

The Sixteen-Year National Assault on Social Studies Curricula

A Review of the Literature

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INTRODUCTION

As a result of years of attendance at national and international counterterrorism and national security conferences, and of studying peer-reviewed articles, high school texts and on-line sources, it has become clear that a basic underpinning of the future safety and security of the United States rests with correction and expansion of information taught in the social studies curricula of middle schools and high schools across the country. Authors Bard, Sewall, Stotsky, Radu, Ravitch, Bennetta, Tobin et al., whose findings are described below, collectively present a rock-solid case for the need to improve textbook accuracy. It will be impossible for our country's future leaders, our current U.S. students, to make timely, accurate and integrated future domestic and international national security decisions if their knowledge base of the critical issues is incomplete and inaccurate.¹ Students must be exposed to factual material regarding world history, American history, civics and current events to ensure continuity and sustainability of our personal freedoms.

Our U.S. national education process must have an overriding goal of teaching the critical importance of retaining the U.S. Constitution as the sole foundation of our country's legal system, which legal structure is currently under insidious attack from many sources.²

1. Mitchell Bard, "Rewriting History in Textbooks," Jewish Virtual Library Publications, American-Israeli Cooperative Enterprise, December 1993, p 1,19.

2. Anti-CAIR Website, In Defense of the Constitution, www.anti-cair-net.org; a group of concerned Americans dedicated to

Organized and accurate facts must be immediately substituted for the misinformation currently contained in textbooks.

The overarching objective of Jihadis is global domination – Q. 8:39 'Fight the infidel until there is no more fitna and all submit to the religion of Allah alone...' – and violent terrorism is but one of their many tactics employed to achieve this objective. They exhibit a putative respect for Islamic cultural heritage, but have a commitment to Islamic supremacism, and the latter is their goal. In their minds, the triumph of sharia law and the dominance of the West by Islam trumps the American/Western personal freedom card in all facets of Islamic society.

Jihadists have at their disposal many tools and weapons, and they employ as many as they can. There is but one finite and unending goal, but they see a multitude of incremental goals in their quest to achieve supremacy. In order to impose sharia everywhere on earth, each success, small or large, feeds the Islamist's appetite to eliminate and destroy Western civilization from within through the use of our democratic and open society.³ We in the West take active note of 10% of jihadist activity – violent terrorism – while 90% of Islamist goals and tactics lie just beyond our customary consciousness.

Diluting and skewing the content of U.S. social studies and history textbooks is one influential instrument of stealth jihad employed to create revisionist history "where errors in one book now stand a greater chance of replicating themselves across other books."⁴ Some of the strongest anti-American, anti-Christian and anti-Jewish propaganda, however, to this author has been written by Audrey Shabbas and published through the Arab World and Islamic Resources.⁵

Additionally, there exist non-Arab publications which republish such inaccuracies. An example is a recent encyclopedia on race and racism published by the Macmillan Social Science Library that contains a chapter titled "Zionism." Throughout his manuscript, the chapter's obscure author cites eleven references, all of which are anti-Semitic.⁶ Such anti-Semitic pub-

eliminating the Islamist terrorist threat to the United States Constitution.

3. Hugh Fitzgerald, "The Mumbai jihadist link to Al-Qaeda, and why it misses the point," *Jihad Watch*, November 28, 2008.

4. Gary A. Tobin and Dennis R. Ybarra, *The Trouble with Textbooks: Distorting History and Religion*, Rowman & Littlefield Publishers, Inc., New York, 2008 p.9.

5. Audrey Shabbas, *The Arab World Studies Notebook*, Arab World and Islamic Resources, 1998.

6. Noel Ignatiev, "Zionism," *The Encyclopedia of Race and Racism*, Macmillan Social Science Library (John Moore – Edi-

lication schemes are becoming quite effective. They have staying power because they are less obvious to adult Americans who do not read or review texts on an on-going basis. Such below-the-radar efforts are continuously employed by Jihadists to achieve Islamic goals through incremental adoption of Islamist ideology. Underway is a slow substitution of Muslim legal sharia in the United States and the West.

