discrimination, thereby leaving American society without Jews and guiltless of discrimination against Jews.

Pp. 361-367 discuss Freedom of Religion and cover the Establishment Clause and Free Exercise Clause of the Constitution. There is no mention or explanation of religion-based discrimination against American Jews because they do not exist anywhere in the textbook, other than on P. 488, identifying that Jews predominantly vote Democrat.

Another omission almost completes the lesson of subtle anti-Semitism. It is a lesson that Jews are invisible, absent and therefore not protected under the Constitution. Civics is supposed to help form the next generation of good citizens and teach citizenship and community integration. On P. 9, the Constitution is presented as a document accepted and signed by the new States “in order to link themselves and the American people more closely together.” Pearson Magruder has chosen to weaken the Constitution by the elimination of the American Jews from the American people.

Pp. 528-529 contain what I see as the final omission, the success of Afrocentrism and the removal of Jews from American society. On the subject of Interest Groups, the textbook presents the following:

Two popular interest groups that seek to promote the interests of particular parts of the population are the National Association for the Advancement of Colored People (NAACP) and the League of United Latin American Citizens

(LULAC). Founded in 1909, the NAACP is the oldest and largest civil rights interest group in the United States...

Similarly, LULAC was founded in 1929 and is the oldest civil rights organization for Hispanics in the United States.

Omitted from this is the Bnai Brith Anti-Defamation League (ADL), an advocacy organization established in Chicago in 1913 to fight anti-Semitism and other forms of bigotry and discrimination. Its activities include assessing hate crimes and anti-Semitism in various countries, assisting law-enforcement agencies in investigating and prosecuting. The ADL has been an ally of the NAACP since its own formation. In addition, although Jews are missing from American society, the NAACP could not have been founded and developed without the leadership and funds of American Jews.

Instilling systemic anti-Semitism in an Afrocentric textbook which teaches globalization through it and undermines the Constitution – this is Pearson Magruder's contribution to Civics and Government education.

Finally, on P. 292, we have Topic 6 Lesson 4 "Today's Foreign Policy Challenge." In this brief section, we have Pearson Magruder's anti-Israelism and anti-Semitism together. There is no rationalization for the content or for the egregious misrepresentation of facts, other than the overt fueling of anti-Semitism through erroneous material about Israel. According to this textbook, the State of Israel was created by the United Nations in 1948: "The United Nations created Israel as an independent state on May 14, 1948 and the United States recognized the new Jewish state within a matter of minutes."

The entire history of the Partition of Palestine is missing as is the history of the land of Israel as the biblical homeland of the Jewish People. American Jews are missing from America while the Jewish People is missing from the brief presentation of the creation of the State of Israel. The Palestinian Narrative is captured in the designation of the PLO as a Nation, as well in the omission of the fact that the PLO did not remove the destruction of Israel from its Charter after the signing of the Oslo Accords. The fact that the UN has constantly passed anti-Israel Resolutions is not mentioned as a deterrent to their attempt to build peace between the two.

In 1993, Israel and the Palestinian Liberation Organization (PLO) signed the Oslo Accords. In them, the two nations officially recognized one another and Israel agreed to limited Palestinian self-rule. Beyond those first steps,

however, the promise of the Oslo Accords has yet to be realized, despite both UN and United States efforts to bring the two sides together.

What remains with our students is a subtle but on-going indoctrination in anti-Semitism and anti-Israelism. In addition, the Civics presented in this textbook, whether found in material about the Constitution or basic premises about our government, our economy, or our external politics is a Civics of Globalization.

Chapter Three

Fueling, Teaching, and Indoctrinating Anti-Semitism: Pearson, Anti-Semitism and Jew-Hatred³⁷

Is anti-Semitism being sanctioned and taught today via the American school system? Are we witnessing the indoctrination of our students, not in the tenets of another religion as proscribed by the Supreme Court in the early 1960s, but in subtle and sometimes not so subtle anti-Semitism? There has always been visible in our textbooks both latent anti-Semitism and a shrouded disregard for the Judeo-Christian Tradition espoused and envisaged by the Founding Fathers. To be effective, both must be subtly embedded in the text. It cannot be visceral in nature if it is to indoctrinate without causing alarm. It was the primacy of Christianity over Judaism that best describes the nature of earlier textbook anti-Semitism. There was never the intent of the publishers to eliminate Judaism as a world religion, to delegitimize the Jewish state of Israel and to eviscerate the Jewish People. That is no longer the case.

In 2017 Pearson Publishers released *The Cultural Landscape: An Introduction to Human Geography*. It is an Advanced Placement (AP) textbook used in pre-college high school classes. On the surface, it is an excellent well-written textbook, suitable for 9th grade AP students. Its title *The Cultural Landscape: An Introduction to Human Geography* implies a broad sweeping landscape presentation of today's world and a basic introduction to the different peoples and their contributions to the development of world culture. The textbook meets those expectations and provides the students with ample material from which to learn.

That being said, this textbook is dangerous. Its anti-Semitism is visceral, deadly, and contagious. Once this Pearson textbook is adopted and used in various states, its message will spread and infect generations of youngsters. Pearson textbooks have promulgated a subtler anti-Semitism over the years by removing the Romans from any responsibility in the death of Jesus, presenting a revisionist chronology of the development of the world religions, i.e., Christianity, Islam, Judaism, misrepresenting the basic tenets of Judaism, and creating inequality in the number of pages devoted to Judaism in comparison with those devoted to Christianity and Islam.

But it is in this textbook that Pearson has shown the perfection of its anti-Semitism and its genius at developing an irreversible method to eliminate Judaism as a world religion and thereby to endanger the security of Jews throughout the United States by encouraging and teaching anti-Semitism in the classroom.

³⁷ Written by Dr. Sandra Alfonsi for Adam Milstein

As a scholar and researcher on anti-Semitism in U.S. textbooks, I divide anti-Semitism into two, often interrelated, categories: basic, stereotypic anti-Semitism and virulent Islamist anti-Semitism. Stereotypic anti-Semitism appears in cartoons as well as in carefully disguised and otherwise harmless photographs. It is also couched in slanted and/or biased vocabulary. Often, textbook anti-Semitism now supports the Islamist narrative. Pearson is, in my opinion, the one major publisher whose overt textual anti-Semitism is derived from this. As such, it is Pearson which is directing both the rise in anti-Semitism and anti-Israelism in American education today.

I believe that the following examples speak to the question of Pearson's methodology of espousing anti-Semitism.

In Chapter 4, on P. 124 there is a section titled *Folk Clothing: Religious Traditions*. We find two photographs which teach that "Devout Muslims and Jews wear modest black clothing." While the photograph and its title appear "harmless" in themselves, they are an example of the base anti-Semitism embedded in otherwise harmless photographs. Orthodox Jews, and in particular their garb, are often used as anti-Semitic stereotypes in our textbooks. We see photos of them attired in their easily recognized black garb, wearing such religious symbols such as the *tzitzit* (or fringes or tassels worn on traditional or ceremonial garments by Jewish males as reminders of the Commandments of Deuteronomy 22:12 and Numbers 15:37-41) and *payot* (sidelocks or side curls worn by Orthodox, and Hasidic boys and men based on an interpretation of the biblical injunction against shaving the "corners" of one's head). When portrayed in chapters on Israel, these black garbed Jews often represent the "Far Right," the "religious extremists" or even the Ultra-Orthodox who do not accept the legitimacy of the state of Israel. In chapters on the Holocaust, photos of black garbed Jews with long beards, long payot and large noses represent **the** Jews of Eastern Europe, impoverished, or usurers, uneducated or rabbis. This is the subliminal message inserted within these photos.

In the picture referenced above, Pearson attempts to establish equivalency between Muslims and Jews. It is no different than the often-used comparison of codified Sharia Law and codified Talmudic Law. Here, Pearson uses the tenet of Modesty and the black clothing, that are signs of Orthodox Jews, to indoctrinate students by showing that Muslims are not different from Orthodox Jews, as concerns black clothes and the tenet of Modesty. However, in Judaism the black clothes are not imposed on others as they are in Islam. They are not a societal concern, nor do they threaten how the majority dresses. Pearson has cleverly embedded anti-

Semitism into this photo by establishing a false equivalency between Islam and Judaism, the first which calls for the elimination of Israel and the Jews and the second, whose most “recognizable” and therefore most vulnerable followers are victims of constant overt anti-Semitic attacks.

However, what follows here is for me the most dangerous development present in any textbook today, regardless of the publishing house. Pearson has eliminated Judaism as one of the three World Religions. This is both anti-Semitism and anti-Israel bias. In addition, it is Pearson’s elevation of Islam and elimination of the Judeo-Christian Tradition upon which this country was founded.

In Chapter 6 on P. 184 (under “LEARNING OUTCOME 6.1.1), students are asked to identify the world’s major religions. The text presents them as follows:

The world’s religions can be grouped as follows:

- *Four largest religions: Christianity, Islam, Hinduism, and Buddhism.*
- *Folk religions: Chinese traditional, primal-indigenous, and African traditional*
- ***Other** religions: the 4 most numerous Juchte, Judaism, Sikhism, and Spiritism.*
- *6 others with less adherents: Cao Dai, Jainism, Shinto, Tenrikyo, and Zoroastrianism.*
- *Unaffiliated (not affiliated with any of the above)*

It is in this material that Pearson exhibits a most dangerous, insidious form of anti-Semitism. Pearson has diabolically restructured the World Religions using the number of adherents and eliminating both chronology and contributions to the growth of civilization. Judaism is no longer chronologically the first World Religion, Christianity the second and Islam the third. Judaism now belongs to a category called “Other.” Pearson has set the scene for a world devoid of Judaism, Israel and the Jewish People.

