



# Indoctrination

The  
**LEFT'S  
ATTACK**  
on our  
Public Schools

by Sara Dogan

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## **Indoctrination: The Left's Attack on our Public Schools**

One of the most tragic developments of the last few decades has been the subversion of our universities by radicals. With the exception of a few rear guard actions by brave conservative students, American higher education is now little more than an indoctrination chamber for cultural Marxism, identity racism and other anti-American ideas. And now, to make their victory complete, leftwing radicals are targeting our public schools with a similar campaign.

Today's K-12 classroom is an war zone with the left using its control of teachers' unions, teacher training schools in the universities, and textbook publishing to launch an all out effort to indoctrinate students as young as kindergarten with "correct thinking" on subjects ranging from the perdurability of white racism and the "fluidity"

of gender to the evils of “Islamophobia” and the coming man-made Armageddon of climate change.

To combat this onslaught, the David Horowitz Freedom Center has initiated a campaign called Stop K-12 Indoctrination. Its fundamental principle is that students should be taught how to think, not what to think. Its centerpiece is a Code of Ethics that works, in collaboration with state legislators, to forbid teachers from using the classroom to advance an ideological agenda. Its flagship publication is a weekly newsletter, under the editorship of Sara Dogan, that reports from the educational battlefield.

The subjects covered by the Stop K-12 Indoctrination Newsletter in recent issues show the extent of the left’s penetration into American public education and the ambition of its indoctrination effort:

- The teacher in a Virginia high school fired for refusing to use male pronouns for a biologically female student who identifies as transgender.

- The Minnesota school district seeking to adopt a high school history text by a leftist university professor whose tone is summarized by its treatment of Donald Trump, about whom the author writes, “... His not very well hidden racism connected with a significant number of voters.” Clinton voters, on the other hand, are characterized as being justifiably fearful of “the mental instability of the President elect and the anger that he and his supporters have brought to the nation.”
- The teacher in Janesville, Wisconsin, who showed a leftist video in class titled “Why the Rich Love Destroying Unions” produced by the al Jazeera Media Network.
- The text assigned by the public high school in Newton Massachusetts funded by the Saudi Arabian oil company Aramco that states, among other things, that there is a “Hollywood Jewish campaign” to portray Arabs negatively in films and that Jerusalem is “Palestine’s capital.” The Newton public schools’ superintendent

excised public comments questioning this anti Israel curriculum from minutes of a school board meeting.

- The textbook for first graders in Elk Grove California that glorified California Governor Gavin Newsom, then running for office, as a “Champion for Peoples’ Rights” because of his support for gay marriage.
- The public charter school in Atlanta that dropped the morning recital of the Pledge of Allegiance in favor of a “Wolf Pack Chant” because the Pledge is insufficiently “inclusive.”

These are educational horror stories. But they show that the left’s attempted takeover of the nation’s public schools can succeed only if it is allowed to take place in the dark. That is why the Stop K-12 Indoctrination Newsletter is so important. The steady light it shines on this sinister effort is both a disinfectant and also a battle cry for concerned parents, education advocacy groups, and state officials who have the ability to ensure that our nation’s classrooms are places of objective



and unbiased learning.

America's public education system has always been the cornerstone of our democracy. The left is trying to subvert our schools and our democracy. The Freedom Center's Stop K-12 Indoctrination campaign stands in its way.

### **Virginia Teacher Fired for Refusing to Use Preferred Pronouns for a Transgender Student**

“This isn't just about a pronoun; this is about forcing someone to endorse an ideology under threat of losing his job. That's neither legal nor constitutional.”

A high school French teacher at West Point High School in West Point, Virginia was fired by the local school board after he refused to use male pronouns to refer to a student who is biologically female but identifies as a transgender male, stating that to do so would violate his Christian beliefs.

That teacher, Peter Vlaming, attempted to explain how his faith affects his conduct in the

classroom:

“My religious faith dictates that I am to love and respect everyone, whether I agree with them or not. Because we are all made in God’s image,” Vlaming said at a school board hearing that was held to address the issue.

“I am also aware of, and agree, with speech limits that are placed on public school teachers, concerning matters of religious faith. I represent the state in my role as a public school teacher and therefore speak with a certain authority. That authority is not to be used to promote any one specific worldview, and I don’t. However, we are here today because a specific worldview is being imposed upon me,” he added.

As a compromise, Vlaming stated that he would agree to use the student’s new male name and to avoid using any pronouns at all while referring to the student. “I won’t use male pronouns with a female student that now identifies as a male though I did agree to use the new masculine name but avoid female pronouns,” he is quoted as saying in an online petition.

But that conciliation was not enough for the school administration.

“Administration is requiring that I use masculine pronouns in any and every context at school,” Vlaming explained. “I was informed that any further instances of using female pronouns would be grounds for termination.”

After a five-and-a-half hour hearing, the West Point school board did exactly what they had threatened, and voted unanimously to fire Vlaming, a recommendation that was also supported by West Point Public Schools Superintendent Laura Abel. Vlaming had already been put on paid administrative leave on October 31st after he accidentally referred to the student as “her” during a classroom exercise.

Superintendent Abel addressed the termination in a statement:

“The School Board has policies that prohibit discrimination on the basis of gender identity. As detailed during the course of the public hearing, Mr. Vlaming was recommended for termination

due to his insubordination and repeated refusal to comply with directives made to him by multiple WPPS administrators. As superintendent, it is my responsibility to enforce board policy, and due to Mr. Vlaming's non-compliance I therefore recommended termination.”

Vlaming's lawyer, Sean Voyles, countered with a statement to a local news channel:

“Public schools have no business compelling people to express ideological beliefs that they don't hold. This isn't just about a pronoun; this is about forcing someone to endorse an ideology under threat of losing his job. That's neither legal nor constitutional.”