While all of this is occurring on a daily basis, the mainstream media continues to not focus on what they consider peripheral and insignificant actions of an unrelenting global religious-political force. Our media should instead be examining, critiquing, reporting and exposing Islamists head-on as their theology and behaviors constitute almost the entirety of the present terrorism facing our nation and the Western way of life.⁷

WHAT STUDENTS URGENTLY NEED TO LEARN

This on-going assault on our basic national values and legal structure, in our middle and secondary schools and throughout our media services, must now be countered by teaching new and corrected information through the presentation to students of precise and accurate facts:

Requirements for protecting our national security

- The role and use of intelligence collection, analysis and dissemination in protecting national security
- Global conflicts and international relationships
- Textbook publisher's revisionism of Judaism, Christianity and Islam and the implications of misinformation to our future foreign policy and national security
- Weapons and ideologies that threaten the world
- The challenge of Islamic jihad to U.S. national security
- Non-military activities in support of national security objectives

As a result of a thorough literature review, it is apparent that our current history, social studies and civics curricula do not support teaching/learning this

tor-in-Chief), 2007, p 240-244.

7. Editorial Board, "The Editorial: Not So Holy," *National Review Online*, November 26, 2008.

information correctly. In consequence, our American students are at greater risk than ever before of guiding our country's future based on inaccurate information.

EXAMPLES AT THE UNIVERSITY LEVEL

In 2001, Dr. Martin Kramer described collective failures of scholarship objectivity, and the denial of truth, in presentations of Islamic culture, religious views and political positions which he found to be pervasive among Middle Eastern Studies programs in many American universities. This is particularly disturbing because many of these programs are partially taxpayer-funded through Title VI federal dollars. (Title VI U.S. Department of Education Foreign Language and Area Studies Fellowships [FLAS] grants are competitively awarded to higher education institutions to establish, strengthen, and operate language and international centers that provide teaching in foreign languages, research and training in international studies, and instruction in world affairs.)⁸ Kramer uncovered this emerging educational crisis through exposure of these higher education programs.

David Horowitz, 2006, detailed the teaching of lies about, and hatred of, western civilization and American values by over one hundred "dangerous" university educators across American higher education institutions. Examples of the disturbing patterns he identified within American universities include:

- Faculty promotions for professors far beyond academic achievement,
- Faculty teaching outside of their areas of qualifications and expertise for political purposes,
- Faculty making racial and ethnically disparaging remarks in public about legally unprotected groups without resultant criticism or censure by university administrators, and
- Faculty introducing and promoting political agendas in the classroom, and the requirement of students to demonstrate their support for such concepts through products they submit to be graded.⁹

8. Martin Kramer, *Ivory Towers in the Sand: The Failure of Middle Eastern Studies in America*, The Washington Institute for Near East Policy, Washington, DC, 2001.

9. David Horowitz, *The Professors: The 101 Most Dangerous Academics in America*, Regnery Publishing, Inc., Washington, DC, 2006.

EXAMPLES AT MIDDLE AND HIGH SCHOOL LEVELS

Dr. Mitchell G. Bard, Executive Director, American-Israeli Cooperative Enterprise, 1993, was first to review the most widely used high school history and social studies textbooks sixteen years ago and to highlight the identification of multiple errors of fact contained within the texts. Findings from eleven world and seven American history texts revealed that:

“silence has allowed publishers to distribute books that are filled with egregious factual errors and specious analyses. The mistakes invariably are to the detriment of the Jews or Israel, raising questions about the predisposition of authors and publishers. Common errors include getting dates of events wrong, blaming Israel for wars that were a result of Arab provocation, perpetuating the myth of Islamic tolerance of Jews, minimizing the Jewish aspect of the Holocaust, apologizing for Arab autocrats, refusing to label violence against civilians as terrorism and suggesting that Israel is the obstacle to peace. Some of the most flagrant examples that occur in more than one book are the failure to mention that Syria and Egypt launched a surprise attack in 1973 on Israel’s holiest day, Yom Kippur, and that Iraq fired SCUD missiles at Israel during the 1991 Gulf War. The books in this study were so poorly written that all but one require major revisions.”¹⁰

“Publishers may argue that later editions of books correct earlier errors, but none of the revised works reviewed eliminated all the problems. In fact, some newer texts were made worse.”¹¹

Dr. Gilbert T. Sewall, Director of the American Textbook Council, 2003, has written extensively on, and testified to Congress about, the biased and “politically correct” treatment of Islam in school textbooks and its negative impact on the knowledge base and attitudes of middle school and high school American students.^{12, 13}