In Chapter 6 on P. 194, Judaism, ll.30-32; 38-40; 45-47, we find the following:

ll. 30-32 *Roughly two-fifths of the world’s 14 million Jews live in the United States and another two-fifths live in Israel.*

ll. 38-40 *Judaism plays a more substantial role in Western civilization than its number of adherents would suggest. Judaism is the first recorded religion*

*to espouse **monotheism**, belief that there is only one God. Fundamental to Judaism is one all-powerful God.*

11. 45-47 The world's two most widely practiced religions – Christianity and Islam – find some of their roots in Judaism.

In lines 30-32, by naming only the United States and Israel and by not teaching students that Jews also live in Western Europe, Eastern Europe, Latin America, South America, Asia, and in various countries in the Middle East, Pearson removes Judaism as a *world* religion and skillfully eviscerates the Jewish people.

In lines 38-40, Pearson's first sentence is condescending at its best and substantiates the anti-Semitism and the anti-Israelism which this publishing house has exhibited in its textbooks over the years. The first sentence is the extent of Pearson's acknowledgement of the role of Judaism in the development of civilization. Not even the Ten Commandments make it into this section or any other section of this textbook.

In lines 45-47, stating that Christianity and Islam find "some of their roots in Judaism" is anti-Semitism couched in religious revisionism. Christianity developed from Judaism. Jesus was a Jew, a rabbi who preached his enlightened interpretations. He lived and died a Jew. What he preached came from variations upon and interpretations of what he studied and believed. Christianity grew out of Judaism and went forward. It never separated itself from its origins. In this textbook, Pearson has succeeded in eliminating the Judeo-Christian tradition upon which this country's philosophy and ideology are based. Judeo-Christian, written with the hyphen, means equality of the two religions. This is how the American Founding Fathers understood the ideological relationship shared by these two religions.

The sections that address the religions themselves remove much of the eclectic nature of Christianity and certainly of Islam. Without Judaism as the first world religion, neither Christianity nor Islam has any connection to or roots in Judaism. Base anti-Semitism is fed in this way. Jews are easily expendable and anti-Semitic acts sanctioned. World Religions have always been defined as those that shaped civilizations and not by the number of their adherents. Pearson has redefined civilization as we know it. The Judeo-Christian foundation of the United States has been eliminated. Christianity, while still numerically superior, is presented throughout the narrative in a secondary position to Islam. The growing global genocide of Christians is paving the way for Pearson to support the supremacy of

Islam based on its numbers and as such to indoctrinate our students with Christian anti-Semitism and Islamist anti-Semitism and anti-Israelism.

There remains yet another form of anti-Semitism in this Pearson textbook. It is very simple and very successful. It is one that eliminates the presence of the Jews from American history. In a perverse way, it completes the work that Hitler did not finish.

On P. 85, ll. 35-41 U.S. IMMIGRATION: LATE TWENTIETH TO EARLY TWENTY-FIRST CENTURIES

Immigration to the United States dropped sharply in the 1930s and 1940s, during the Great Depression and World War II. The number steadily increased beginning in the 1950s and then surged to historically high levels during the first decade of the twenty-first century.

More than three-fourths of the recent U.S. immigrants have emigrated from two regions:

- *Latin America*
- *Asia*

Nowhere in this immigration time-period has Pearson addressed, even numerically, the large number of Jews who fled to this country to escape religious persecution, which also included economic persecution via closing of all trades and other employment. Therefore, the Pogroms in Russia and the overt, deadly anti-Semitism in Germany and Poland do not exist for these students. The exclusion implies that no Jews were persecuted, that no Jews fled Europe and immigrated legally to the United States in search of religious and societal freedom. In addition, Pearson did not address the Quota System on the admission of Jews to this country. There is no mention of either the Emergency Quota Act of 1921 or the 1924 Immigration Restriction Act passed by Congress. Both intended to limit the immigration of Jews to the United States. The terrain for American collaboration in the extermination of the Jews during the Holocaust was prepared and put into law by our Congress. Pearson has made certain that our students learn nothing about it. Judaism is no longer a world religion. Jews are not a part of American history. The Jews are expendable. The Christians will soon be expendable. The road is paved for Islamic immigration and Islamic superiority.

Subtle anti-Semitism? Pearson's message is painfully clear.

Chapter Four

How a United States History Textbook Eliminates Almost all of the Contributions of American Jews to American Society, Removes the Presence of Judaism as a World Religion from America, and Uses the Holocaust as its Ultimate Weapon of Anti-Semitism Against American Jews.³⁸

The textbook in question is Pearson's *United States History*, 2018. It is visually and academically well designed. The language is appropriate for its high school grade level; its Atlas is current and its Glossary is above average. That being said, Pearson's *United States History* is, in my opinion, the most dangerous textbook that I have dealt with to date. It is Leftist agenda-based, Afrocentric in perspective, peculiarly hostile to Eastern European immigrants and, where Pearson was once covertly anti-Semitic, it is now overtly anti-Semitic.

Pearson has developed its anti-Semitism over the years. It started with its cautious elimination of the contributions to American history by such American Jews as Haym Solomon, Benjamin Levy, Emma Lazarus, Henrietta Szold, Henry Moskowitz. Pearson has altered and/or eliminated Jewish immigration figures and maligned the character, education and loyalty of Jewish Americans, whether native-born or immigrants. In 2017, Pearson published *The Cultural Landscape: An Introduction to Human Geography*, AP Edition, where it succeeded in eliminating Judaism as one of the three major world religions, previously taught in chronological order – Judaism, Christianity and Islam, in all U.S. textbooks. Its anti-Israel stance is another expression of its anti-Semitism.

However, in all of the years that I have reviewed American textbooks, this is the first time that I have found a publisher who uses the Holocaust as a weapon against the Jewish people and to foster systemic Jew-hatred against American Jews.

The absence in this textbook of the participation of American Jews in aiding new Jewish and also non-Jewish immigrants in their acculturation into American society is striking. The following two quotations illustrate Pearson's deliberate omission of facts and use of half-truths and bias to minimize the presence of American Jews as an integral part of the fabric of American society.

P. 126 *In many cities, volunteer institutions known as settlement houses ran **Americanization** programs, helping newcomers learn English and adopt American dress and diet. At the same time, immigrants helped one another through fraternal*

³⁸ Written by Dr. Sandra Alfonsi for Proclaiming Justice to The Nations.

associations, such as the Polish National Alliance and the Ancient Order of the Hibernians (an Irish Catholic organization). These organizations, based on ethnic or religious identity, provided social services and financial assistance to encourage people to pursue economic opportunity while making them feel more at home in the United States.

P. 126 Catholics, in particular, established churches and parochial schools. In many cities, Irish Catholic churches stood side by side with Italian Catholic churches – each built to serve the needs of its own community. The immigrants’ churches, schools, and institutions reminded native-born Americans that new cultures were changing American society.

Where exactly are the Jews who arrived, acclimated, became Americans and contributed to their new homeland? Where are their synagogues and organizations which speak to the presence of Judaism in America? They are certainly not to be seen in the pages of this textbook and therefore they are most definitely not in the minds or knowledge of our students. The massive immigration of East European Jews to the United States after 1880, which exerted significant influence on all aspects of life, is absent. The established Jewish community created an unprecedented network of benevolent societies, settlement houses, educational facilities, and charitable organizations to aid the new Jewish immigrants. All Jewish educational undertakings, created during this period, including the Jewish Publication Society (1888), the Jewish Chautauqua Society (1893), which focused on adult education, and Gratz College, a teachers’ college in Philadelphia (1893), are missing from this textbook. The creation of the National Council of Jewish Women (NCJW) in 1893, which marked a societal crossroads for American Jewish women, is also missing. The NCJW bore similarities to women’s clubs created by white middle class Protestants but exhibited a distinctly Jewish character with local chapters throughout the country. They emphasized Jewish knowledge, philanthropy, and social welfare reform, and worked to help Americanize new Jewish immigrants. Between 1881 and 1924, more than 2.5 million East European Jews immigrated to the United States. In New York City. Americanization activities were offered by the Educational Alliance beginning in 1893. Other communities around the United States created similar but smaller programs. Many local Jewish settlement houses, following a popular Protestant model, were opened to provide language classes, lectures on cultural subjects, and lessons in citizenship, as well as hygiene and child-rearing instruction. Citizenship and loyalty to this country and its Constitution have always been a priority of American Jews and it was taught to new immigrants.

Jewish social workers such as New York City's Lillian Wald, associated with the famous Henry Street Settlement, and Minnie Low of Chicago earned national reputations as they worked with these newcomers.³⁹ Names of American Jews and American Jewish organizations are missing from all Pearson textbooks and most certainly from this one.

What about Jewish Houses of Worship standing side by side with other religious houses of worship? Congregation Shearith Israel, founded in 1654, in New York City, is the oldest congregation in the United States. Its present building dates from 1896-97. Congregation Jeshuat Israel, in Newport, Rhode Island, dates to sometime after the arrival of Jews in 1658. Congregation Rodeph Shalom, in Philadelphia, Pennsylvania, was founded in 1795 and is usually considered the oldest existing Ashkenazi congregation in the United States. Pearson has carefully eliminated all of this... American Jews, American Jewish Organizations, American Jewish contributions to American society and American Judaism.⁴⁰

How does Pearson present American anti-Semitism to our students? At best in a cavalier manner with its statement "Anti-Semitism in the United States was nothing new." At its worst, it plants the seeds systemic anti-Semitism between Jews and non-Jews and even between Jews coming from different Jewish cultures. Pearson does this through the use of deliberate factual misinformation and deadly innuendo.

