SCHOOL-SANCTIONED SEX EDUCATION

A DEVIANANT DOMINANT CULTURE BULLIES CHILDREN USING SEXUALLY EXPLICIT IMAGES THAT TRAUMATIZE AND GROOM THEM FOR SEX ABUSE, PORNOGRAPHY ADDICTION AND SEXUAL ASSAULT OF OTHERS

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October 2015

Warning: Contains graphic sexual content
# TABLE OF CONTENTS

I. Executive Summary ................................................................. 1

II. THE GENESIS OF COMPREHENSIVE SEX EDUCATION: HOW A DEVIAN
T CULTURE BECAME THE DOMINANT CULTURE TEACHING HUMAN SEXUALITY
TO CHILDREN. ........................................................................... 6
   A. Kinsey Releases “Groundbreaking And Controversial Research” That Claims Children
      Are Sexual From Birth And Sexuality Is Fluid. .................................................. 7
   B. Kinsey Promotes “Scientific” Sex Education. .................................................. 9
   C. The Rise of Sex Education Authorities .......................................................... 11

III. DEVIANT DOMINANT-CULTURE SEX-ED TEACHERS AND SEX-CLINIC
      SPEAKERS DISTRIBUTE OBSCENE MATTER TO MINORS DISGUISED AS “SEX
      EDUCATION,” “STD PREVENTION” AND/OR “BULLYING PREVENTION.” .......... 13
   A. SIECUS Designs Sex Education Criteria Based on the Concept that Children are Sexual
      Before and From Birth And Should Be Exposed To Sexually Explicit Materials Early and
      Often. ........................................................................................................... 14
   B. Sex Educators Encourage Children to Reject Parental Authority Through “Values
      Clarification.”............................................................................................. 17
   C. When Sex Education is not Statutorily Mandated, Sex Educators Make Inroads Through
      “Bullying” and/or Sexually Transmitted Disease Prevention Programs .................. 18
   D. The Deviant Dominant Culture’s Sex-Education Materials and Programs in the United
      States ........................................................................................................... 22
      1. Materials for Students .............................................................................. 22
      2. Materials for Teachers ............................................................................ 26
   E. The Deviant Dominant Culture’s STD and Pregnancy Prevention Materials .......... 32
   F. Explicit Sexuality Extends Beyond Sex Education: Examples of Sexually Charged
      Teen and Young Adult Literature ...................................................................... 37
   G. Harmful And Deceptive Materials Recommended by the Gay, Lesbian, and Straight
      Education Network (GLSEN) ........................................................................ 48
   H. Fatal Omission: The Unreported Risk of Condom Failure for Oral and Anal Sodomy. 49

IV. THE TOXIC FALLOUT FROM EXPLICIT SEXUALITY IN THE CLASSROOM 51
   A. Children are Given Obscene Materials Illegal to Obtain Outside of School. .......... 51
   B. Sexually Explicit Materials Overwhelm and Traumatize Children’s Pliable, Immature
      Brains. ............................................................................................................ 53
      1. Science Confirms That Areas of the Brain Necessary to Process Complex Concepts
         and Gauge Risks Do Not Develop Until Adulthood............................................ 53
      2. Children’s Mirror Neurons Prompt Imitative Behavior, Including Imitative Sexual
         Behavior ........................................................................................................ 56
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Explicit Sex Education Grooms Child Subjects for Later Abuse.</td>
<td>58</td>
</tr>
<tr>
<td>D. Trauma Inflicted on Children by Sex-Ed Teachers, Sex-Clinic Speakers, Authors, and Librarians</td>
<td>59</td>
</tr>
<tr>
<td>E. Increased Sexual Activity and Peer-on-Peer Sexual Exploitation.</td>
<td>64</td>
</tr>
<tr>
<td>F. Eroticized Schools Create Eroticized Teachers Exploiting Children</td>
<td>65</td>
</tr>
<tr>
<td>G. Sexual Violence as a Natural Outcome of the Grooming of Child Victims and Predators by Sex-Ed Teachers, Sex-Clinic Speakers, and Authors</td>
<td>68</td>
</tr>
<tr>
<td>H. Recent Noteworthy Research Further Illustrates the Dangerous Consequences of Sexualizing Children</td>
<td>69</td>
</tr>
<tr>
<td>V. CONCLUSION</td>
<td>72</td>
</tr>
<tr>
<td>A. A Well-Orchestrated Assault on Children’s Innocence</td>
<td>72</td>
</tr>
<tr>
<td>B. Taking Action to Take Back Our Children</td>
<td>73</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>76</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>77</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>78</td>
</tr>
</tbody>
</table>
I. Executive Summary