Dr. Sandra Stotsky, 2004, reviewed supplemental social studies materials and professional development workshops for high school teachers. She concluded that the American experiment in self-government is now threatened by the growing use of anti-civic and

anti-intellectual curriculum materials by academically weak history/social studies teachers who have not been trained to think critically. She advocates the use of more specific criteria and content standards for the evaluation of each state’s selected social studies and history instructional materials.¹⁴

THE TEXTBOOK LEAGUE AND THE TEXTBOOK LETTER

Textbooks used in America’s schools today exert powerful influences over both teachers and students. In many instances these textbooks serve as faits accomplis curricula and dictate how the subject matter will be presented. Teachers’ textbook editions come with ready-made lesson plans, homework assignments and tests. It is reasonable then to expect that textbooks should undergo considerable scrutiny, that the American education community would demand and sponsor formal textbook-peer review proceedings, and would widely disseminate the results.¹⁵

In fact, however, no sanctioned national scholarly textbook-evaluation processes exist, and “evaluations” conducted by state departments of education and/or by local school districts are rarely anything more than bureaucratic shams in which books are judged and adopted by people who have no discernible qualifications for such work. In most cases, they approve textbooks without soliciting any sort of appraisals from scholars who have the relevant subject matter expertise¹⁶

In 1989, a group of educators in California founded The Textbook League and began distributing to its subscribers its publication, *The Textbook Letter*, to provide knowledgeable textbook reviews required by classroom teachers, officers of local school districts, officers of state or county education agencies, and private citizens.

Each issue of *The Textbook Letter* contains reviews of schoolbooks or other forms of commentary, with emphasis on middle-school and high-school books in history, geography, social studies, health education, and the natural sciences. A typical review is contributed by an individual who has serious professional credentials in the pertinent discipline, and focuses strongly on whether the book’s factual information is

10. Mitchell Bard, op. cit.

11. *ibid.*

12. Gilbert T. Sewall, “Islam and the Textbooks,” American Textbook Council, New York, 2003.

13. Gilbert T. Sewall, Congressional testimony: U.S. Senate Health, Education, Labor and Pensions Committee hearing on Intellectual Diversity, September 24, 2003.

14. Sandra Stotsky, *The Stealth Curriculum: Manipulating America’s History Teachers*, Thomas B. Fordham Foundation, Washington, DC, 2004.

15. Website of The Textbook League, P.O. Box 51, Sausalito, California 94966.

16. *ibid.*

solid, whether the conceptual syntheses and interpretations are up-to-date, and whether the material presented will be meaningful to the intended audience.¹⁷

To understand the magnitude of misinformation in current middle and high school texts, a summary of three *The Textbook Letter* articles are presented below.

THE CHALLENGE OF TERRORISM: A SUMMARY

In 2003, McDougal Littell (a division of the Houghton Mifflin Company) published a high school anthology text entitled *The Challenge of Terrorism: A Historical Reader*.¹⁸ The Textbook League reviewer, Michael Radu, reviewed this text and identified three significant problems:¹⁹

- The beginning of the text does not define terrorism sufficiently or provide a substantial discussion of the concept for students and teachers to grasp a comprehensive understanding of “what constitutes terrorism,”

- Part III of the text, “Responding as a Nation,” contains articles that display confusion of information on the part of the publisher which will only serve to create confusion on the part of students,

- Part IV, “Responding as Individuals,” identified as the worst segment of the text, provides “. . . a bundle of feel-good anecdotes and pop-psychology fancies. . .”

Radu’s review states, “In an article [of this text] titled “Justice, Not War,” an obscure sociologist named Kevin Danaher seems to advocate that we should respond to terrorism by doing nothing, though he recommends that we “demand internationalism rather than isolationism, justice rather than revenge, and love rather than hate.” Likewise, Richard Rothstein (in a piece headlined “The Other War, Against Intolerance”) endorses schoolhouse “multiculturalism” as a device for combating “rash views,” and Laurie Goodstein (in an article titled “The Real Face of Islam”) creates the impression that most Muslim religious leaders condemned the 9/11 attack – an impression that is clearly false. The editors also reproduce a statement in which the liberal senator Russ Feingold, speaking in 2001, worried that H.R. 3162 (which became the U.S.A Patriot Act of 2001) would lead to an erosion of “the