P. 126 Anti-Semitism in the United States was nothing new – the US Army had briefly expelled all Jews from Grant's military department in 1862, and the arrival of Jews fleeing persecution in Eastern Europe complicated the issue. Some native-born Jews worried that these immigrants, who were culturally quite different than American or German Jews, would fuel anti-Jewish attitudes and would not be able to Americanize.

Pearson gives no facts to teach students about the anti-Semitism in the United States. Its statement about anti-Semitism basically teaches that it is an acceptable behavior because it "was nothing new." As Pearson textbooks turn more Afrocentric in perspective, espousing the BLM in school curriculum, material on discrimination against Jews disappears from its textbooks, thereby eliminating examples of American anti-Semitism from its pages. When it does give an example, as in this

³⁹ [American Jews at the Turn of the 20th Century - My Jewish Learning, Teachinghistory.org](https://teachinghistory.org/american-jews-at-the-turn-of-the-20th-century)

⁴⁰ [List of the oldest synagogues in the United States - Wikipedia](https://en.wikipedia.org/wiki/List_of_the_oldest_synagogues_in_the_United_States)

quotation, it is done with half-truths and minimalization of the severity. As concerns Ulysses Grant, what Pearson eliminates is the history of General Order No. 11, a discriminatory wartime declaration/order by General Ulysses S. Grant to expel/deport all Jews from three states: Kentucky, Mississippi and Tennessee. It also eliminates the role of President Abraham Lincoln in preventing this act, which was the culmination of a wave of antisemitism which swept through the United States in the year before the Civil War.⁴¹

Pearson's linkage of the arrival of Jews fleeing persecution as a cause of Jewish and non-Jewish American anti-Semitism is in itself anti-Semitic and guides the students' thinking in that direction.

Now we come to the greatest and only contribution of immigrant European Jews to American society, mentioned in the textbook.

P. 127 *Immigrants Affect American Society*

Immigrants' Contributions to American Culture

Immigrants not only helped propel the economic engine, they also helped shape the evolving American culture. Immigrants from around the world brought their languages, religions, and cuisines to the United States. New foods and the words to describe them quickly became part of the American vocabulary. European Jews introduced bagels; Italian immigrants popularized pasta dishes like spaghetti; German immigrants brought sausages called wieners and Frankfurters. The Chinese introduced a vast knowledge of how to use plants for medicinal purposes as well as foods such as chow mein.

Students learn that the only notable "contribution" of European Jewish immigrants to American culture was the bagel. If this section dealt only with culinary contributions, it would have been acceptable, although not completely accurate. However, the section is about the contributions to American culture. The food list is

⁴¹ [Ulysses Grant's Civil-War Expulsion of the South's Jews - HISTORY](#)

followed immediately by a list of immigrants who made both philanthropic, scientific, and even athletic contributions.

Pp. 127-128 Many individual immigrants made valuable contributions to American culture. Only one Jew made it onto this list.

1. Andrew Carnegie – Scottish immigrant, He donated some \$288 million to social and educational causes in the United States.
2. James Naismith, who moved from Canada to Massachusetts, invented the sport of basketball in the later 1800s.
3. Alexander Graham Bell, also born in Scotland, revolutionized modern communications with his patent of the telephone in 1876.
4. Belgian immigrant Leo Baekeland transformed technology with the development of modern plastics.
5. Inventor Nicola Tesla, born in what is now Croatia, pioneered discoveries in the generation and transmission of electricity.
6. Samuel Gompers was a Jewish cigar maker from England who became an influential labor organizer and leader. Gompers' leadership of the American Federation of Labor, through which he organized national unions comprised of local chapters, became the model for unionism in the United States.

In truth, Samuel Gompers is the only immigrant or native-born Jew identified by Pearson. Describing him as a “Jewish cigar maker” lessens his stature, to put it mildly. If acknowledging philanthropists, where is Haym Salomon, financier of the American Revolution?⁴² Other Jews actually written about in this textbook, including Jonas Salk, Albert Sabin, and Louis Brandeis, are identified ONLY by their professions and contributions to America. They are NOT identified as Jews and students are not taught to respect or identify with American Jews. In passing, by choosing immigrants from such countries as England, Scotland and Canada, Pearson seems to reveal a peculiar disdain for immigrants from Eastern European countries, thereby excluding inclusion of Jewish immigrants from this list. Perhaps that is the very intent of Pearson's disdain.

⁴² [Haym Salomon \(yourdictionary.com\)](http://yourdictionary.com)

Pearson's Afrocentric perception and support of the BLM ideology, including that of anti-Semitism and White Privilege, are most visible and explainable in the presentation of the history of the NAACP and the Civil Rights Movement. The names and roles of American Jews involved in the formation of the NAACP as well as in the Civil Rights Movement are totally missing from this and other Pearson textbooks. When Jews, as generic "white progressives," are included on occasion, they are nameless so that their ethnicity is hidden. The quote which follows has omissions, errors and half-truths, indicative of the Pearson agenda and its inherent anti-Semitism.

P. 217 "NAACP leaders included white and black Progressives who had worked in other areas of social reform. In the early 1900s, the NAACP focused on the battle for equal access to decent housing and professional careers like teaching. It drew strength from members like W.E.B. Du Bois, who edited the NAACP's magazine, *The Crisis* and the Floridian lawyer, teacher and former diplomat James Weldon Johnson."

First, Pearson's anti-Semitism and its role in instilling and teaching systemic anti-Semitism is immediately visible in the exclusion of even one of these facts and names: American Jews played a significant role in the founding and funding of some of the most important civil rights organizations, including the National Association for the Advancement of Colored People (NAACP), the Leadership Conference on Civil and Human Rights, the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC). In 1909, Henry Moscowitz joined W.E.B. DuBois and other civil rights leaders to found the NAACP. Kivie Kaplan, a vice-chairman of the Union of American Hebrew Congregations (now the Union for Reform Judaism), served as the national president of the NAACP from 1966 to 1975. Arnie Aronson worked with A. Philip Randolph and Roy Wilkins to found the Leadership Conference. From 1910 to 1940, more than 2,000 primary and secondary schools and twenty black colleges (including Howard, Dillard and Fisk universities) were established in whole or in part by contributions from Jewish philanthropist Julius Rosenwald. At the height of the so-called "Rosenwald schools," nearly forty percent of southern blacks were educated at one of these institutions.⁴³ If nothing else, Pearson should have included the facts that Henry Moskowitz was one of the two founders of the NAACP and that Kivie Kaplan, an American Jew, served as President of the NAACP.

⁴³ <https://rac.org/jews-and-civil-rights-movement>

During the Civil Rights Movement, Jewish activists represented a disproportionate number of whites involved in the struggle. Jews made up half of the young people who participated in the Mississippi Freedom Summer in 1964. Leaders of the Reform Movement were arrested with Rev. Dr. Martin Luther King, Jr. in St. Augustine, Florida, in 1964 after a challenge to racial segregation in public accommodations. Most famously, Rabbi Abraham Joshua Heschel marched arm-in-arm with Dr. King in his 1965 March on Selma.

The murders of three civil rights workers, James Chaney from Meridian, Mississippi and Andrew Goodman and Michael Schwerner from New York City have also been omitted. Chaney was Black and Goodman and Schwerner were Jewish college students. All three were associated with the Council of Federated Organizations (COFO) and its member organization, the Congress of Racial Equality (CORE). All of these facts and names need to be taught to eradicate or at least lessen American anti-Semitism and to bring about conciliation and deflect hatred and bigotry.

Finally, Pearson's statement that the NAACP in the early 1900s "was focused on the battle for equal access to decent housing and professional careers like teaching" is not totally accurate. The NAACP was primarily concerned at its outset with fighting the lynching of Blacks. Pearson, further along in the textbook on page 316, states that "the NAACP continued its anti-lynching crusade, supporting legislation in 1922 that passed in the House of Representatives but not in the senate."

There is no doubt that Pearson contributes to the growth of anti-Semitism in America by not teaching about anti-Semitism in its textbooks. It contributes to racism by stylistically ghettoizing American Blacks, removing any historical contact between the Black and Jewish communities, isolating the Blacks and surreptitiously endorsing the concept of "white privilege." Pearson creates a dangerous atmosphere in the classroom by embodying its Afrocentrism and BLM ideology in stylized Jew-Hatred. Why stylized? Pearson's stylistic devices used to indoctrinate Jew-Hatred are omission of facts, use of half-truths, deliberate factual errors, innuendo, bias and invisibility. Invisibility? Yes. Jews are invisible and thus expendable. Whites are the enemies and the oppressors. Jews are also Whites and therefore the enemy. Blacks are victims and ghettoized.

The question is whether anti-Semitism and therefore discrimination against Jews exist. Very little is found in this textbook and yet there are signs that both do exist and that by their paucity, they are irrelevant to Pearson. No Jews would be

better than few Jews. Pearson eliminates the presence of as many as possible per textbook. It admits its own anti-Semitism as casually as permissible.

On Page 217, Pearson alludes to anti-Semitism and also discrimination. It also alludes to the role that American Jews play and have played in America.