Many West Point High School students rallied in support of their teacher, openly voicing their disagreement with the school board's decision to terminate him.

“I'm just outraged about it,” junior Forrest Rohde told a local news station. “He's a really nice guy, he wanted to do everything about his students. He really does care about his students. The thing

he will not do is change his ways of thoughts and believing in things just to conform to someone else's ideologies.”

“The transgender girl has the right to be whatever she wants but just because she has the right doesn't mean we're not obliged to follow her beliefs,” Rohde added.

Rohde posted signs in support of Vlaming all over school grounds after the teacher was first put on administrative leave. The signs stated: “Facts don't care about your feelings,” “#Justice for Vlaming,” and “Mr. Vlaming is innocent.”

Nor was Rohde alone in his support for Vlaming. The day after his termination was voted on by the school board, several dozen students at the high school participated in a walkout on the school lawn in protest of the decision, holding signs proclaiming their support for Vlaming and chanting “Bring him back!”

“Tolerance is a two-way street,” commented Vlaming's lawyer Shawn Voyles. “Unfortunately, tolerance on the part of the school division has

been noticeably absent. It chose to impose its own orthodoxy on Mr. Vlaming and fired him because he didn't relinquish his rights protected by the First Amendment.”

Voyles labeled the school district's insistence that the teacher use the transgender student's preferred pronouns “unconstitutional compelled speech” and told the media that he and his client are considering further legal action to fight his termination.

“My client has always respected this student's rights and continues to do so; he simply asked that his rights be respected as well,” said Voyles. “Unfortunately, the school board refused to consider any solutions that would respect the freedoms of everyone involved.

## **New AP History Text Categorizes Trump Supporters as Racist, Questions President's Mental Fitness**

“His not-very-hidden racism connected with a significant number of primary voters”

It is sadly common for conservative presidents and political leaders to be portrayed in a less-than-flattering light in the left-leaning textbooks used in public school and college classrooms, but a new volume on American history gives a new spin on the term “rush to judgment.” Less than a year-and-a-half after taking office as America’s sitting president, Donald Trump is already being maligned in the pages of an upcoming high school history text which insinuates that he and his supporters are driven by racism and that he is mentally unfit to serve as our Commander-in-Chief.

Textbooks rarely receive a high profile before their publication, but the new history text “By the People: A History of the United States” written by New York University Professor James W. Fraser and set to be published by the Pearson Education publishing company has already proved

controversial for its radical left-leaning and insulting narrative on Donald Trump's election as president. The book's one-sided nature was exposed not by an educator but by high school student Tarra Snyder, a junior and AP History student at Rosemount High School in Minnesota, who was provided with Fraser's book as a sample text that might be used for class instruction next year. Snyder was so incensed by the work's slanted portrayal of history that she shared images of the book with Indianapolis radio show host Alex Clark, who tweeted images of the text along with commentary that quickly went viral.

The book's concluding section titled "The Angry Election of 2016" puts NYU Professor Fraser's hatred and disdain for President Trump on full display. "Most thought that Trump was too extreme a candidate to win the nomination, but his extremism, his anti-establishment rhetoric, and, some said, his not-very-hidden racism connected with a significant number of primary voters," Fraser writes.

"Trump supporters saw the vote as a victory for people who, like themselves, had been forgotten in



a fast-changing America—a mostly older, often rural or suburban, and overwhelmingly white group,” he adds, blatantly stereotyping those who supported Trump’s victory.

In another section, he has the audacity to question Trump’s mental fitness for office: “Clinton’s supporters feared that the election had been determined by people who were afraid of a rapidly developing ethnic diversity of the... country...They also worried about the mental instability of the president-elect and the anger that he & his supporters brought to the nation.”

“It was really, really surprising to me,” whistleblower Tarra Snyder commented on viewing Fraser’s text, which is intended to replace an older AP History text in classrooms across the nation next year. “I really believe that learning should be objective and that students can make their own decisions based on what they’re able to learn in a classroom and if the facts are skewed then students aren’t able to make well-rounded decisions on what they believe.”

Responding to Fraser’s claims that Trump

supporters are mostly older white rural voters, Snyder said, “I really am surprised by that, I know the multitudes of people who are diverse and who do want to be represented, and when the Democratic Party...pushes them out of the frame, that’s what’s doing the Democratic Party harm because people do feel like they are being forgotten, not just white suburban people living out in the country.”

Snyder is correct in her assertions. Trump, in fact, garnered a higher percentage of African-American, Asian, and Hispanic votes than Republican candidate Mitt Romney did in 2012.

Fraser’s left-wing bias does not begin and end with President Trump. His text also contains a section on the officer-involved shooting of Michael Brown in Ferguson, Missouri and the Black Lives Matter movement which casts the police in a highly negative light. According to Fraser, Michael Brown’s parents “were kept away at gunpoint” after he was shot and “The nearly all-white police force was seen as an occupying army in the mostly African American town...the police increased the tensions, defacing memorials set up for Brown and using rubber bullets on demonstrators.”

Scott Overland, a spokesman for the Pearson publishing company, told Fox News that the text was “developed by an expert author and underwent rigorous peer review to ensure academic integrity.” He further asserted that it was “designed to convey college-level information to high school students” and “aims to promote debate and critical thinking by presenting multiple sides” of the 2016 election.

Pearson Education’s defense of an obvious ideological left-wing smear campaign to discredit President Trump and his supporters in the eyes of American schoolchildren is ultimately even more disturbing than the content of Fraser’s text itself. The notion that a textbook this one-sided was reviewed by multiple academic historians in a “rigorous peer review” process and found to be not only acceptable but to promote “debate and critical thinking” should be cause for even greater concern.

## **Chicago Principal Invites Extreme Anti-Cop Activist to Speak to Students for Middle School Career Day**

Following criticism, the principal made a sudden decision to retire

Mary Beth Cunat, a principal in the Chicago Public Schools, garnered widespread criticism and outrage when she invited an extreme anti-police activist who is known for his violent cop-bashing rhetoric to speak to middle school students on “Career Day.”