liberties of the American people.” It is unfortunate that students who use *The Challenge of Terrorism* will read Feingold’s statement but will not read any report of the hearing, held in 2003, at which one of Feingold’s fellow liberals, Sen. Joseph R. Biden, Jr., defended the Patriot Act against “ill-informed and overblown criticism,” and another of Feingold’s liberal colleagues, Sen. Dianne Feinstein, said that she was unaware of even one abuse of the Act” [as cited by Susan Schmidt in a 2003 newspaper column].²⁰

In summary: “In the American educational environment, characterized by geographical and historical ignorance, *The Challenge of Terrorism* renders an important service by presenting a chronology of terrorist actions, a collection of maps, and photographs of terrorists’ victims. All of these are extremely welcome and useful. But even so, this book fails to deliver the knowledge that would enable ordinary students or teachers to grasp the global phenomenon of terrorism. Students need to know that they, like everyone else, are targets – but *The Challenge of Terrorism* doesn’t teach this lesson. Political correctness and “multiculturalism” simply are not compatible with any serious analysis of contemporary terrorism, most of which is Islamic and is perpetrated by Muslims.”²¹

THE LANGUAGE POLICE: A SUMMARY

In 1998, Diane Ravitch was appointed by President Clinton to the National Assessment Governing Board (NAGB), a nonpartisan federal education agency. The agency was charged with creating questions to be used in a program of broad national educational testing; Ravitch’s committee was charged with selecting written passages that would be used to test 4th-graders’ reading and reading-comprehension skills.

The NAGS’ completed testing product was submitted and reviewed by its publisher’s “bias and sensitivity review” board. Removed from the NAGS product were passages about peanuts, the use of the term “African Slave,” and information about women quilting on the American frontier in the 1800’s. The review board rejected a comparison of a decaying stump housing multiple organisms to an apartment house, eliminated a passage about owls, and refused to include pieces on dolphins and on a blind individual

17. Ibid.

18. *The Challenge of Terrorism: A Historical Reader*, McDougal Littell, 2003.

19. Radu, Michael, “This Book Doesn’t Teach What Students Need to Know,” *The Textbook League, The Textbook Letter*, Volume 12, Number 2, undated.

20. Susan Schmidt, “Patriot Act Misunderstood, Senators Say,” *The Washington Post*, 22 October 2003.

21. “Massacre Draws Self-Criticism in Muslim Press” in *The New York Times*, 9 September 2004.

who reportedly climbed Mt. McKinley successfully.^{22 23}

As a result of Ravitch's serious concerns regarding censorship throughout this editorial process, in 2004 she authored *The Language Police: How Pressure Groups Restrict What Students Learn*.²⁴ *The Language Police* as it exists in today's U.S. textbooks is "an elaborate, well-established protocol of beneficent censorship, quietly endorsed and broadly implemented by textbook publishers, testing agencies, professional associations, states, and the federal government"²⁵ which advances the politically correct agenda of multiculturalism, and in its wake removes from education forums entire facts and general information that are integral components of our country's history.

Anne C. Westwater, a 25+-year biology classroom teacher, representing The Textbook League, summarized the work of Ravitch, claiming that such censorship steadily and stealthily reduces the content of our country's school books and "ensures that students will not be exposed to anything that might bother anyone, anywhere, for any reason." "...not until [she] read *The Language Police* did [she] recognize the extent, the complexity and the rigor of the censorship system that now degrades and impoverishes both the literary characteristics and the conceptual features of the books that students read in the schools throughout our country."²⁶

"Those who stifle content have outlawed a myriad [of] topics, images, and modes of presentation that they don't like, and they thus have gained control of the content [right-wing censors] as well as the vocabulary [left-wing censors] through 'representational fairness.'" Examples of this "fairness" doctrine include: schoolbooks and other instructional materials that are required to have an equal number of males and females in illustrations and in written passages, and males and females must perform the same or comparable activities.²⁷