As is true in most states and countries around the world, Minnesota law prohibits young people from performing certain activities such as gambling, purchasing pornography, obscenity, alcoholic beverages and tobacco, and possessing firearms and violent video games and imposes penalties on those who violate the law and permit minors to engage in such conduct. The rationale behind these laws is that, due to the harmful nature of the activity and the immature judgment of young people, it is necessary to place stricter controls on youth than are imposed on adults.¹

The title of Minnesota Department of Children and Families’ (currently the Minnesota Department of Education) brochure, Their Minds Are In Our Hands, tells the underlying mindset of the education establishment.² This explains, in part, what motivates educators to engage in what is arguably morally and scientifically reckless conduct, i.e., to impose on children who cannot consent and do not understand emotional stimuli such as sex-related films and lectures; textual and graphic scenes of masturbation; and vaginal, anal, and oral sex and sex apparatus (deceptively labeled “toys”).

Likewise, the current pedagogy of the deviant dominant culture³ contradicts and undermines the cultural resources children depend upon for their well-being. The education establishment uses its power and authority (hijacked from parents) to libel the empirically based racial and religious knowledge of previous and current generations and thus debase children’s home culture.⁴

Science has finally caught up with empirically based common knowledge; that cognitive maturity is not fully developed until roughly age 21 to 25. Modern derisory sex “educational” materials (even were they medically accurate, which they are not) could only be processed cognitively by the judicial, evaluative, mature mind, not by the immature, obedient child learner. The “emotional” stimuli presented by graphic sex education in words and images are especially troublesome given recent recent cases of Minnesota’s, and other states’ high rates of youthful fatalities from suffocation,⁵ often due, candidly, to autoerotic asphyxia (death from hanging while masturbating, commonly while using pornography).

³ The authors use “deviant dominant culture” throughout this paper to describe the underlying worldview of the academic and cultural elites who have adopted the findings of Alfred Kinsey that all sexual acts, including deviant acts, are in fact normal and beneficial, even for children, since humans are allegedly sexual from birth.
⁴ “Train up a child in the way he should go, And even when he is old he will not depart from it.” Proverbs 22:6 ASV.
Indeed, it is arguably criminally irresponsible to pander sexual stimuli to juveniles during a time when their brains are desperately trying to figure out and wire up a complex body of knowledge, especially sexuality. Wiring pathways in children’s brains (see discussion of the juvenile brain \textit{infra}) showing libidinous pictures, cartoons, and textual descriptions of genital and other sexual acts to children is criminal, and often actually obscene. Obscenity is still outlawed based on its recognized public and private harm, particularly to children, for whom there are specific “harmful to minors” laws drafted to prevent “adults only” materials from getting into the heads and hands of children. Statutory exemptions for “educational” purposes, obviously, should not legalize obscene material as educational curricula for minors.

Justice Antonin Scalia’s assessment in \textit{FCC v. Fox} is applicable to the effect of sex material in classrooms. In \textit{FCC}, the Court rejected broadcasters’ arguments that the FCC could allow an obscenity exemption for “fleeting expletives.” Justice Scalia said it was reasonable to predict that exempting “fleeting” references to expletives would be harmful to children. \footnote{F.C.C. v. Fox Television Stations, Inc., 556 U.S. 502, 518-19 (2009).} “One cannot demand a multiyear controlled study, in which some children are intentionally exposed to indecent broadcasts (and insulated from all other indecency), and others are shielded from all indecency.” \footnote{Id. at 519.}

Here it suffices to know that children mimic the behavior they observe—or at least the behavior that is presented to them as normal and appropriate. Programming replete with one-word indecent expletives will tend to produce children who use (at least) one-word indecent expletives. Congress has made the determination that indecent material is harmful to children \ldots \footnote{Id.}