Expanding Rights and Opportunities for Jews

Jews in New York had formed B'nai B'rith in 1843 to provide religious education and to help Jewish families. In response to growing anti-Semitism, the group founded the Anti-Defamation League in 1913. Its goal was – and still is – to defend Jews and others against physical and verbal attacks.

Pearson does not provide the students with any knowledge about, let alone insight into, what Jewish immigrants faced here and how they fought to acculturate and help others to do the same. Yes, Jews formed the B'nai B'rith as a Jewish self-help organization. But Pearson does not provide even a little information about what this organizations has done for Jews and other Americans.

B'nai B'rith is the oldest service organization founded in the United States. B'nai Brith's activities during the 19th and 20th centuries were comprised of mutual aid, social service, and philanthropy. Their first act was to establish an insurance policy awarding the widow of a deceased member \$30 toward funeral expenses and a stipend of one dollar a week for the rest of her life. Each child was to receive a stipend and each male child would be taught a trade. Many of the earliest achievements are believed to be firsts within the Jewish community: In 1851, Covenant Hall was erected in New York as the first Jewish community center in the U.S.; one year later, B'nai B'rith established the Maimonides Library, also in New York, the first Jewish public library in the U.S. Following the Civil War, when Jews on both sides were left homeless, B'nai B'rith founded the 200-bed Cleveland Jewish Orphan Home, believed to be the most modern orphanage of its time. The organization established numerous hospitals, orphanages, and homes for the aged. In 1868, a devastating flood crippled Baltimore and B'nai B'rith responded with a disaster relief campaign. This act preceded the founding of the American Red Cross by 13 years and was to be the first of many domestic relief programs. After 1881, when mass immigration from Eastern Europe poured into the United States, B'nai B'rith sponsored Americanization classes, trade schools, and relief programs for Jews and non-Jews. It founded the Anti-Defamation League (ADL) in 1913, in response to an escalating climate of antisemitism and bigotry. Its timeless mission is to stop the defamation of the Jewish people, and to secure justice and fair treatment

for ALL Americans. Today, the ADL continues to fight all forms of hate with the same vigor and passion and is a global leader in exposing extremism and delivering anti-bias.⁴⁴

The Holocaust and Pearson: how does Pearson's systemic anti-Semitism, Afrocentrism and at best silent endorsement of the BLM ideology impact its presentation of the Holocaust? It is inevitable that the presentation and teaching of the Holocaust would be impacted by the Pearson *weltanschauung*. This section on the Holocaust is well researched, relatively accurate, and carefully presented relative to the sensibilities of the young people who read it. This indeed embodies the brilliance of Pearson – the section appears basically complete, balanced, comprehensive and comprehensible. Yet, it is Pearson and therefore, it must convey anti-Semitism. It is Pearson, the publisher who eliminates the contributions of American Jews to American history. It is Pearson, the publisher who removed Judaism as a World Religion. It is Pearson, the publisher of anti-Israelism.

The first quote which I came upon opened the window to Pearson's deadly agenda and this window never closed as I read. This section on the Holocaust is meant to be Pearson's absolute tool in its indoctrination and realization of American anti-Semitism and Pearson's weapon against American Jews and American Judaism.

P. 411 *Regardless of the party name, Nazis were not socialists. They bitterly opposed socialism, communism, or any other 'ism' that promoted class interests or workers' rights above German ethnic solidarity.*

- It took me a minute to ask if the other 'ism' were not Judaism. The Nazis were not Socialists. They opposed Socialism and Communism. They opposed Judaism. Socialists and Communists were the enemy. Add the Jews to this formula and we have one step in Pearson's agenda.

⁴⁴ <https://www.encyclopedia.com/philosophy-and-religion/judaism/judaism/bnai-brith>, www.adl.org/who-we-are

P. 411 *Adolf Hitler led the Nazi Party. The son of a minor Austrian civil servant, Hitler was a failed artist, a wounded and decorated World War I soldier, and a person who teetered on the brink of madness.*

- Pearson personalizes, humanizes and explains Hitler, “the man” to the students. It is not Hitler himself but his obsessions and hatred of Jews which matter to Pearson.

P. 411 *Mein Kampf (My Struggle) in which he stated his explanation for the problems facing Germany. He criticized many people, political programs, and ideologies, but his sharpest assaults were against communists and Jews. Hitler was violently anti-Semitic or prejudiced against Jewish people.*

- Pearson presents Hitler as a devoted German, concerned with the problems facing Germany. Hitler’s enemies are carefully introduced and presented almost as Enemies of the State. Political and Religious: Communists and Jews. Students are presented with this concept that Jews are enemies to be hated.

P. 411 *Anti-Semitism had troubled Europe for centuries, mainly motivated by religious intolerance and economic resentment. In the late nineteenth century, new pseudo-scientific theories about Jews as a race, along with the rise of nationalism, caused Jews to be nationalized as ethnic outsiders. Hitler believed and spread this type of thinking. He preached that the greatest threat confronting Germany was the Jewish people who lived there.*

- Pearson continues the presentation of anti-Semitism as a given condition in Europe as in America. The idea of “Jews as ethnic outsiders” is no different than Pearson’s presentation of Jewish immigrants on page 126: “Some native-born Jews worried that these immigrants, who were culturally quite different than American or German Jews, would fuel anti-Jewish attitudes and would not be able to Americanize.”

P. 412 *He openly attacked the Jewish people, communists and socialists.*

- It took Pearson one page to present its Agenda of the Communists, Socialists and Jews as Enemies of the State. With the ideology of BLM in its arsenal of anti-Semitism, it took Pearson almost no time to create the message of Jews as guilty, undesirable and expendable. As the Jews were in Germany, so would they become in America.

P. 460 *Roots of the Holocaust*

The mass murders of Jews as well as other “undesirables” were a direct result of a racist ideology that considered Aryans (white gentiles, especially those of German, Nordic, and Anglo-Saxon blood) superior to other people.

From the start, the Nazi movement trafficked in anti-Semitism. Hitler blamed Jews for all the ills of Germany, from communism to inflation to abstract painting – and, especially for the defeat of Germany in World War I.

Other extremists influenced Hitler’s ideas and shared his prejudices. In the 1920’s, his voice was just another angry voice in the Weimar Republic, advancing simplistic answers for the nation’s grave economic, political, and social troubles. In 1933, however, Hitler became chancellor of Germany.

- In this section of the Pearson text, there are only accusations of Jewish guilt, no historical explanations or refutations. The sentences are short and cadenced. They are sentences which indoctrinate and lead easily to the equivalency of the guilt of the Jews, not just in Germany but across Europe and the guilt of the Jews of America. What Pearson presents here about the German Jews is equivalent to the mantra of the “crimes” of the American Jews, who own the banks, the media, the Stock Exchange, etc.

P. 461

Between 1933 and 1937, about 129,000 Jews fled Germany and Nazi-controlled Austria. They included some of the most notable figures in the scientific and artistic world, including Albert Einstein.

- I picked this particular quote because it is interesting that Albert Einstein does not appear anywhere in the textbook as a notable Jewish immigrant, but is mentioned here as a Jew who escaped the Nazis.

On P. 461, we encounter the first Errors, Bias, Half Truths and Slant in the presentation of the Holocaust. These are agenda-based, designed by Pearson to mask the truth about the Holocaust and to “universalize” it. The questions and/or tasks given to the students belong to Holocaust Revisionism – the act of changing the meaning and message of the Holocaust into generic “universal” genocide.

1. Explain that the *Holocaust* comes from a Greek word meaning “thing wholly burnt.” Jews referred to the events of the *Holocaust* as *Shoah* meaning “catastrophe.” The term *Holocaust* was coined in the 1950s to describe the genocide of the Jews and other peoples.

2. Ask students to write a short response to the following question: Why was *Holocaust* an apt name for these events?

Answer is provided. This is the Teachers Edition and therefore the teachers have their answers, and this is a simple and successful indoctrination device. (Italics in textbook)

The Holocaust resulted in the deaths of millions of people and imprisonment of millions more. The Nazis destroyed property and nearly destroyed an entire group of people.

The correct answers would show students that the words Shoah and the Holocaust are not part of Holocaust Revisionism or Universalism. They belong to the history of world anti-Semitism and the intended extermination of the Jews.

Before the term Holocaust was used specifically to describe the organized killing of Jews, it was used by writers to describe other more moderate, but horrific, bloodbaths.

The first person believed to have used the word Shoah specifically to describe the Holocaust was writer and editor Yehuda Erez in 1938. Erez, who emigrated from Russia to British Mandate Palestine in 1923, wrote the article “With the Shoah in Europe” in December 1938.

“We are horrified at the foundation by the shoah that is taking place upon the heads of German Jewry.”

Haaretz first used the word *shoah* in its modern sense in September 1939, when one of its writers said, “When the sword of war placed a *shoah* on entire Jewish towns and brought anxiousness and discomfort to the Jewish community in the Holy Land.”

The term Sho’ah emphasizes the annihilation of the Jews - not the totality of Nazi victims. The word appears in the Bible more than a dozen times, always to signify complete and utter destruction.

The word Holocaust is derived from the Greek *holokauston*, a translation of the Hebrew word *olah*, meaning a burnt sacrifice offered whole to God. This word was chosen, and gained wide usage, because, in the ultimate manifestation of the Nazi killing program – the extermination camps – the bodies of the victims were consumed whole in crematoria or open fires.