Westwater points out that Ravitch concluded: "there is no [longer a] hierarchy of better or worse; all nations and all cultures are of equal accomplishment and value. All individuals and groups share equally in the roles, rewards and

activities of society."²⁸

"Most of the censorship practiced by publishers of educational materials is self-censorship, originated and administered by the publishers themselves. The goal of this 'pre-emptive capitulation' is to ensure that the company's books will not contain anything that might upset any student, disturb any parent, cause any trouble during any state's adoption process, or result in the loss of a sale. The pressure groups that terrify publishers, and drive them to engage in self-censorship, come from both the political right and the political left. What they have in common is this: They all believe that reality follows language."²⁹

Ravitch recommended three critical actions which should be required immediately to counter this entrenched textbook censorship:³⁰

1. Eliminate all state-level textbook adoption processes,
2. Create mechanisms for letting the public know what publishers, state agencies, and the federal government are doing to [dilute and alter] educational materials, and
3. Produce better-educated expert teachers who are masters of what they teach.

HOW A PUBLIC SCHOOL IN SCOTTSDALE, ARIZONA SUBJECTED STUDENTS TO ISLAMIC INDOCTRINATION

William J. Bennetta, president of The Textbook League and editor of *The Textbook Letter*, produced a 41-page review exposing his findings regarding the adoption and use of the textbook: *History Alive! The Medieval World and Beyond* at the Mohave Middle School in Scottsdale, Arizona during the 2004-2005 school year. Bennetta's conclusion was that "students who took [this] 7th-grade social-studies course were subjected to gross, prolonged indoctrination in Islam"³¹ as a direct result of the content of the textbook and the lectures of outside speakers who were brought into the classroom to teach these students. The text below contains the majority of his summary statement.

"Much of the [Islamic] indoctrination was delivered in a corrupt schoolbook titled *History Alive! The*

22. Ravitch, Diane, *The Language Police How Pressure Groups Restrict What Students Learn*, Vintage Books, New York City, NY, 2004.

23. Westwater, Anne C., "Get This Alarming Book Just as Soon as You Can," The Textbook League, *The Textbook Letter*, Volume 12, Number 4, undated.

24. Ravitch, Diane, op. cit.

25. Ibid.

26. Westwater, Anne C., op. cit.

27. Ibid.

28. Ravitch, Diane, op. cit.

29. Westwater, Anne C. op. cit.

30. Ravitch, Diane, op. cit.

31. Bennetta, William J., How a Public School in Scottsdale, Arizona, "Subjected Students to Islamic Indoctrination," The Textbook League, *The Textbook Letter*, undated.

Medieval World and Beyond, produced by a commercial publishing company, the Teachers' Curriculum Institute (TCI). . . which enjoys a close relationship with the Islamic Networks Group (ING), a Muslim propaganda agency based in San Jose, California. ING (on its Web site) endorses TCI's products [and only their products]. The writers... by relentlessly presenting Muslim religious tales and religious beliefs as matters of historical fact, have striven hard to induce students to embrace Islam.

"The heavy indoctrination material...is concentrated in chapters 8 and 9. [which] consist overwhelmingly of Islamic religious propaganda. It includes blatant preaching as well as deceptive claims and extensive fraudulent narratives dealing with the beginnings of Islam, the life of Muhammad, and the inception of the Koran. These claims and narratives are disguised as accounts of history [when] they actually are restatements of Muslim fables and superstitions.

While [the text] disseminates and endorses Muslim dogmas, legends and pseudohistorical fantasies in abundance, it ignores history. TCI's writers have scorned historical scholarship; [their text has] concealed everything that historians have discovered or deduced about the origins of Islam, about Muhammad, and about the emergence of the Koran. [Thus, the use of this textbook] subjected students to a 'sectarian double-whammy.'

History Alive! The Medieval World and Beyond sometimes exhibits contempt for Judaism and Christianity. For example: In a passage in chapter 9, the TCI writers convey the lesson that a religious view held by Muslims is important, but views held by Jews and Christians are unworthy of consideration.

As they strive to make students accept Muslim myths and folktales as history, the TCI writers viciously distort the concept of historical evidence. For example: They teach, in chapter 9, that if someone encounters some antiquated hearsay and jots it down, the hearsay becomes "written evidence" of historical happenings.