If empirical evidence is not needed to prove that “fleeting expletives” are harmful to children, then such evidence is not needed to prove that overt sexual text and images are harmful to minors when authoritatively delivered to children under color of “sex education,” health, reproductive health, bullying prevention, diversity training and the like. As Justice Scalia said about \textit{fleeting} expletives, exposure to erotic pedagogy\footnote{Pedagogy: “the art, science, or profession of teaching; especially: education,” \url{http://www.merriam-webster.com/dictionary/pedagogy}.} tends to produce children who mimic the behavior observed. Indeed, the use of an “obscenity exemption” to deliberately expose children to indecent text and images, under color of “sex education,” is precisely the kind of unconscionable experimentation on children that the Supreme Court rejected in \textit{Fox}.

For decades, mysteriously—indeed it must be said deviously—and despite the clear illegality of obscenity, sex-ed teachers, speakers, and authors\footnote{See Ted McIlvenna, \textit{Meditations on the Gift of Sexuality}, Specific Press; 1977; The Institute for the Advanced Study of Human Sexuality. Coffee table pictorial of sex educator trainers, faculty, staff, students in sex orgy, child pornography.} have been granted legal “obscenity exemptions”\footnote{“Obscenity Exception” report is available on request, 2015.} in Minnesota and other states. Based on this legal ploy, sex educators have imposed “skills” that use children in sexual experiments as “human subjects”\footnote{U.S. Department of Health and Human Services, \textit{Information on Protection of Human Subjects in Research Funded or Regulated by U.S. Government} \url{http://www.hhs.gov/1946inoculationstudy/protection.html}.} exposing innocent child
subjects to graphic sexual acts in text and imagery. Dr. Reisman’s website addresses the invalid, frequently criminal outcomes of training of sex teachers, and she will provide additional data as requested.\textsuperscript{13} Note that she addresses the growing data on educator sex abuse as well.\textsuperscript{14}

The outcome of such early exposure to obscene materials, as \textit{any} responsible parent or educator knows, is confusion and trauma for nearly all children and mimicry of its incoherent acts by too many. The “sexual minorities” lobby of lesbian, gay, bisexual, transgender, queer/questioning (LGBTQ) community organizers claim bills such as Minnesota’s Safe and Supportive Minnesota Schools Act (bullying bill) are only about preventing discrimination. In fact, sex education is embedded in the wording and intent of the act’s \textit{Prevention of School Bullying Task Force Report} which mandates strategies to promote “values, attitudes, and behaviors” to “understand the nature of human sexuality” (p. 18). The report also asserts that “evidence-based social-emotional learning” will be employed through curricula, including support for homosexual school clubs known as Gay-Straight Alliances (GSAs) (p. 16).

Any type of sex talk or pictures is processed in the brains, minds and memories of children and, for some children, will stir emotional and psychological wounds. An estimated 1 in 4 girls and 1 in 6 boys carry emotional trauma from early sexual abuse.\textsuperscript{15} School “sex talk” sometimes leads to older children (undergoing confused arousal) sexually bullying younger or weaker children. Sex-crime data attest to a significant and growing number of sexual bullying cases from educators as well as students, causing additional stress and anxiety for victims. Such anxiety-inducing sexual bullying would be sensed electrochemically. “Sexual behavior is rooted in the electrochemical communication used by neurons throughout the body, but specifically the brain . . .”\textsuperscript{16} We call such things “shocking” because they actually act as shocks to a child’s brain, body and memory.\textsuperscript{17}

An electroencephalogram (EEG) is a test that detects electrical activity in your brain . . . Your brain cells communicate via electrical impulses and are active all the time, even when you're asleep.\textsuperscript{18}

Anxiety-inducing exposure to premature sex stimuli, too commonly uninvited sexual thoughts, sometimes results in acting out via sexual harassment of other girls or boys. The Mayo Clinic defines anxiety as neurochemical states; feeling nervous, powerless, sensing danger, increased heart rate, hyperventilation, sweating, trembling, trouble concentrating or thinking about anything other than the present worry, etc.\textsuperscript{19} These normal reactions to exposure to “sex education” are

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footnote 159 for rules on experimentation on human subjects, clearly willfully ignored by those in the “sex education” field.