That anti-police activist is Ethan Ethos, a self-described “radical,” who calls cops “pigs” and has posted comments such as “F HIM [and] HIS FAMILY” after a Chicago police commander was killed execution-style last February.

In spite of these violent and outrageous comments, Principal Cunat extended a personal invitation to Ethos to speak to her students in grades 6 to 8 at Wildwood Elementary School for “Career Day.” Cunat claims that Ethos was supposed to discuss his work as a poet, but instead veered off-

topic to bash the police.

Linda Ricciardi, a parent of three children at the school who were forced to listen to Ethos' rantings, reports: "He told them all the police are bad and all the police wanted to kill people... I was very disappointed that someone would come into this school and preach hate about the police. Or, even if he was talking about someone else, I would still be upset."

Principal Cunat wrote a letter of apology to parents stating "I was present when his narrative took a negative turn about policing, at which point I immediately intervened... I care about your children and would never intentionally expose them to or endorse this type of negativity." She also made a sudden decision to retire.

## **High Schoolers Watch Vulgar Leftist Video on the Labor Movement in Class**

Video host labels Senator Mitch McConnell “a human skid mark on a quilt.”

A teacher at Craig High School in Janesville, Wisconsin violated school district policy by showing students a vulgar leftist video about labor unions which exalts the contributions of communists and socialists to the labor movement and denigrates Republicans and Right to Work legislation.

The video is titled “Why the Rich Love Destroying Unions” and is part of a series called “Newsbroke” which is produced by Al Jazeera Media Network. It is hosted by comedian Francesca Fiorentini who presents the subject of unions and the labor movement through a radical leftist lens. The video was shown to students in a marketing class.

Fiorentini introduces the topic of the labor movement by asking “Have you ever wondered how come kids don’t work in coal mines anymore?”

And why do we only work 40 hours a week?” She answers: “They all came from the American labor movement of the 19th and early 20th centuries. One made up of immigrants, communists, socialists, anarchists and other workers who fought unfair bosses and corporations and were oppressed for decades until they finally achieved their Marxist agenda of workplace safety regulations.”

“You’d think that since we’re told by this president and other Republicans how much their party cares about working people, we might hear more from them about supporting labor unions,” Fiorentini intones as images of President Trump, Senator Mitch McConnell, Wisconsin Governor Scott Walker and other Republican leaders flash across the screen. Instead, Fiorentini tells viewers, the Republicans support so-called Right to Work legislation which “has ended up weakening unions’ power and hurting workers.”

She also takes hugely unnecessary potshots at various Republicans, showing a clip of Former Pennsylvania Senator Rick Santorum in which he states that as president he would support right to work. Host Fiorentini intones, “Spoiler alert Rick:

You never make it to the White House. You become a Republican pull-string doll on CNN. Sometimes you don't even show up, they just replace you with a wax sculpture and swear to God, no one can tell the difference.”

She also calls Senator Mitch McConnell “a human skid mark on a quilt.”

The host also jokes about using cocaine, and then states that she doesn't do it because it's “the least woke drug.”

A spokesperson for the school district admitted that the high school teacher had violated district policy which requires that teachers inform their principals when they will be discussing a controversial topic in class. The teacher did not take this step before showing students the first seven minutes of the twelve minute labor union video. The spokesperson said that the school principal had sent all teachers a memo to remind them about the policy.

A parent interviewed by local media who wishes to remain anonymous called the video



“outrageous” and “propaganda.”

“It advocates for a political agenda, ... which I think is out of line,” the parent added. “I don’t think when a parent signs your child up for a marketing class that they’re expecting this is what’s going to be taught.”

Following media coverage of the episode, Craig High School Principal Alison Bjoin sent a letter to parents of students in the class informing them that the teacher would now be required to submit lesson plans to her office prior to teaching the material in class. Bjoin added that the teacher will also be required to give “additional lessons to provide a more balanced view of the topic.”

## **Massachusetts Public Schools Face Lawsuit for Anti-Israel Indoctrination**

Course materials claimed that Jerusalem is “Palestine’s capital”

Parents of students attending public schools in Newton, Massachusetts have filed suit against the local school board for using inaccurate and defamatory anti-Israel materials in class and for refusing to allow parents to examine school lessons on Israel. The lawsuit was filed on August 9th by the organization Education Without Indoctrination (EWI).

The suit claims that students enrolled in the Newton Public Schools are being provided with “materials that slander Israel and the Jewish people, and that falsify history to promote the Islamic religion” in class. It further alleges that Newton Public Schools Superintendent David Fleishman and the Newton School Committee have been “stonewalling” parents who attempted to investigate the school’s instruction on Israel and Islam and went so far as to excise parent comments criticizing the anti-Israel curriculum from the

written minutes of school board meetings. EWI has argued that this last step violates Massachusetts' Open Meeting law.

As documented in Steven Stotsky's recent book, "Indoctrinating Our Youth: How a U.S. Public School Curriculum Skews the Arab-Israeli Conflict and Islam," published by the Committee for Accuracy in Middle East Reporting in America (CAMERA), Newton assigned 9th and 10th grade students enrolled in World History units lessons from the Arab World Studies Notebook, a textbook which is funded by the Saudi Arabian oil company Saudi Aramco, which also funds the terrorist groups Hamas and Al-Qaeda. This textbook falsely claims that "Over the past four decades, women have been active in the Palestinian resistance movement. Several hundred have been imprisoned, tortured, and killed by Israeli occupation forces" and states that there is a "Hollywood Jewish conspiracy" to portray Arabs negatively in film.

Astoundingly, even once these blatant lies had been exposed in the textbook, Newton continued to use it in class for over a year, claiming that it was "important to provide students with a 'balanced

perspective.””