The religious-indoctrination chapters in TCI's book are complemented by two other chapters that deal with Islam. Chapter 10 purports to tell about Muslim contributions to "world civilization." The claims that are set forth in this chapter include falsehoods, gross distortions, and deep absurdities. Chapter 11 is dominated by bizarre pseudohistorical narratives about the crusades. The stuff in these narratives diverges widely and often from anything that could be called history. It is heavily laden with falsehoods and distortions that have been contrived to vilify the

crusaders and to whitewash the crusaders' Muslim enemies.

When the Scottsdale Unified School District caused students at the Mohave Middle School to undergo instruction based on the vividly sectarian, vividly promotional treatment of Islam in TCI's book, the district effected violations of the Constitution of the United States and the Constitution of the State of Arizona.

Besides being burdened with *History Alive! The Medieval World and Beyond*, 7th-grade students at the Mohave Middle School were subjected to presentations by agents of the Islamic Speakers Bureau of Arizona. A student who attended a presentation by one of those agents has reported that no knowledgeable adult was present to monitor the agent's claims.

We can't infer that the functionaries who control and implement the Scottsdale Unified School District's social-studies curriculum knew what they were doing when – by introducing TCI's corrupt book into the Mohave Middle School – they set the stage for the illegal religious indoctrination of the school's 7th-graders. We can't infer that those functionaries acted deliberately, and we surely can't infer that they were engaged in some dark conspiracy. A much simpler but fully adequate explanation for the Mohave Middle School episode exists, and it is this: The functionaries who control and implement the Scottsdale Unified School District's social-studies curriculum are profoundly ignorant, spectacularly incompetent and terminally gullible."³²

THE CURRENT STATE OF TEXTBOOKS HAS NOT IMPROVED

Up-to-date textbook reviews from 2008 have demonstrated that corrections to social studies and history textbook inaccuracies have **not** been made in the sixteen-year period since they were first brought to light.

Dr. Gary A. Tobin and Dennis R. Ybarra examined 28 of the most widely-used U.S. history, geography and social studies textbooks in the U.S. and identified over 500 errors of fact. They have authored a publication exposing wide-spread American textbook disparagement of Judaism, Christianity and Israel, and have stated that the teaching of some historical distortions is on a par with textbooks in Iran and the Arab world.³³

32. Ibid.

33. Gary A. Tobin and Dennis R. Ybarra, *The Trouble with*

The American Textbook Council (Dr. Sewall) reviewed textbooks again in 2008 and compared their current findings to their 2003 and 2004 reports. Their on-line copyrighted report summary follows:

Islam in the Classroom: what the textbooks tell us samples ten widely adopted junior and senior high school history textbooks.

The review concludes:

- Many political and religious groups try to use the textbook process to their advantage, but the deficiencies in Islam-related lessons are uniquely disturbing. History textbooks present an incomplete and confected view of Islam that misrepresents its foundations and challenges to international security.
- Misinformation about Islam is more pronounced in junior high school textbooks than high school textbooks.
- Outright textbook errors about Islam are not the main problem. The more serious failure is the presence of disputed definitions and claims that are presented as established facts.
- Deficiencies about Islam in textbooks copyrighted before 2001 persist and in some cases have grown worse. Instead of making corrections or adjusting contested facts, publishers and editors defend misinformation and content evasions against the record. Biases persist. Silences are profound and intentional.
- Islamist activists use multiculturalism and ready-made American political movements, especially those on campus, to advance and justify uncritical Islam-related content make-over in history textbooks.
- Particular fault rests with the publishing corporations, the boards of directors, and executives who decide what editorial policies their companies will pursue.

Publishers have developed new world and U.S. history textbooks at three different grade levels. Errors about Islam that occurred in older textbooks have not been corrected but reiterated. Publishers have learned of contested facts and have had the time to correct imbalances. But instead of making changes, they have sustained errors or, in deliberate acts of self-censorship, have re-

moved controversial material.³⁴ [Emphasis added throughout]

The collective awareness of this growing trend in “erroneous education” has now been publicly documented in a wide range of sources for nearly two decades, but few in the field of American education are sounding the alarm. Educators, and those involved in the education process at the middle school, high school and university levels, through their lack of challenge, support this unacceptable educational direction in America. The educational organizations that fail to advocate correcting this unacceptable state of American textbooks include the teachers (National Council for the Social Studies [NCSS]), the curriculum administrators (Association for Supervision and Curriculum Development [ASCD]), and ultimately the superintendents and school board members (National School Boards Association [NSBA]).