Raphael Lemkin (24 June 1900 – 28 August 1959) was a Polish lawyer of Jewish descent who is best known for coining the word genocide and initiating the Genocide Convention. Lemkin coined the word genocide in 1943 or 1944, and not in 1950 as stated above. It comes from *genos* (Greek for family, tribe, or race) and *-cide* (Latin for killing).⁴⁵

3. Analyze Context. Ask: How did Hitler and the Nazis pursue policies against the Jews? What historical, economic, and cultural factors made the Holocaust possible?

Answer is provided. This is the Teachers Edition and therefore the teachers have their answers, and this is a simple and successful indoctrination device. (Italics in textbook)

Nazi policies began as economic and then unfolded as social and political. They took advantage of economic hardships as well as cultural differences that made it easier to target specific groups, like the Jews. They also pursued their policies while building military power and pursuing political and military dominance in Europe. These factors worked together to enable Hitler and the Nazis to persecute Jews with little interference, especially as most other nations were more concerned about containing German military might.

- This provides the teachers with additional language and perspective needed to teach/indoctrinate that the Jews were responsible for the Holocaust.

P. 462 *The First Concentration Camps*

In theory, the camps were not designed to kill prisoners but to turn them into “useful members” of the Third Reich. The Nazis imprisoned political

⁴⁵What Is the Origin of the Term Holocaust? | Britannica, <https://www.haaretz.com/jewish/holocaust>,
[Names of the Holocaust - Wikipedia](#)

opponents such as labor leaders, socialists, and communists, as well as anyone – journalists or novelists, ministers or priests who spoke out against Hitler.

- We have actually arrived at the presentation of Jews as the Enemies of the State and this is Pearson's message and agenda. This is also the agenda of the BLM.

Many Jews as well as Aryans who had intimate relations with Jews were sent to camps. Other groups targeted as "undesirable," included gypsies, Jehovah's Witnesses, homosexuals, beggars, drunkards, conscientious objectors, the physically disabled, and people with mental illness.

- Why this list? Simple but brilliant. Pearson has it here to show the students that the Holocaust was not **just** about the Jews

On Pp. 462-463, in a box at bottom of page, Pearson presents an agenda-based insertion which is skewed, brilliant and evil.

At first the murder of Jews and other prisoners tended to be more arbitrary than systematic. But at the Wannsee Conference in January 1942, Nazi leaders made the decision to move toward Hitler's "Final Solution." Reinhard Heydrich, an SS leader known as "the man with an iron heart," outlined a plan to exterminate about 11,000,000 Jews.

- Hitler's extermination of the Jews was never arbitrary. It was systematic but not fully implemented until the means of mass extermination were developed. Eyewitness testimonies of random survivors as well as Nazi orders to their troops detailed the methodical roundup of Jews, from street to street and their organized removal by trucks to nearby forests where pits had been dug, often by Jewish prisoners who were then shot along with the rounded-up Jews and thrown into the pits.⁴⁶ I asked myself why Pearson would include this information in a box and not within the narrative itself. To this point in the section, students see the number 6,000,000 Jews and at least another 6-8 million "others." It is this careful inclusion of the extermination of 11,000,000

⁴⁶ David Silberman. *Lipke's List. The story of Zanis Lipke and the Jews he saved.* Latvia: Zana Lipkes Memorials, 2020.

David Silberman, *And You Saw It. La Fosse, La Ferme aux Poux*, Paris: Beate Klarsfeld Fondation, 2011.

intended Jewish victims, which explains the chant “Hitler didn’t finish his job,” a chant that matches the virulent BLM anti-Semitism, that has been heard in the streets of Europe, Venezuela and America. Now, thanks to Pearson, I know to what it refers.

Pearson’s *United States History* is an American textbook, which presents the Jews as Enemies of the State in Germany, draws the equivalency between German Jews and American Jews, eliminates Judaism as a World Religion just as Hitler tried to put an end to Judaism, removes the names of prominent Jews from American history, thereby eliminating most of their contributions to American history and removes American Jews from the protection from discrimination and anti-Semitism promised them by the Constitution.

Chapter Five

Pearson and its Leftist Agenda-based Revisionism of Israel's History

How does a publishing house change history? How does it knowingly produce egregiously flawed, agenda-based textbooks and sell them throughout the United States without penalty? How does it sell erroneous edition after erroneous edition and never be held accountable? I have asked myself these questions many times, over the years which I have spent reviewing and correcting textbooks that are flawed, historically inaccurate and severely biased. And I have spent time arguing with the Presidents, CEOs and Chief Editors of these companies. There are many publishers who fit into the category of purveyors of false facts, mistruths, and spreaders of bias and hatred. But there is one which excels and that is Pearson Prentice Hall. Pearson's history, social studies and even geography books are often error laden. Stylistically, many of the books contain factual errors, half-truths, omission of facts, innuendo, bias and incorrect vocabulary. Individually or collectively, these devices create agenda-driven textbooks and implant and then grow revisionist history, passed on through their many editions to generations of unknowing youngsters.

Most of Pearson's earlier textbooks have severe errors and mistruths. They are visible and identifiable, if given adequate attention. That brings me to the question of why there are so many editions of so many flawed textbooks and why this publishing house has gone without penalty for promulgating its revisionist history.

It is my belief that Arab petrol dollars have funded the revisionism, that publishing houses and our education system have been "influenced" by these dollars since August 1975 when the first \$6.4 million was given by Saudi Arabia to the California-based Stanford Research Institute for the purpose of developing a five-year plan on how Saudi Arabia could best invest \$140 billion in the American infrastructure over the next five years. Much of the money targeted the American education system. In addition to this, Americans have long held the concept of the "sanctity" of the American education system and parents have not spent the time necessary looking at their children's textbooks and schoolwork to be aware of the changes in the "quality" of their children's education. And as our society has changed its political ideology, also under the auspices of foreign money, the publishers have had a free path for introducing and imbedding revisionist history.

I have almost always been able to identify Pearson's historical revisionism by outright historical errors, omissions and bias. That is what has enabled me to do this work. But now Pearson has changed its technique, making this revisionism much more difficult to identify and correct.

Pearson's *World History: The Modern Era*, dated 2020 and under consideration for purchase in Tennessee, is a well-written book. It has impeccably written sections on such difficult areas as World War I and World War II, the Holocaust, Nazism, and anti-Semitism. It was only when I turned to the section "Nationalism and Conflict in the Middle East" that I encountered Pearson's "new" revisionist technique – one which has made me understand how subtle its agenda-based revisionism has become. Pearson is one of the most anti-Israel companies which I have encountered. Most of their world history textbooks contain virulent anti-Israelism and at times visceral anti-Semitism. That is not the case in this book. Antisemitism is a non-issue. Their anti-Israelism is no longer visceral and therefore it does not alarm. Pearson has perfected the technique of the use of half-truths – couching its omissions, errors, and bias in enough well written facts to make them palatable and believable.

On P. 411, ll. 9-15 Pearson sets the tone for the entire section entitled "Nationalism and Conflict in the Middle East." We have here enough historical truth, couched in the Palestinian vocabulary of Victimization, to create the "story" of the "Palestinian People in the land of Palestine". We have equivalency – Arab nationalists and Jewish nationalists.

Arabs felt betrayed by the West – a feeling that has endured to this date. During the 1920s and 1930s, their anger erupted in frequent protests and revolts against Western imperialism. A major center of turmoil was the British Mandate of Palestine. There, Arab Nationalists increasingly clashed with Jewish nationalists, known as Zionists.

Also on P. 411, ll. 73-75, Pearson subtly introduces the word "settlers" creating a non-existing parity between Arabs and Jews. However, the Jews in the Yishuv were not settlers. They were the indigenous population. In most cases, the Arab population were the settlers – those who emigrated from countries that were part of the Ottoman Empire and immigrated into what became the region called Palestine and later part of the British Mandate for Palestine. Jewish immigration from 1919 to 1940 was legal. Much of the Arab immigration was illegal but counted

by the British to change the “balance” of who legally belonged there.⁴⁷ Pearson never included this in its narrative.

From 1919 to 1940, tens of thousands of Arabs and Jews immigrated to the Palestine Mandate. Both the Zionist movement and the effects of anti-Semitism in Europe encouraged Jewish immigration. Despite hardships, Jewish immigrants set up factories, built new towns, and established farming communities. At the same time, the Arab population almost doubled. Some immigrants were from nearby lands. As a result, the population of the Palestine Mandate included a changing mix of settlers.

On P. 411, ll. 62-74, Pearson manages to start the “tension” between the Arabs and the Jews with this immigration and to continue the fabricated history that land and not the extermination of the Jewish People is at the heart of the Arab-Israeli conflict.

At first, some Arabs welcomed the money and modern technical skills that the newcomers brought with them. But as more Jews moved to the Palestine Mandate, tensions between the two groups developed.

Jewish organizations tried to purchase as much land as they could while many Arabs sought to slow down or stop Jewish immigration. Arabs attacked Jewish communities hoping to discourage Jewish immigration. To protect themselves, the Jewish settlers established their own military defense force. Competing claims to the land continue to lie at the heart of the Arab-Israeli conflict.

The Section “The Founding of Israel” displays classic Pearson revisionism but without the visceral hatred of Israel. Pearson has found a more acceptable way of portraying Israel as the aggressor and the occupier – it is revisionism by inference and omission.

On P. 553, ll. 4-16, Pearson has simply omitted the fact that Israel tried to return land after each war and that the Arabs, who attacked Israel on each of the defensive wars that Israel fought, refused to take back the territory. This parallels their refusal to accept the original Partition of Palestine. There was to be no homeland for the Jewish people.