Other course materials provided to students at Newton schools instruct students that Jerusalem is “Palestine’s capital” and that following the Six Day War, Israel would not accept Arab offers of land for peace—both blatant falsehoods. Freedom of Information Act requests have revealed that students were given handouts from Islamicweb.com which Stotsky says contain “numerous diatribes against Jews, Christians, and non-Sunni Muslims.”

Last week, the Newton School Committee finally agreed to edit the minutes of their meetings to include the parent comments criticizing the anti-Israel indoctrination curriculum and to release evaluations of Superintendent Fleischman. Education Without Indoctrination, for its part, has said that they will continue to investigate and will ask for a court hearing on whether the school committee has fulfilled the terms of the Open Meeting law. “They can’t whitewash the record, which is what they’ve been doing,” commented EWI attorney Karen Hurvitz. “It’s like cooking the books. They can’t cook the books any more. They have to be honest.”

## **Middle School Student Ordered to Turn GOP Shirt Inside Out**

The school claims staff were confused about the dress code

A student at Kirby-Smith Middle School in Jacksonville, Florida who wore a t-shirt with the GOP emblem of a red, white, and blue elephant to school for “Spirit Week” was told by a school employee that he should turn his shirt inside-out because it was a dress code violation.

“When he came home from school he told me ‘Mommy I got in trouble, I was told to turn my shirt inside out,’” described the student’s mother. “I said why and he said ‘The dean of my school told me to turn it inside out,’” she added.

“It was Nerd Day, so he wanted to be a Republican nerd,” explained the student’s mother, who asked that her family remain anonymous.

The student and his mother looked up the school dress code, but did not find any prohibitions

on political logos.

In fact, the school does not restrict students from wearing political symbols to school, although clothing considered “obscene, profane, suggestive or derogatory to others” is forbidden. School employees, however, are forbidden from wearing clothes with political messages to school.

After the student’s mother inquired about the incident, the school acknowledged that the shirt did not violate the school dress code and issued an apology.

A spokesperson for the Duval County Public School District claimed that the school employee who said that the shirt violated the dress code was confused about the variance in rules for students and school staff.

“When I talked with the school district they told me that the child can actually wear that shirt, that he was not in violation,” said local reporter Jenese Harris who covered the story. “They also just said that they believe this was simply a big misunderstanding. ... Duval Schools apologized to

the mom.” In a statement to Fox News, the school confirmed that the student had not in fact violated the dress code, and was not penalized for wearing the GOP shirt, beyond being asked to turn it inside out.

When asked if her son would wear his Republican t-shirt to school again despite the incident, the mom responded, “Yes.”

### **Middle School Students Asked to Rank Survivors of Apocalypse By Race, Gender, Sexuality**

Choices include “a racist armed police officer who is accused of using excessive force”

Parents of seventh and eighth grade students at Roberts Middle School in Cuyahoga Falls, Ohio are outraged and disturbed after a social studies teacher gave their children an assignment asking them to rank 12 individuals, described by race, profession, gender, religion and sexuality, by who is most deserving to survive an apocalypse on

Earth.

The assignment, titled “Whom to Leave Behind,” states “The twelve persons listed below have been selected as passengers for flight on a spaceship to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations it has now been determined that only eight persons may go. Any eight qualify. Your task is to select the eight (8) passengers who will make the trip.”

Students are then asked to rank the twelve individuals “based on those who you feel are most deserving to make the trip.” The descriptions of the potential survivors focus on race, religion, gender, profession, and political sentiment. They include “a racist armed police officer who is accused of using excessive force”; “a militant African-American medical student”; “a 33-year-old female Native American manager who does not speak English”; “a Hispanic clergyman who is against homosexuality”; “a 21-year-old female Muslim international student”; a “60-year-old Jewish university administrator”; and “a homosexual male professional athlete.” After ranking the potential



survivors individually, students are supposed to come together as a class and reach a consensus about who should be selected to survive.

The exercise was developed by the Center for Diversity and Inclusion at the University of Houston as an exercise to help individuals realize their conscious and unconscious biases, and was intended for use by college students and adult faculty and staff.

Cuyahoga Falls Ward 6 City Councilman Adam Miller shared the assignment on social media after being contacted about it by concerned parents in his district and commented that he believed it was an “inappropriate project for young kids” which is “implanting prejudicial thoughts in these young impressionable minds.”

“This is NOT building a – ‘culture of caring’ - this is building a culture of animosity, antagonism & hostility!” Miller added.

Councilman Miller noted in further comments on Facebook that the school had initially not responded to parents’ concerns about the

assignment and “I was contacted as a last resort.”

“The unresponsiveness to parents is why the parents, also my constituents, contacted me and I passed the info to a school board member,” he added.

Cuyahoga Falls School District Superintendent Todd Nichols released a statement calling the exercise an “icebreaker” and claiming that it was intended to “promote tolerance and break down stereotypes” and spark conversations about “diversity awareness and social justice.”

Nichols acknowledged that the assignment was a bad choice and stated, “The teacher and district offer their most sincere apologies for the offense caused by the content used in this assignment. Future assignments on this topic will be more carefully selected.”

Notably though, this was not the first time the assignment had been used at Roberts Middle School. The New York Times reports that it “had been used at this and other schools for some years,” and it was only after parents inadvertently

discovered it and raised the alarm that it was viewed as problematic.

**California Elementary School Textbook  
Labels Democratic Candidate for Governor  
a “Champion for People’s Rights” for  
Supporting Gay Marriage**

A new social studies textbook for first graders that is currently being tested by the Elk Grove Unified School District in California glorifies political candidate Gavin Newsom, a Democrat running for the governorship of California, as a “Champion for People’s Rights” for his support for gay marriage.