\textsuperscript{13} See Reisman website, \url{http://www.drjudithreisman.com/about_dr_reisman.html}.

\textsuperscript{14} See \textit{Stop Educator Sexual Abuse, Misconduct and Exploitation}, \url{http://www.sesamenet.org/educators/identifying-misconduct}, for reports on educator sex abuse.

\textsuperscript{15} Bureau of Justice Statistics, \textit{“Child Rape Victims”} 1992, NCJ-147001 June 1994, p. 2. Even insurance companies cite these reliable data, \url{http://www.cultureofsafety.com/childcare/recognizing-child-abuse}.

\textsuperscript{16} \textit{Your Brain: The Other Sex Organ}, 04/19/2007, \url{http://serendip.brynmawr.edu/exchange/node/374}.

\textsuperscript{17} “…electric shock sensation (also referred to as “brain zaps”) are common symptoms of anxiety,” anxiety center, com; http://www.anxietycentre.com/FAQ/brain-zaps-electric-shock-symptom.shtml.

\textsuperscript{18} WebMD, \url{http://www.webmd.com/epilepsy/electroencephalogram-eeg-21508}.

\textsuperscript{19} Mayo Clinic, \url{http://www.mayoclinic.org/diseases-conditions/anxiety/basics/symptoms/CON-20026282}.
regularly reported in Dr. Reisman’s interviews with children and their parents.\textsuperscript{20} Dr Elaine Ryan, a British psychologist specializing in forms of trauma states:

Intrusive thoughts may be of a sexual nature, aggressive, religious, or anything that disturbs you. You could be heterosexual and obsessing that you are gay . . . They can be a symptom of anxiety or Obsessive Compulsive Disorder . . . Sexual thoughts that are disturbing . . . These can include violent sexual acts, sex with inappropriate people or things, questioning your own sexual identity or anything thought of as a sexual nature that you find disturbing. These type of thoughts can be extremely distressing as arousal is usually involved. Even though you have not carried out the act, \textit{the thought of it may cause you to feel aroused}.\textsuperscript{21} (emphasis added)

Before proceeding, note the definition of “arouse” since in our hypersexualized environment people often assume the biology of arousal pertains only to sex. Not so. Webster’s American 1826 dictionary, used historically for hundreds of years, defines arousal as:

AROUSE, v.t. arouz’. [Heb.] “To excite into action, that which is at rest; to stir, or put in motion or exertion that which is languid; as, to arouse one from sleep; to arouse the dormant faculties\textsuperscript{22}

The Internet version briefly cites word history as; “(2). Sexual association is from c.1900.” Modernity cites sex, anger, curiosity. It would also include arousal of fear, shame, etc.:

Arouse, a. To cause (someone) to be active, attentive, or excited: The report aroused them to take action. The insult aroused him to anger. b. To stimulate sexual desire in. 2. To give rise to (a feeling, for example); stir up: The odd sight aroused our curiosity. See Synonyms at provoke. 3. To awaken (someone) from sleep.\textsuperscript{23}

The answer to children’s instinctive, protective, sexual anxiety felt as an intrusive unsolicited form of mysterious arousal is not more sex stimulation renamed education. This report argues that under the guise of preventing “bullying,” effete militant, sex-education teachers, sex-clinic speakers, authors, school districts, school boards, and superintendents are accomplices\textsuperscript{24} to:

1. Distributing obscene material to children, legitimizing sex of, by, and against minors;
2. Wiring children’s pliable, immature brains with predictably injurious outcomes;
3. Sexual bullying and grooming by family members, peers and strangers.
4. Sexual bullying by children of other children, leading to susceptibility to adult predators.

\textsuperscript{20} Children report nightmares, vomiting, fear, shame, recurrent images and unwanted visual memories, etc.
\textsuperscript{22} Webster’s 1828 Dictionary; http://1828.mshaffer.com/d/search/word,arouse
\textsuperscript{23} Dictorary.com; http://dictionary.reference.com/browse/arousal
\textsuperscript{24} See Appendix A for discussion of definitions of Accomplice liability under various state statutes.
5. Sexually damaging children, triggering shame, sex addictions, violence, orientation confusion, and a variety of sexually transmitted diseases, including HIV, etc.