⁴⁷ <http://www.eretzyisroel.org/~jkatz/return.html>

In 1948, when Britain withdrew from the Palestine Mandate, Jews proclaimed the independent State of Israel. Neighboring Arab nations launched the first of several wars against Israel but were defeated.

As a result of these wars, Israel gained control of more territory. After the 1948 war, Jordan took control of the West Bank and East Jerusalem, while Egypt took the Gaza Strip. Today, Palestinian Arabs do not have an independent state, but a series of negotiations over the years has resulted in peace treaties between Israel and Egypt and the creation of an autonomous Palestinian authority within the Israeli-controlled territories.

Similarly, on P. 553, ll. 17-23, Pearson's presentation of the Arab Refugee problem has just enough history to make it appear factual but is incorrect through the omission of the critical facts that answer the question of why there was and is this problem. As presented by Pearson, Israel created it. There is no mention of the role played by the Arab League and the Grand Mufti of Jerusalem. Nor is there any information about the fact that they were housed in temporary camps because no Arab country would take them in. And Pearson creates an unfortunate equivalency between the Arab refugees and those Jews who were expelled from Arab lands and fled to Israel.

The 1948 Arab-Israeli War created a huge refugee problem. Hundreds of thousands of Palestinian Arabs fled their homes in Israeli territory. The UN housed them in temporary camps for decades. At the same time, hundreds of thousands of Jewish refugees expelled from Arab lands fled to Israel.

We also need to see how Pearson creates agenda-based questions to develop critical thought. On P. 553, ll. 41-42, Pearson asks this question, which gives statehood to "Palestine" and whose response supports Islamist Holocaust Revisionism – that there would have been no Israel if there had not been the Holocaust.

Why did people around the world support a Jewish homeland in Palestine?

On P. 559, ll.1-9, we have "classical Pearson" – the omission of important facts, which would remove Israel as the occupier of lands, and just enough history couched in salient half-truths to make this the history of Israel.

Arab rejection of the State of Israel has led to ongoing conflict. In 1948, five Arab nations invaded the newly independent Israel and were defeated. Israel and its neighbors fought three more wars in 1956, 1967, and 1973. In these wars, Israel fought for its existence and in the process of turning back attacking Arab forces gained more land. Between and since these wars, Israel has faced many terrorist attacks within its borders and ongoing rocket attacks from Gaza and Lebanon. The United States and other nations worked to find a solution to the long-standing conflict.

And finally, we have the curious choice of words “hosted” and “struggle” used by Pearson in the section “The PLO and Intifada.” The Palestinians were hardly “hosted” in the camps to which they were relegated by the Arab nations which would not take them in and the PLO waged war and did not lead a struggle against Israel.

The number of Palestinians in refugee camps grew in the decades after 1948. The majority of these camps were overcrowded and lacked adequate services such as roads and sewers. Unable to return to Israel, the refugees were also not granted rights in the countries that hosted them. Such conditions fed growing anger. Many Palestinians came to support the Palestinian Liberation Organization (PLO), which led the struggle against Israel.

This book is an anomaly when we consider other Pearson textbooks. *World History: The Modern Era* has enough historical accuracy to make it “look like” an acceptable textbook. However, it is dangerous because its revisionism is clothed in respectability and therefore difficult to recognize. It is pure Pearson anti-Israelism but unless the readers and the teachers know that history, its revisionism is deadly.

Conclusion

CRT: The Leftist Agenda Driving FL K-12 Education

Critical Race Theory and Florida Textbooks⁴⁸

Critical Race Theory (CRT) is a modified form of Marxism which divides people based on race and culture rather than class. It makes race the lens through which all aspects of American society are measured.

By the mid-1960s, Marxist intellectuals in the West began to acknowledge the failures of Marxism in the Soviet Union and China. They were appalled at revelations of Soviet atrocities and realized that workers' revolutions would never take place in Western Europe or the United States where most Americans had never developed a sense of class consciousness or class division. These Marxist intellectuals understood that most Americans believed in the American dream—the idea that they could transcend their origins through education, hard work, and good citizenship. It is precisely because they understood this that Civics Education was the first scholastic discipline to be targeted by CRT for Marxist Revisionism.

Marxist scholars in the West adapted their revolutionary Leftist theory to the social and racial unrest of the 1960s. They eliminated the Marxist class discussion and replaced it by race, seeking to create their revolution of the disenfranchised based on racial and ethnic categories.

Critical Race Theory became an academic discipline, formulated in the 1990s, built on the intellectual framework of identity-based Marxism. CRT was created in the Petri dishes of Academia, grown for many years in universities and obscure academic journals. CRT evolved from these Petri dishes and over the past decade has increasingly become the replacement ideology in our public institutions, analogous to replacement theology in Christianity.

CRT is dangerous for many reasons. One reason stands out. CRT is not a “trickle-down” phenomenon. It was created in Academia, but it did not trickle down throughout society. Once out of its Petri dish, CRT was planted in the K-12 education system. From there it grew and moved into “higher education” – undergraduate, then graduate and finally law schools. CRT moved upwards throughout society: introduced into government agencies, corporate human resources (HR) departments, public and private school systems. It was introduced

⁴⁸ Written by Dr. Sandra Alfonsi for Proclaiming Justice to The Nations

via diversity training programs, human resources modules, public policy frameworks, school curricula, State Standards, teacher training programs, publishing houses.

CRT holds to the idea that:

1. **There is no absolute truth**—only competing narratives. It sees “lived experiences” as mattering more than facts.
2. **Individuals are either an oppressor or a victim.** People are predetermined by immutable characteristics such as race to fall into either category. Culture is defined by groups exercising power over each other.
3. **America is systemically racist and must be dismantled.** It sees America as having been founded on the system of capitalism, which is racist, and therefore must be disrupted.

When followed to its logical conclusion, CRT is destructive and rejects the fundamental ideas on which our Constitutional Republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race.⁴⁹

How do we “recognize” CRT? I would say that it is through its constant use of certain “key” vocabulary that CRT is identifiable. CRT’s skillful methodology of “deconstruction.” – the destruction of what was identifiable and reconstruction of how it must be, is most easily carried out linguistically. Similar sounding words and phrases are exchanged, deconstructing the meaning of the original words, and substituting the new meaning.

Christopher Rufo wrote, “If your school district teaches any of the following concepts, it’s teaching critical race theory.” The list includes whiteness, white privilege, systemic racism, equity, intersectionality, and anti-racism.⁵⁰

There are a series of expressions used by its supporters to present CRT, including “equity,” “social justice,” “diversity and inclusion,” and “culturally responsive teaching.” Critical Race Theorists are masters of language construction since they realize that “neo-Marxism” would be a hard sell. *Equity*, on the other hand, sounds non-threatening and is easily confused with the American principle of *equality*. But the distinction is extensive and important. Indeed, equality—the

⁴⁹ [Reject Critical Race Theory | Heritage Action For America](#)

⁵⁰ Christopher Rufo [THE FORUM | AAPF](#)

principle proclaimed in the Declaration of Independence, defended in the Civil War, and codified into law with the 14th and 15th Amendments, the Civil Rights Act of 1964, and the Voting Rights Act of 1965—is rejected by Critical Race theorists. To them, equality represents “mere nondiscrimination” and provides “camouflage” for white supremacy, patriarchy, and oppression.⁵¹

In Cupertino, California, an elementary school forced first-graders to deconstruct their racial and sexual identities and rank themselves according to their “power and privilege.” In Springfield, Missouri, a middle school forced teachers to locate themselves on an “oppression matrix,” based on the idea that straight, white, English-speaking, Christian males are members of the oppressor class and must atone for their privilege and “covert white supremacy.” In Philadelphia, an elementary school forced fifth graders to celebrate “Black communism” and simulate a Black Power rally to free 1960s radical Angela Davis from prison, where she had once been held on charges of murder. And in Seattle, the school district told white teachers that they are guilty of “spirit murder” against black children and must “bankrupt [their] privilege in acknowledgment of [their] thieved inheritance.”⁵²

Textbook CRT is quite radical, and its advocates openly admit that they do not continue the legacy of the Civil Rights Movement.

In the book by Kimberlé Crenshaw *Critical Race Theory: The Key Writings That Formed the Movement*, the author states “The aspect of our work which most markedly distinguishes it from conventional liberal and conservative legal scholarship about race and inequality is a deep dissatisfaction with traditional civil rights discourse.”

CR Theorists wanted to break away from the traditional values of the Civil Rights Movement, because they argued that these ideals were not bringing racial progress fast enough or were perpetuating the same racial inequality as before.

CRT is overtly against Martin Luther King’s belief in “color-blindness” and racial integration. Whites and Blacks coming together through a common culture is not possible, because Whites ultimately control this culture and use it to keep power and resources for themselves.

⁵¹ *ibid.*

⁵² *ibid.*

However, CRT advocates have hijacked traditional colorblindness and repackaged it as “color-blind racism,” falsely claiming that to be color-blind means to refuse to see color, and by default, refuse to see racism and racial injustice.

Deconstruction is often times disingenuous, as it purposely redefines opposing positions in a way that cripples them and makes them easier to nullify or dismiss.

Deconstruction can become Orwellian, as it attempts to literally control the words we can and can’t say, which leads to policing thoughts – ideas we can and can’t *think*.