Newsom served as mayor of San Francisco from 2004-2011 and is currently serving his second term as Lieutenant Governor of the state of California while running for Governor of the state.

The new textbook’s lesson on “Citizenship” contains a sizeable photo of the Democratic politician with the caption “Quality: respect for

the rights of others” and a heading which states in bold red lettering: “Gavin Newsom Champion for People’s Rights.” The explanatory text reads: “Biographies tell stories. They can show how people caused change. Gavin Newsom was mayor of San Francisco. Gavin said that people could marry who they choose. Sometimes, Gavin helped marry people. Some marriages were not between a man and a woman. He made sure that people’s rights were respected.”

A guide for teachers on the opposing page instructs them to “Read the page aloud as children follow along in their Worktexts. Discuss how Gavin Newsom wanted to help all people. Ask children to write about changes Gavin Newsom made as mayor. Circulate the room and provide support, as needed.”

“This lesson is supposed to be for first grade students, but it reads like a piece of political propaganda put together by the Democrat Party,” commented Jonathan Keller, President of the California Family Council. “It is both premature and outrageous to list Gavin Newsom alongside universally loved American heroes like George

Washington, Abraham Lincoln, and Martin Luther King, Jr. Millions of Californians who voted twice to define marriage as the union of a man and a woman opposed Newsom’s flagrant defiance of our state’s marriage laws and use of the courts to push his personal views of marriage on the population.”

“Just a decade later, California’s Department of Education is promoting the controversial political views of a candidate for governor to six year-olds and blatantly smearing the sincerely held religious beliefs of countless families,” Keller continued. “This political puff piece should be removed from any public textbook.”

### **Texas Biology Teacher Singled Out Trump-Supporting Student for Abuse and Ridicule**

“Hey, Trumpy, do you have an answer to this?”

A biology teacher at McNeil High School near Austin, Texas who repeatedly bullied a student over his support for President Donald Trump remains employed by the school district, and his

parents are taking their story public in hopes that her employment will be terminated.

According to the student's mother, who wishes to remain anonymous, the teacher repeatedly targeted her son for comments and insults in his AP biology class, calling him "Trumpy" and persisting in bringing up his political views even after the student asked her to stop.

"She said, 'By the way, I hate Donald Trump with a burning passion and he is a complete douchebag' to a class full of seniors in high school," the mother told a local news station.

When other students glanced at her son, realizing that this comment was made to elicit a reaction from him, "She looked over and she said, 'Oh, it seems like I have a table full of Trumpies over there,'" the mother added.

"Then she continued to call my son 'Trumpy' as opposed to his name," the mother continued. "If she had a question, she said 'Hey, Trumpy, do you have an answer to this?,' or, 'What do you think, Trumpy?'"

The biology teacher also implied that the student's support for Trump made him less likely to ascribe to scientific reasoning, reportedly asking him "You're not going to fight me when we start talking about evolution, are you?"

The student's mother filed an official complaint with the school. After school officials interviewed other students in the class, the teacher was put on paid leave and temporarily removed from the classroom. His parents feel that this action does not go far enough and remain frustrated that her employment has not been permanently terminated after treating their son so egregiously.

"Our goal is to create a classroom environment where students feel safe and respected," said a statement issued by a school district spokesperson. "The teacher was removed from the classroom, pending review, and remains on administrative leave as appropriate action is considered."

"She completely undermined him, his intelligence, his beliefs, his opinions, you know, all of this should stay out of the classroom," concluded the student's mother. "Politics need to stay out of

the classroom, period.”

## **Atlanta Charter School Rejects Pledge of Allegiance as Not “Fully Inclusive”**

*Pledge to be replaced with “Wolf Pack Chant”*

A public charter school in Atlanta announced last week that it would be dropping the traditional morning recital of the Pledge of Allegiance in its classrooms and instead recite the “Wolf Pack Chant,” an anthem to the school’s mascot.

“Students will continue to lead the meeting by asking our community to stand to participate in our Wolf Pack Chant together. Students will also be given the opportunity to say the pledge at another point during the school day within their classroom,” the school’s elementary campus president Lara Zelski declared in a press release.

Zelski added that “This decision was made in an effort to begin our day as a fully inclusive and connected community... we want everyone in



our school family to start their day in a positive manner.” Apparently reciting the Pledge of Allegiance is not part of a “positive” or “inclusive” start to the day for students and faculty at the Atlanta Neighborhood Charter School (ANCS).

News of the school’s decision to eliminate the pledge quickly became national news and prompted widespread criticism. In the wake of the controversy, it appears that ANCS has now reversed their decision. The original press release announcing the elimination of the pledge has been replaced on the school’s website by a letter from Lia Santos, the Board Chair of ANCS, stating that students will continue to recite the pledge every morning:

“Atlanta Neighborhood Charter School has and will continue to provide students with an opportunity to recite the Pledge of Allegiance each school day. In the past, the Pledge of Allegiance was recited during our all-school morning meeting, but at the start of the school year, the daily practice was moved to classrooms... it appears there was some miscommunication and inconsistency in the rollout. Starting next week, we will return to our

original format and provide our students with the opportunity to recite the Pledge during the all-school morning meeting.”

Board Chair Santos’ statement is clearly a late attempt at damage control. There was no “miscommunication and inconsistency” in the initial message from the school president declaring the Pledge to be the enemy of a “fully inclusive and connected community.” The pledge has survived at ANCS only because the patriots of Georgia—and the nation—made their views to the contrary known, putting pressure on the Board to reinstate the pledge. It is an object lesson in the importance of vigilance. While our eyes are averted, leftist educators will attempt to force their views on our nation’s children, until and unless we expose their campaign of indoctrination and demand that it cease.

## **Oregon Principal Forced to Apologize for Suspending Student who Wore Pro-Border Wall Shirt to Class**

School District to Hand Over \$25K for Legal Costs

Eighteen-year-old student Addison Barnes has prevailed in his fight against the Hillsboro School District in Oregon which suspended him last January when he wore a shirt expressing support for President Donald Trump's planned wall at the Mexican border to school.