As noted, educators are excused from liability for exposure of children to pornography due to an educational exemption in most states’ laws which allow teachers and librarians to provide obscene materials to minors without fear of prosecution under “harmful to minors” statutes. This creates a nationwide problem of explicit sexual imagery disseminated through educational institutions under the banner of “bullying prevention” and “comprehensive sex education,” enabling the creation of a new, exploitative culture. Like many state departments of education, the Virginia Department of Education (DoE) developed “cultural competency” guidelines to address issues that arose following the integration of public schools and the influx of large numbers of immigrant children. Those guidelines apply also to sex educators. They warn of school-based “cultural destructiveness,” suggesting that parents or minors who disagree with the dominant mainstream culture (represented by the current deviant education establishment) are themselves at risk of harm and suppression. The manual warns:

Institutions and individuals . . . tend to endorse the myth of universality, insisting that all children conform . . . [expecting children] to shed any remains of their culture of origin in favor of the values and viewpoints of the dominant culture. [Disagreements] are interpreted as deviant, deficient, or inferior. This orientation refuses to consider that schools must respond to children within a particular cultural context. Assumptions endorsed during the cultural destructiveness stage contribute to:

- Disenfranchised and disengaged learners
- Diminished levels of motivation
- Oppositional orientations toward education
- Premature departure from school

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25 Minnesota Statutes §617.295.
26 These exemptions are based in large part on Model Penal Code, par. 251.4(3)(a)(1980): “It is an affirmative defense to prosecution under this Section that dissemination was restricted to. . . institutions or persons having scientific, educational, governmental or other similar justification for possessing obscene material.” Federal law (18 U.S.C. §1466A(a)) also criminalizes knowingly producing, distributing, receiving or possessing with intent to distribute, a visual depiction of any kind, including a drawing, cartoon, sculpture or painting, depicting:

- A minor engaging in sexually explicit conduct that is obscene, or An image that is, or appears to be, of a minor engaging in graphic bestiality, sadistic or masochistic abuse or sexual intercourse, including genital-genital, oral-genital, anal-genital or oral-anal, whether between people of the same or opposite sex that lacks serious literary, artistic, political or scientific value.

Sexually explicit conduct is defined under federal law (18 U.S.C. §2256(2)(A)) as actual or simulated sexual intercourse, including genital-genital, oral-genital, anal-genital or oral-anal, whether between people of the same or opposite sex; bestiality; masturbation; sadistic or masochistic abuse or lascivious exhibition of the genitals or pubic area of any person. For purposes of enforcing the federal law (18 U.S.C. §2256(1)) "minor" is defined as a person under the age of 18.

It is a federal crime to knowingly possess, manufacture, distribute or access with intent to view child pornography (18 U.S.C. §2252(b)). In addition all 50 states and the District of Columbia have laws criminalizing the possession, manufacture and distribution of child pornography. As a result a person who violates these laws may face federal and/or state charges. [http://www.missingkids.com/Exploitation/FAQ](http://www.missingkids.com/Exploitation/FAQ)
• Subsequent school failure

**The Virginia DoE Explains:**

Culture has also been defined as the integrated pattern of human behavior, which includes thoughts, communication, action, customs, beliefs, values, and instructions of a racial, ethnic, religious, or social group . . . the dominant cultural group often assumes that its way of thinking, behaving, and responding to the world is superior and even universally standard . . . There are] more deep-seated aspects of culture . . . includ[ing]:

- Patterns of thought
- Perceptions about male–female relationships
- Notions of ability and disability
- Dictates governing children’s role in the family

These “deep-seated aspects of culture,” particularly, perceptions about male-female relationships, orientation and dictates governing children’s role in the family, are specifically targeted in institutionalized sex education.

Sex educators currently denigrate cultural values of privacy, abstinence, chastity, marriage as between one man and one woman, sexual intercourse (once honored as “the marital act”) as the normal and acceptable sexual expression and the parents as the authorities of their children’s sexual and love knowledge.

Just as denigrating a racial minority child’s home culture is detrimental to academic success and the child’s mental health, so too, is denigrating the home culture, the moral or religious beliefs of a sexual majority child.