In March 2021, Grace Church School, an elite prep school in downtown Manhattan, published a 12-page memo that encouraged people to stop using certain terms that it considered to be outdated, and to replace those terms with “inclusive” terminology. The new terms were billed as “neutral,” however they were anything but, as they *replaced* words that were deemed politically incorrect. The “inclusive” terminology was actually *exclusive*, as it attempted weed out words and phrases contrary to the worldview of the administration.

Examples:

Instead of saying “mom and dad,” say “grown-ups,” “folks,” or “family.”

Instead of saying “parents,” say “grown-ups,” folks,” “family” and “guardians.”

Instead of saying “Merry Christmas/Happy Holidays” say, “Have a great break!”

Instead of saying “diverse/minority,” say “person of color, marginalized identity/population.”

The memo also redefined these terms:

Colorblind – No one is color blind as it pertains to race. We see the skin tones of people and assumptions are made about how someone identifies racially.

Caucasian – The correct term is White. White is a more accurate description of light-skinned people of European descent.

Traditional Family – We actively try to undo notions of a “typical” or “normal” family structure, each family is unique.

The following questions were created to help parents understand the complexities and dangers of an education system dominated by Critical Race Theory.

1. *Should we be teaching children that America is a systematically racist country based in White supremacy?*

- The Oregon Department of Education is promoting a program called “A Pathway to Equitable Math Instruction,” which aims to deconstruct racism in mathematics and make visible the “toxic characteristics of White supremacy culture in math.”

2. *Should we be teaching children that all racial disparities are the sole result of racism?* Ibram X. Kendi, who runs the Center for Antiracist Research at Boston University, has proposed passing an antiracist constitutional amendment to “fix the original sin of racism” in America. This amendment would not be concerned with equal opportunity, but equal outcome, and any racial disparity would be viewed as the result as the result of racist policy and would be adjusted accordingly.

3. *Should we be teaching our children that they are either racist or antiracist, and that there is no neutral?* Kendi’s book *How to be an Antiracist* polarizes Americans into separate camps and presents educators with the fallacy of the false dilemma: you either accept Kendi’s polarizing ideology wholeheartedly, or risk getting labeled “racist.”

4. *Should we be teaching our children that White America is inherently anti-Black and that all White suffer from an unconscious bias against people of color?* Seattle Public Schools held a teacher training where educators were found guilty of “spirit murder,” which is the concept that American schools “murder the souls of Black children every day through systematic, institutionalized, anti-Black, state-sanctioned violence,” according to University of Georgia education professor Bettina Love.

5. *Should we be polarizing children into tribal camps based on race, and teaching them to view the world as oppressors vs. oppressed?* According to a study by The Heritage Foundation, a major thematic component of Critical Race Theory is the “Marxist analysis of society made up categories of oppressors and oppressed.”

6. *Should we be teaching children that so-called “Whiteness” is problematic and must be targeted and disrupted?* An organization of English teachers called “Disrupt Texts” wants to remove White authors like William Shakespeare from English classes, and Bree Picower, an education professor at Montclair State University in

New Jersey, published a book titled *Reading Writing and Racism: Disrupting Whiteness in Teacher Education and in the Classroom*, which teaches education majors that so-called “Whiteness” is something that must be eliminated in classrooms.

7. *Should we be teaching children that being nice, cooperative, and compliant is racist, and that White silence is violence?* “Work Hard. Be Nice” – this slogan ignores the significant effort required “to dismantle systemic racism, places value on being compliant and submissive, supports the illusion of meritocracy, and does not align with our vision of students being free to create the future they want.”

8. *Should we be teaching children that the most important determinant of success in their lives is skin color?* CRT teaches a concept called “race-consciousness,” which racializes all aspects of society and makes skin color the primary lens from which children are taught to view the world.⁵³

CRT is infiltrating American education through the idea of **subjective truth**. According to Critical Race theorists, there is no objective “truth,” only a subjective reality based on lived experience. CRT doesn’t view *perception of truth* as **subjective** (which would indeed be based on lived experience) but sees *truth itself* as subjective. This becomes problematic in K-12 education, as much of the state standards and content being taught is indeed objective information that *isn’t* based on lived experience, especially in math, science, history, social studies, civics.

CRT uses Black Lives Matter as their vector of infiltrating impressionable young minds and using their concept of fear to manipulate the weak and irresponsible superintendents, school boards, and teachers who go along with this dangerous nonsense. Schools across the nation are telling some kids that other kids are evil, or that they themselves are evil, for things over which they have — and never had and never will have — control, such as the melanin content of one’s skin or the particular shape of one’s eyes. And for the distinctly un-American practice of teaching that free speech, critical thinking, and questioning authority are simply indications of one’s own irredeemable “privilege.” CRT also uses BLM as the platform for introducing violence into the behavior of our youngsters.⁵⁴

⁵³ Christopher Paslay. **A Parent’s Guide to Critical Race Theory**. *Fighting CRT in your Child’s School*. 2021, pages 8-12.

⁵⁴ *ibid.*

It is my opinion that CRT has been able to entrench itself through its infiltration of K-12. Successful indoctrination is a long-term process. To introduce CRT at the elementary school level means that CRT moves upward, over the 12 years of K-12, then the 4 years of undergraduate college and then graduate school. The act of indoctrination is accompanied by intimidation, and this explains how CRT takes root and then strangles any opposition to it. K-12 relies on intimidation of grades, promotion or failure. It is mind-control and/or brainwashing. It is education by suggestion and not by fact. It is subjective and not objective. Most certainly is clothed in bias, discrimination and fear. It is Leftist, Marxist, Racist and anti-Constitutional.

How is CRT taught in Florida textbooks? Is the subject matter easy to identify? How is it conveyed? How is the brainwashing directed and by whom? I will answer my own questions. CRT material is not easy to identify but with attention it is possible. We must look for key vocabulary, for the deconstruction of “successful” moments of American history distorted by the CRT theorists (i.e., MLK and the Civil Rights Movement), for the skewing of teaching material to focus on white privilege, black oppression.

I believe that it can be proven beyond a doubt that the responsibility for CRT indoctrination/brainwashing belongs to the teachers. That responsibility is assigned to them. The Teachers Edition (TE) of each textbook contains instructions on what to teach, how to teach it and how to “feed” the ideology and philosophy to the students. It is they who bring CRT materials into the classroom, who introduce CRT language into the classroom, who are trained in CRT and taught how to indoctrinate, who are themselves indoctrinated and, in many cases, intimidated. I also believe that we must investigate “Teacher Training” and Teachers Colleges to understand how this is done.

I have selected three books currently in use in Florida. They show beyond a doubt both the methodology and the ideology of CRT. More important they show how CRT authors work with the publishers to implement their indoctrination and mind control. Yes, CRT is, in my opinion, a tool of mind control. The margins of pages and inserts above, below and alongside the text have become where the mind control and indoctrination are housed.

I. McGraw Hill *Florida Civics Economics and Geography*, 2013.

The responsibility of the teacher is clearly defined.

T42 Professional Development and Teachers Training

How will I encourage the learners to rethink previous learning? How will I encourage on-going revision and refinement?

P. 28 *Some of the most fundamental ideas in this chapter – civic duty and responsibility, tolerance, diversity and democratic values – come together when we have to make decisions as citizens.*

II. Pearson. *United States History*, 2018.

This textbook is replete with material which can be interpreted or explained as proof of America's Systemic Racism, a major tenet of BLM and CRT ideology. The repetition of certain vocabulary here, i.e. "White men" is the key to the identity of the ideology.

P. 34 *The Lincoln-Douglas Debates*

Douglas had authored the concept of popular sovereignty by which voters – white men – in the states would decide whether or not to allow slavery.

What was the key disagreement between Lincoln and Douglas?

(They disagreed over the issue of how slavery would be decided in new states. Douglas had authored the concept of popular sovereignty, by which voters – white men – in the states would decide whether or not to allow slavery. Lincoln opposed the spread of slavery and so the idea of popular sovereignty.)

[**Teachers Instruction**] *Stress that while the debate was not strictly about the existence of slavery itself, Lincoln's eloquent claims that African Americans were entitled to "natural rights" both thrilled and horrified many.*

- "Horrified" is indicative of American Systemic Racism.

P. 42 *The Emancipation Proclamation did not officially end slavery. It was a symbolic act that had no direct bearing on the status of enslaved African Americans.*

[Teachers Instruction] *Explain that the Emancipation Proclamation freed all enslaved African Americans under Confederate control. Point out that the Proclamation did not actually free any slaves. It bolstered the Union cause and symbolically redefined the war.*

- Nowhere does the textbook provide the following clarification:

As Lincoln's decree applied only to territory outside the realm of his control, the Emancipation Proclamation had little actual effect on freeing any of the nation's enslaved people. But its symbolic power was enormous, as it announced freedom for enslaved people as one of the North's war aims, alongside preserving the Union itself. It also had practical effects: Nations like Britain and France which had previously considered supporting the Confederacy to expand their power and influence, backed off due to their steadfast opposition to slavery. Black Americans were permitted to serve in the Union Army for the first time, and nearly 200,000 would do so by the end of the war.

Finally, the Emancipation Proclamation paved the way for the permanent abolition of slavery in the United States. As Lincoln and his allies in Congress realized emancipation would have no constitutional basis after the war ended, they soon began working to enact a Constitutional amendment abolishing slavery. By the end of January 1865, both houses of Congress had passed the 13th Amendment, and it was ratified that December.⁵⁵

P. 329 *Guided Reading and Discussion*

Hypothesize

Why might some have perceived cultural movements in music such as jazz as having a negative impact on American society?