The shirt which triggered Barnes' suspension contains no profanity or racial language. It simply states "Donald J. Trump Border Wall Construction Co." and contains a quote from one of the President's debate performances stating "The wall just got 10 feet taller." Administrators at Liberty High School, which Barnes attended until his graduation this past May, objected to the shirt on the grounds that it might create a "hostile learning environment" for other students at the school, one third of whom are Hispanic.

In response to this overt act of censorship, Barnes sued the school in U.S. District Court last May and was quickly granted a restraining order preventing the school district from enforcing its ban on his shirt during the remainder of the school year. “There’s not enough to go on here to show that sort of legitimate concern justifying censorship of this core political speech,” U.S. District Judge Michael Mosman ruled.

“We brought the case to police the thought police,” explained Brad Benbrook, one of the attorneys pursuing the case. Barnes’ attorneys argued that the shirt conveyed “pure political speech” and did not interfere with school activities or functions. They also noted that it was problematic to censor one side of the political debate on immigration while permitting a teacher at the school to display a sign in the classroom reading “Sanctuary City, Welcome Home.”

Now Barnes and his lawyers have reached a settlement with school officials dictating that the principal at Liberty High School will issue him an apology and Hillsboro School District will provide \$25,000 to cover his attorney fees.

“I brought this case to stand up for myself and other students who might be afraid to express their right-of-center views,” Barnes expressed in a statement on the results of his suit. “Everyone knows that if a student wears an anti-Trump shirt to school, the teachers won’t think twice about it. But when I wore a pro-Trump shirt, I got suspended. That’s not right.”

### **Court Refuses to Dismiss Islam Indoctrination Suit Against NJ School**

Video lesson stated: “May God help us all find the true faith, Islam.”

A federal lawsuit brought by the mother of a student at Chatham Middle School in New Jersey was allowed to proceed after a judge refused to dismiss charges that the school violated the First Amendment by attempting to indoctrinate children to believe in Islam.

That mother, Libby Hilsenrath, alleges that the school “forc[ed] children to endure the promotion

of Islam in their public schools, including an explicit and direct call to the children for conversion to the religion of Islam.”

At issue is a five-minute “Intro to Islam” video that students were directed to watch online while in class. Hilsenrath believes that in violation of the First Amendment, the video attempts to promote Islam as factual truth—rather than simply providing information about it in a non-biased manner.

Statements made in the video include:

- “Allah is the one God who created the heavens and the earth, who has no equal and is all powerful.”
- “Muhammad (Peace be upon him) is the last & final Messenger of God. God gave him the Noble Quran.”
- “Lo, We have sent thee (O Muhammad) with the truth, a bringer of glad tidings and a warner.”

- “What is the Noble Quran? Divine Revelation sent to Muhammad (S) last Prophet of Allah. A Perfect guide for Humanity.”

- “The Noble Quran: Guidance, Mercy and Blessing for all Mankind.”

- Islam: “A shining beacon against the darkness of repression, segregation, intolerance and racism.”

- “May God help us all find the true faith, Islam.”

“This nearly five-minute long video seeks to convert viewers to Islam and is filled with the religious teachings of Islam presented, not as beliefs, but as facts,” the lawsuit states.

Hilsenrath first took her concerns to the local school board, attempting to have the video removed from the assigned lesson plan, but she was attacked as “hateful,” “ignorant,” “intolerant,” “racist” and “close-minded.”

So with the assistance of the Thomas More Law Center, a conservative Christian legal group, Hilsenrath filed suit against the school district in federal court. In addition to alleging that the video portrays the Islamic faith as religious fact, the suit filed by the Center also states that the lesson gave a “sugarcoated, false depiction of Islam,” adding that students “were not informed of the kidnappings, beheadings, slave-trading, massacres, and persecution of non-Muslims, nor the repression of women — all done in the name of Islam.”

### **Police Union Objects to School’s Anti-Cop Summer Reading Choices**

The books feature the beating of a suspect and the shooting of an unarmed character.

The summer reading list at Wando High School in Mount Pleasant, South Carolina has come under criticism by the local police union after it was revealed that two of four possible choices for students showcase extreme negative interactions with police offi



Students who will be taking English I in the fall are required to read one of the four books on the list. One of those options is *The Hate U Give* by Angie Thomas which features the shooting death of the protagonist's best friend, who is unarmed, by a police officer. Another choice is *All American Boys* by Jason Reynolds and Brendan Kiely, in which a main character is falsely accused of stealing and subjected to a beat-down by a "fist-happy" cop.

John Blackmon, President of the Fraternal Order of Police Tri-County Lodge #3, reported that he had been contacted by hundreds of community members, both parents of students at the school and fellow police officers, who object to the reading list: "Whether it be through social media, whether it be through text message, whether it be phone calls, we've received an influx of tremendous outrage at the selections by this reading list."

Considering the emphasis on the topic of police brutality, Blackmon noted "There are other socio-economic topics that are available and they want to focus half of their effort on negativity towards the police? That seems odd to me."

Blackmon added, “Freshmen, they’re at the age where their interactions with law enforcement have been very minimal. They’re not driving yet, they haven’t been stopped for speeding, they don’t have these type of interactions. This is putting in their minds, it’s almost an indoctrination of distrust of police and we’ve got to put a stop to that.”

When reached for comment by the local news, Wando Principal Dr. Sherry Eppelsheimer released a statement saying:

“I understand two of the selections/choices for this summer’s reading list for English 1 College Prep classes are considered controversial by some members of our community. I appreciate their concern and input regarding this matter.

A ‘Request for Reconsideration of Instructional Materials’ form has been submitted and the school and District will follow the procedures outlined in Policy IJAAA-R in connection with the reconsideration request.”