**II. THE GENESIS OF COMPREHENSIVE SEX EDUCATION: HOW A DEVIANT CULTURE BECAME THE DOMINANT CULTURE TEACHING HUMAN SEXUALITY TO CHILDREN**

As the promoters of “LGBT History Month” attest, “Alfred Kinsey is known as the father of sexology. His groundbreaking and controversial research on human sexuality profoundly influenced social and cultural values.” Certainly among the most profound changes and influences birthed by Kinsey is the sex education “field” which is still dominated by the Sexuality Information and Education Council of the United States (SIECUS), founded in 1964 and which drew its sex “science” from information contained in Kinsey’s original data on human sexuality.

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28 Ibid.


A. Kinsey Releases “Groundbreaking and Controversial Research” That Claims Children Are Sexual From Birth And Sexuality Is Fluid

The “groundbreaking and controversial research” touted by the founders of LGBT History Month was Sexual Behavior in the Human Male released in 1948 and Sexual Behavior in the Human Female released in 1953.\(^\text{31}\) Among the revolutionary ideas launched by the books, and still permeating academia today, are that children are sexual from birth and that sexuality is fluid.

Hidden in plain sight amid 840 pages of fraudulent statistics and pseudo-scientific discussion in Kinsey’s Male book are tables 30-34,\(^\text{32}\) documenting his team’s systematic sex abuse of infants and children as young as two months old for “orgasm.” As the following excerpt from Human Sexuality: An Encyclopedia, (1994) demonstrates, Kinsey’s mantra that “children are sexual from birth” is a recurring theme:

Kinsey reported that one seven-month-old infant and five infants under age one were observed masturbating . . . Kinsey, reporting on stimulation to orgasm in nine male infants under age one, found that the response involved a series of gradual physiological . . . Further, Kinsey reported that 32 percent of boys two to 12 months old were able to reach climax. One boy of 11 months had ten climaxes in an hour and another of the same age had 14 climaxes in 38 minutes.\(^\text{33}\)

In 1955 Yale’s Dr. Lawrence Kubie, praised Kinsey’s “conclusion” about infant sexuality as a major scientific breakthrough:

If . . . Dr. Kinsey and his coworkers [do] no more than present us with incontrovertible statistics concerning the incidence of manifest infantile sexuality . . it will be a major contribution to our understanding of human development and culture.\(^\text{34}\)

\(^\text{31}\) Alfred Kinsey et. al., SEXUAL BEHAVIOR IN THE HUMAN MALE, (W. B. Saunders 1948); Alfred Kinsey et. al., SEXUAL BEHAVIOR IN THE HUMAN FEMALE, (W. B. Saunders 1954).
\(^\text{32}\) Male, at 175-80. Table 34 is included as Appendix A.
Another radical breakthrough in Kinsey’s reports was his creation of the infamous Kinsey Scale, used worldwide today to validate the notion that 10 to 37 percent of men have homosexual experiences at some time in their lives and that sexuality is fluid.\(^{35}\) He drew a diagonal seven-point “scale” to represent a man’s sexual behavior during each period in his life. Zero denotes solely heterosexual and six denotes solely homosexual.\(^{36}\) Homosexual experiences included any same-sex “contact,” including in dreams, fantasies, even rape during a drunk or drugged sleep.\(^{37}\) The male “subjects” described in the scale included the infants and toddlers whose rapes were recorded in Tables 30-34, and who would therefore be labeled as at least somewhat homosexual due to their “contacts” with their abusers.\(^{38}\) As discussed infra, the Kinsey Scale is widely featured in the growing plethora of novels written on “GLBTQ youth.”