This was a new genre of music that encouraged new styles of dance which some may have disapproved of. It became a symbol of modernism which contrasted values associated with tradition.

⁵⁵ [Emancipation Proclamation - Definition, Dates & Summary - HISTORY](#)

- Guided Reading and Hypothesize belong to the vocabulary of indoctrination or mind control. This exercise could easily lead to the introduction of inherent American Systemic Racism by the teacher.

P. 330 *In 1920s the term “new Negro” entered the American vocabulary. It suggested a radical break with the past. No longer would African Americans silently endure the old ways of exploitation and discrimination.*

P. 331 *The writer Jean Toomer’s works appealed to African Americans to remember their pasts.*

[Teacher Instruction] *Infer: Why would Toomer emphasize this theme in his works?*

- My response to the Teacher’s question would be that for CRT, minorities do not use facts. They use Subjective Memory to create their own history. This leads to introducing Systemic Racism, Slavery, and Victimization.

P. 372 *As time went on, programs such as the CCC became more inclusive, extending work and training to Mexican Americans and other minority youth as well as to whites.*

P. 557 *Determine Point of View*

What were George Wallace’s views on maintaining the status quo of segregation in Alabama school? What role did Wallace play in maintaining the status quo?

[Include in Response] *(He wanted to maintain segregation in schools. This was clear from his pledge to maintain “segregation forever” and prevent African Americans from registering. He tried to keep the University of Alabama segregated but backed down when President Kennedy called in the Alabama National Guard to enforce integration.)*

- This opens the door for the discussion of Systemic Racism.

P. 544 What stands out in this chapter is the authors' insistence on the use of the term African Americans. This is the vocabulary promoted by BLM. It links to the accusations of the USA as a Slave Nation and also the existence of Systemic Racism.

III. Pearson Magruder's *American Government*. 2018.

P. 431 *Discrimination in America*

- This title prepares the students for a vituperous CRT lesson in American Systemic Racism. The vocabulary is pure CRT.

White Americans have been historically reluctant to yield to nonwhite Americans a full and equal place in the social, economic, and political life of this nation. Over time, the principal targets of that ethnic prejudice have been African Americans, Native Americans, and Hispanic Americans. The white-male-dominated power structure has also been slow to recognize the claims of women to an equal place in American society.

Pp. 431-434 *Slavery and Discrimination*

- This title prepares the students for a vituperous CRT lesson in American Systemic Racism. The vocabulary is pure CRT.

Much of what you will read here focuses on discrimination against African Americans. There are three principal reasons for this focus. First, African Americans have been the victims of consistent and deliberate unjust treatment since colonial times. The ancestors of most African Americans came to this country in chains. Over a period of some two hundred years tens of thousands of Africans were kidnapped, crammed aboard sailing ships, brought to America and then sold in slave markets. As slaves, they were the legal property of other human beings. They could be bought and sold and forced to do their owners' bidding, however harsh the circumstances.

- Here is a perfect example of historical deconstruction. There is no mention that many Africans were sold by their own people or tribe to the Europeans who brought them to America.

It took a civil war to end over two centuries of slavery in this country. The 13th Amendment finally abolished slavery in 1865. Still, the Civil War and the ratification of that amendment did not end widespread racial discrimination in the United States.

- This entire section reenforces the accusation of American Systemic This is a continuation of BLM and CRT indoctrination of American Systemic Racism. It also reflects CRT rejection of the Civil Rights Movement and Legislation since no mention is made of the gains by African Americans.

P. 432 *Continued Discrimination Against African Americans*

America is now a thoroughly multiracial society. Still, unlike whites, African Americans live with the consequences of America's history of racial discrimination every day of their lives. Of course, this is not to say that other groups of Americans have not also suffered the effects of discrimination. Clearly many have.

- This quote encompasses the BLM and CRT designation of African Americans as victims and the oppressed and the whites as the oppressors.

P. 432 *White Settlers Bring Discrimination Against*

*Native Americans
Hispanic Americans
Mexican Americans
Hispanic Americans from Islands
Central and South Americans
Asian Americans from: Philippines, China, Korea, Vietnam, India*

P. 432 *Discrimination in America*

[Teacher Instructions] *Tell students that throughout the history of the United States, many ethnic minority groups have been discriminated against. Much of this discrimination has come from white, male, Americans.*

[Teacher Instructions] *Ask students: Why do you think white, male Americans discriminate against minority groups?*

(Possible answer: White, male Americans have historically held most of the power in the United States and have been reluctant to give up power to minority groups.

Conclusion

CRT is dangerous. It is infectious. It is psychologically damaging, especially to our young. It is racist and breeds racism. It spews hatred and encourages societal discord. It is Marxist and anti-American. It is anti-Constitution. It is anti-White and pro-Black and other People of Color. That being said, CRT is Totalitarian. It uses and manipulates Black Americans and other People of Color to fulfill its Marxist political agenda. That is why CRT recognizes only the Oppressed and the Oppressor. The Whites are the Oppressors and the Black Americans and other People of Color are the Oppressed and/or Victims.

CRT is anti-Semitic and anti-Israel. American Jews are a minority which has experienced constant discrimination in America. But they are missing totally from CRT and from many textbooks promoting BLM and CRT curricula. As such American Jews continue to be victims of American anti-Semitism, with its ever-growing virulence.

Contributor Bios

Dr. Sandra Alfonsi

Dr. Sandra Alfonsi was the Director of National Hadassah's Curriculum Watch and Chair of the Hadassah Academic Advisory Board for many years. She has been a reviewer of K-12 United States History, Social Studies and Global and World History textbooks since the mid-1990s.

Dr. Alfonsi was the primary researcher for ACT! for America Education from 2011-2012 and Lead Author of its Report: *Education or Indoctrination? The Treatment of Islam in 6th through 12th Grade American Textbooks*. She has served as ACT! for America's Director of Textbook Revision Project, ACT! for America Education, 2012 - 2013.

She is the Founder and Director of Textbook Alert, an independent think tank, whose goal it is to ensure standards of education which are historically accurate, as well as ethnically and culturally unbiased. She serves as PJTN's Senior Academic Advisor on all textbook and education-related agenda.

She lives in Jerusalem, Israel.





Dr. Laurie Cardoza Moore, Founder and President of Proclaiming Justice to The Nations (PJTN), is a globally respected “go-to” voice on the frontlines in 2022 in the battle for the ideological, social, moral and civic mind of America’s next generation.

A home-schooling mother of five, her original “wake-up call” on the state of America’s educational system was the discovery of anti-American, anti-Judeo Christian, antisemitic content in her own children’s textbooks. The revelation of the early seeds of indoctrination of America’s children began her quest in the early 2000s to bring awareness and change through every avenue she could reach: legislative, media, advocacy and ultimately the development of PJTN programs and documentaries that are now shared globally and educate on a mass level have become her successful vehicles of choice since PJTN was founded by her in 2005—literally born on her kitchen table. Her home-based advocacy in education in Williamson County, Tennessee had a profound impact for change that reached national media attention.

Believing all politics are local, Laurie serves on the Tennessee Textbook and Instructional Materials Quality Commission by the appointment of the state’s Speaker of the House Cameron Sexton, assisting in this crucial position to ensure the state’s accurate review of instructional materials for our children.

As a valued advisor to Tennessee, Ohio, Arizona, Texas and Florida state legislators in the review and correction of inaccurate and biased content in curriculum, she has mentored other homeschooling educators nationally on K-12 facilitation of curriculums including an emphasis on civics/social studies, geography, history and language arts. An avowed and passionate researcher of U.S. Constitution and Civics history, she is also recognized as an expert in Hebraic Biblical history after more than 30 years of studies and has pioneered the importance of the addition of Holocaust Education in America’s schools.

Through the avenue of PJTN programming – principally the 30-minute flagship TV series ***Focus On Israel*** for which she serves as both host and executive producer – Laurie Cardoza Moore today reaches over 2 billion potential viewers regularly through a network of fifteen TV affiliates and satellite carriers globally. PJTN has to date produced three award-winning long-form documentaries: *The Forgotten People: Christianity and the Holocaust*, *Israel Indivisible: The Case for the Ancient Homeland*, and *Boycott This!*

Laurie has been appointed, awarded and recognized by her peers for her leadership, including:

- An Honorary Doctorate Degree in Theology from the Latin University of Theology
- 2020 appointment as a Commissioner to the Tennessee Textbook and Instructional Materials Quality Commission
- 2020 appointment to Florida “BEST” Standards” Civics Textbooks Review Board
- 2020 appointment from Governor DeSantis’ administration to Review Board on Holocaust teaching and material standards for the State of Florida

Assembling and directing an ensemble of more than a dozen educational experts, under her leadership PJTN in 2019 completed an exhaustive White Paper report “Indoctrination in U.S. Public Education: Dismantling of our Constitutional Republic” and submitted it to the Office of Former Secretary of Education Betsy DeVos.

Born in Florida and educated in Palm Beach and Broward County schools, she resumed part-time residency in Orange County, Florida in late 2019. She has since met with Governor DeSantis’ Dept. of Education to discuss educational issues and Holocaust education content. Her tireless efforts have assisted in the adoption of middle school civics curriculum for the state’s 1.8 million students, as well as in Florida’s emergence as the gold standard in Holocaust Education nationally.

At the heart of Laurie Cardoza Moore’s ongoing passion for education is the preservation and nurturing of America’s next generation of leadership – a generation she notes, “We cannot afford to lose.”



P.O. Box 682711
Franklin, TN 37068

615-778-0202

www.pjtn.org