## **Indiana Spanish Teacher Assigns 8th Grader to Write Paper on “Trump’s Lies”**

Teacher refused to accept Fox News as a legitimate source

A Spanish teacher at Blackhawk Middle School in Fort Wayne, Indiana, assigned her eighth grade class to translate a current news story into Spanish. But when Jacob Hein, an honors student at the school, used a Fox News story as the basis for the assignment, he was publicly shamed by the teacher in front of the entire class.

“She said, ‘Fox News is fake news. It’s full of lies and you are no longer to use Fox News for these articles. Do you understand?’” his father Todd Hein reported to a local radio station. “She told Jacob that Fox News is ‘fake news’ and should never be used as a source.”

In order to make sure the ideological lesson was not lost on the eighth grader, the Spanish teacher then ordered Jacob to write a full-page report on “President Trump’s lies — his many lies.”

After Jacob's father, Todd Hein, called the school to report the incident, the teacher eventually apologized. But Hein reports that this incident was only one of many attempts to indoctrinate the class in leftist ideology and insult our nation's president. The same teacher has repeatedly referred to President Trump as the "idiot in office" and the "little orange man," he said.

"She berates Trump every moment she gets," Todd Hein added.

In a statement made to Fox News, a spokesperson for the school district stated:

Fort Wayne Community Schools does not condone the kind of behavior detailed by this parent. When we were notified, we immediately investigated and took appropriate action. Because this is a personnel matter, I cannot provide details of the outcome of the investigation.

Todd Hein remains unsatisfied with the school's response.

## **California Department of Education Proposes Radical New Gender Curriculum**

*Parents would have no ability to opt-out*

The California State Board of Education is considering adopting mandatory student instruction in a radical sex and gender curriculum, under the guise of health education, which promotes transgenderism to students in elementary through high schools and encourages students to explore possible gender options (which, according to one source used in the curriculum, number at least 15).

These curriculum changes are being proposed through a revision of the “Health Education Framework for California Public Schools” which is being conducted by the California Department of Education (CDE), the Instructional Quality Commission (IQC), and the State Board of Education (SBE). The Health Education Framework is concerned with educating students on a number of actual health concerns including nutrition, exercise, dental health, and traffic safety, but also aims to teach students as young as four years old about gender identity, homosexuality,

transgenderism, and other related topics.

The Revised Draft Health Education Framework is now available for public comment and a look at its contents reveals a radical leftist approach to the subject of human sexuality and a concerted effort to teach children as young as four and five years old that sexual identity is not fixed at birth but is in fact mutable.

For instance, in the section on teaching kindergarteners the curriculum advises:

“Gender socialization begins before children start school—students may believe that different norms are associated with people of particular genders by the time they enter kindergarten. While this understanding may be limited, students can still begin to challenge gender stereotypes in a way that is age appropriate. While students may not fully understand the concepts of gender expression and identity, some children in kindergarten and even younger have identified as transgender or understand they have a gender identity that is different from their sex assigned at birth... My Princess Boy by Cheryl Kilodavis is an age-

appropriate book that can be used to demonstrate gender differences and inclusion.”

The book mentioned, *My Princess Boy*, describes a young boy who chooses to dress up in girl clothes and is accepted and loved regardless: “My Princess Boy loves his dad. His dad tells My Princess Boy how pretty he looks in a dress. His dad holds his hand and tells him to twirl.”

Another recommended book, *Who Are You: The Kid’s Guide to Gender Identity* teaches that there are at least 15 possible genders including “boy, girl, both, neither, trans, genderqueer, non-binary, gender fluid, transgender, gender neutral, agender, neutrois, bigender, third gender, two spirit...” and that it is impossible for anyone to determine the gender of a baby at birth.

The proposed curriculum only gets more extreme in the upper grades. In the section devoted to teaching seventh and eighth graders, the guidelines state:

“To be inclusive of all students in terms of gender identity and sexual attraction, health

education teachers and other educators must be mindful of personal biases and use gender neutral language when discussing peer and romantic relationships. It is important not to assume a student's identified gender pronoun based on sex assigned at birth or appearance. Some students may identify with the traditional masculine/feminine pronouns 'he/she,' 'him/her,' and 'his/hers,' while some may prefer pronouns such as 'they,' 'them,' and 'theirs' as a singular pronoun... In addition, the term 'partner' should be used in place of or in addition to 'boyfriend/girlfriend' or 'husband/wife' to avoid assumptions about gender and sexual orientation. Some students may be non-monogamous and the term 'partner(s)' may also be used to be more inclusive."

The guidelines for high school students similarly mandate the teaching of gender as a spectrum, not a binary fact:

"There are an infinite number of ways an individual may identify or choose to express their individuality and sense of self, including gender. Students may not conform to the social norms of binary gender identities of male and female



(e.g., gender non-binary, gender nonconforming, androgynous, genderqueer, gender fluid), and it is important to be as sensitive and responsive to students' needs as possible. Be mindful of students' identified gender pronouns and be aware not to make assumptions based on appearance.”

Perhaps most disturbingly of all, parents of students in California public schools will not be notified about the content of the curriculum and are denied the ability to have their children opt out of these lessons in radical gender theory.

Brenda Lebsack, a longtime public educator and member of the Orange Unified School District, who writes for EdSource.org, was the first to focus public attention on the new curriculum.

She explains:

“While parents may assume they can opt out of this instruction, as they can with sexual health education and HIV prevention, this simply is not true. Instruction about gender or sexual orientations that is implemented through the adoption of the framework is exempted from parent notification

and opt out requirements (California Education Code 51932b). According to The California Safe School Coalition, state law provides that ‘instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their functions’ are not subject to parental notice and opt-out laws.”

She adds, “Because the California Department of Education is inviting public comment on the draft, I urge all California residents to review the framework and provide input.”