With the mindset that every American citizen can make a contribution as a grassroots national security advocate, and, in so doing counter this dramatic miseducation of our country’s youth, with the support of community partners and sponsors this author has taken action. On February 12, 2008, through the support of the Beachwood (OH) Schools Foundation and others, an all-day, total student body high school National Security Education Program was held which included 15 Intelligence Community government-agency and business guest speakers, five of whom traveled to Cleveland from Washington, DC.³⁵ This 2008 national security program has been selected to receive the FBI Director’s Community Leadership Award, to be presented at the first national ceremony in Washington, DC on March 20, 2009.

Beachwood High School has additionally presented a 2009 follow-up program titled National Security Threat Assessment Briefing, where the expert speaker reviewed for the students the current global threats, their locations, bad actors and the national security choices that currently face our federal government. At each of these programs, the highlight was the outstanding questions that the students asked about the information presented to them.

A submitted proposal to introduce these groundbreaking high school national security programs at the National School Boards Association 2009 San Diego annual convention, to enlighten school board

Textbooks: Distorting History and Religion, Rowman & Littlefield Publishers, Inc., New York, 2008 p.9.

34. Gilbert T. Sewall, “Islam in the Classroom: What the Textbooks Tell Us,” American Textbook Council, New York, 2008.

35. Beverly A. Goldstein, “Letter to the Editor: What About High Schools”, *inFocus*, Jewish Policy Center, Washington, DC, Vol 2, Issue 4, Winter 2009, p 3.

members and superintendents from around the country, was rejected from inclusion in the 2009 program by that body on August 22, 2008. This conference hosts 175 slots for educationally-based national presentations, but there was no opportunity for one paper to be presented that would bring to the forefront the importance of improving the education of students regarding U.S. national security.³⁶

NSBA has presented the incoming Obama administration with a document entitled *A New Era in Education: Redefining the Federal Role for the 21st Century*. In regard to the development of student academic skills, three objectives are recommended. NSBA states that “Our nation’s global competitiveness and democracy rest squarely on a strong education system” which they define by requiring school districts in the 21st century to:

- Provide a rigorous curriculum integrated with modern technologies and tools,
- Use knowledge and cognitive development that meet realities and standards of a competitive global economy, and
- Present a strategic focus on the subjects of math, science, and foreign languages.³⁷

It is clear that NSBA will not focus on the educational issues of national security or the renouncement of “textbook” jihad in their strategic academic planning for U.S. middle and high school students. School boards across our country, and their superintendents, are elected and hired as the true stewards of our educational system. They are the educational leadership of America, and they have chosen to remain silent and ignore this glaring crisis. As a result, the membership and leaders of NSBA have been and are now failing our country’s long range national security needs, and thus the survival of our nation and our nation’s culture.

ACTION PLANS

Programs are now underway to create and aggressively promote educational materials and speakers bureaus to bring accurate information to teachers and students regarding key social studies and national security issues. The goal is successfully to counter

36. Letter received from Bethany T. Kashawlic, Manager, Educational Conference Planning, 69th Annual Conference, NSBA, August 22, 2008.

37. Michael A. Resnick, et al., “A New Era in Education: Redefining the Federal Role for the 21st Century,” Office of Advocacy and Issues Management, National School Boards Association, Alexandria, VA, November, 2008, p 8-9.

the negligent and intentional inaccuracies contained in current non-peer-reviewed nationally-distributed middle and high school textbooks, supplemental teaching materials and outside speakers who remain unchallenged at multiple levels of our American education process. 

Beverly A. Goldstein, Ph.D. began her study of intelligence and national security issues, particularly in the area of secondary education, while attending



the 2005 national AFIO symposium at the J. Edgar Hoover FBI building with her husband, a retired naval cryptologic officer (Naval Security Group) and AFIO chapter president. Dr. Goldstein, who then became an AFIO

member, is a former Vice President of the Beachwood (Ohio) Schools Foundation. She created and executed a full-day national security and intelligence symposium presented to the Beachwood High School student body in February 2008, for which she was honored by receiving the FBI Director’s Community Leadership Award presented by Director Robert S. Mueller III in March 2009.

She is planning future young adult education programs for the country’s secondary students on several national security issues.

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