The California State Board of Education (SBE) will make the final decision on whether to adopt this curriculum in May 2019.

## **West Virginia School Assigns Students to Copy Islamic Conversion Creed in Arabic**

*Teacher claimed the assignment was given to practice “calligraphy”*

Another case of Islamic indoctrination in America’s public schools is headed for the courts. The Thomas More Law Center, a conservative Christian legal group based in Michigan, has stepped forward to represent evangelical pastor Richard Penkoski in a suit against Mountain Ridge Middle School in West Virginia. Penkoski alleges that Mountain Ridge attempted to indoctrinate his 13-year-old daughter in the creed of Islam, in violation of the First Amendment.

Mr. Penkoski, the father of six children and the host of an online evangelical Christian ministry named “Warriors for Christ,” first became alarmed this past May when his daughter brought home a packet of information and assignments on Islam as part of a unit on world religions. Instead of merely providing factual information on Islam, the lessons assigned in her public middle school encouraged students to study and identify with Islam’s key

religious beliefs.

Among the assignments given in class:

- To write the Islamic conversion creed, the Shahada, which states, “There is no God but Allah, and Muhammad is the messenger of Allah” in Arabic. This assignment was supposedly given as “calligraphy” practice.

- To fast for 24 hours while giving lunch money and food to a food bank, in order to empathize with Muslims observing Ramadan.

- To read chapters from the Koran.

- To learn the Five Pillars of Islam.

Penkoski also alleges that the assignments provided to his daughter did not accurately portray the darker side of Islam and whitewashed the violence and terror carried out by the religion’s followers across the globe. In addition, he contends that the public middle school spent much more class time on Islam than on other world religions,

stating “most of the faith aspects of Christianity and Judaism were stripped from the lesson plan by the teacher. Students were not given calligraphy writing assignments in Judaism, or Christianity, only Islam.” He brought his concerns to the principal of his daughter’s school and then to the Thomas More Law Center.

Richard Thompson, president of the Thomas More Law Center, explained that this sort of indoctrination in Islam is disturbingly common in America’s public schools: “This is typical of the public-school systems across the country. Witless school officials have turned classrooms into Islamic indoctrination centers. They promote Islam in ways that would be unthinkable for Christianity or any other religion because they fear a lawsuit by the ACLU.”

Thompson continued: “Teachers sugar coat Islam. They don’t tell students about Islam’s barbaric brutality, where women and young girls are sold into slavery and used as sex-slaves, where men and women are stoned to death and burned alive—all in the name of Islam and the Koran.”

As for Penkoski, he notes that while it would perhaps be easier to pull his daughter out of school than to initiate a lawsuit, he is determined to hold his ground. “We don’t back down during persecution,” he stated.

### **Texas Curriculum Committee Rejects Description of Alamo Defenders as “Heroic”**

*The group of academics and historians labeled the term “a value charged word”*

For nearly two centuries, Texans have invoked the line “remember the Alamo” to commemorate those brave men who fought and died attempting to defend their fort and make a stand for Texas’s independence against a much larger Mexican army. Now an advisory committee to the State Board of Education in Texas is recommending that the word “heroic” be dropped from the official state-approved history curriculum describing the men who participated in this historic battle arguing that it is “a value charged word.”

The advisory committee is composed of educators and historians and has been charged

with revising and streamlining the state’s history curriculum. The proposed change would be made to the seventh grade history standards, since Texas schoolchildren study the history of their state in seventh grade.

The current state history standards expect students to be able to:

“Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis’s letter “To the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin’s surrender at Goliad, and the Battle of San Jacinto.”

If the advisory committee has their way, the phrase “heroic defenders” will be eliminated and the standard will be changed to state:

“Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, the siege of the Alamo, the Constitutional Convention of 1836, Fannin’s

surrender at Goliad, and the Battle of San Jacinto and Treaties of Velasco.”

Also on the chopping block is Lt. Col. William B. Travis’s letter “To the People of Texas and All Americans in the World.” In this letter, Lt. Col. Travis—the leader of the Texas forces under attack at the Alamo—pledged “I shall never surrender or retreat” and stated that if reinforcements did not come to his aid, he would “die like a soldier who never forgets what is due to his own honor & that of his country — Victory or Death.” The letter itself is just one paragraph long, less than 250 words, but if the committee has its way, the letter will be mentioned only as context and “teachers will spend less time on the analysis of the letter.” The purpose of eliminating the study of this letter is to streamline the curriculum and save classroom instruction time.

After news media reported on the proposed curriculum changes last week, the Texas Board of Education received hundreds of phone calls and emails and Texas Governor Greg Abbott tweeted to denounce the committee’s recommendation:



“Stop political correctness in our schools. Of course Texas schoolchildren should be taught that Alamo defenders were ‘Heroic’! I fully expect the State Board of Education to agree. Contact your SBOE Member to complain. □@TXSBOE□ #txlege #tcot”

Texas Land Commissioner George P. Bush, the son of former Florida governor Jeb Bush, also took to Twitter to weigh in. He wrote:

“This politically correct nonsense is why I’ll always fight to honor the Alamo defenders’ sacrifice. His letter & the defenders’ actions must remain at the very core of TX history teaching. This is not debatable to me.”

The chairwoman of the Texas Board of Education, Donna Bahorich, who was appointed by Governor Abbott, also defended using the term “heroic” to describe the Alamo’s defenders. “If there is ever a time you could say a set of folks were heroic, then this is the very definition of that,” she commented to The Washington Post.

The committee’s proposed curriculum changes

are up for a public hearing and a preliminary vote on Wednesday and a final vote on Friday, but the curriculum will ultimately be set during a final reading in November.

*Sara Dogan is the National Campus Director for the David Horowitz Freedom Center. She has written numerous articles and reports about academic freedom, classroom indoctrination, and anti-Semitism on campus*