Kinsey also sought to normalize all manner of sexual activity, calling activities such as vaginal intercourse, oral and anal sodomy, animal “contacts” and masturbation as equally acceptable “outlets” for sexual expression.\(^{39}\) With regard to masturbation, he criticized what he termed America’s national narrow-mindedness. Kinsey correctly represented that during the 1940s and 50s, autoerotic activity was seriously frowned upon. However, he falsely claimed that self-stimulation was harmless and never obsessive, a myth faithfully repeated in modern sex education.\(^{40}\) Kinsey wrote:

> The physician . . . may lecture before the local high school on the dangers of masturbation . . . [claiming it] is likely to lead to all sorts of nervous disorders and neurotic disturbances . . . Such physicians may imply that they have scientific authority for these opinions, when in actuality they are merely verbalizing the standards of the social level in which they were raised.\(^{41}\)

Yet Kinsey himself refuted his claims for he was an obsessive, violent masturbator who was frequently seen engaging in masochistic masturbation.\(^{42}\) He had brutalized his sexual organs to such an extent that he contracted orchitis, a disease involving painful swelling of the testicles, believed to have contributed to his untimely death.\(^{43}\)

\(^{35}\) Kinsey MALE, 436-41.
\(^{36}\) Id.
\(^{37}\) Id.
\(^{38}\) Id.
\(^{39}\) Id. at 678.
\(^{40}\) Id. at 197-516.
\(^{41}\) Id. at 437.
\(^{42}\) James H. Jones, ALFRED KINSEY A PUBLIC/PRIVATE LIFE, 609-11 (W.W. Norton 1997).
\(^{43}\) Id. at 739-41
B. Kinsey Promotes “Scientific” Sex Education

Kinsey’s views on masturbation were also part of his push for “scientific” sex education even before his books were released.44 Lecturing to the National Association of Biology in 1940, Kinsey condemned the sorry state of sex education as it was based on morality.45 Using some of the figures that would later appear in his Male volume, he told the group that 98 percent of adolescent boys “will find masturbation a source of outlet; for two-thirds of them masturbation will provide the chief source of outlet.”46 He claimed that 85 percent of boys will engage in “petting,” 50 percent will have intercourse, 33 percent will have “homosexual contacts” and if they are raised on the farm, 50 percent “will add sexual contacts with other animals to the list of possible outlets.”47 “whatever the moral implications, these are the sexual problems of the adolescent boy. These are the realities which our instruction, if it is at all adequate, must face when we engage as teachers of sex.”48 He proposed that sexuality education only be taught by specially trained teachers based entirely on science with no infusion of morality or other “psychic” considerations.49

Kinsey’s efforts were directly funded by the Rockefeller Foundation (RF) from 1941 to 1954. RF continues to hide Kinsey’s sex crimes against children and cover up his fraudulent data that supported his own deviant, illegal sex activities, instead claiming that Kinsey contributed greatly to our understanding of sex, giving us “a statistical basis from which to draw conclusions about the sexual experiences of Americans.”50 Eight years after Kinsey’s speech he released his 1948 report on male sexuality, launching the modern sex education movement. Some of the historical highlights include:

- **1952:** David Rockefeller, as head of the Population Council and Kinsey funder, announced the council would create “scientific training and study in population matters . . . fostering research, training . . . in social and bio-medical sciences.” The elitist council called for:
  
  Intensified Educational Campaigns . . . Inclusion of population materials in primary and secondary schools systems . . . materials on . . . family planning and sex education as well; introduced at the secondary level in order to reach next waves of public school sex teachers and sex speakers throughout the country.51

- **1953:** Playboy debuts and opens the floodgates to men who still had limited exposure to sexual images.

- **1956:** In an unpublished paper The Right to do Sex Research, where Kinsey claims sex education be defined as “health” education.52

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45 Id.
46 Id. at 213.
47 Id.
48 Id.
49 Id.
51 Bernard Berelson, Beyond Family Planning, 38 STUDIES IN FAMILY PLANNING, 1,2 (February 1969).
52 Christensen at 215-19.
• **1958:** African-American parents in the District of Columbia express outrage at a curriculum project in “Personal and Family Living” launched in September, predicting that white liberal sex-ed teachers and sex-topic speakers would prematurely sexualize their children with such sexually graphic materials—a prophecy fulfilled.53 Sex-ed teachers and speakers were trained through in-service workshops, conferences, and institutes.54

• **1960:** Kinseyan devotees, Phyllis and Eberhard Kronhausen, published *Sex Histories of American College Men,* reported that college men still espoused a love-based chastity culture; (even Hugh Hefner was a college virgin at age 22).55 Most “were as blushingly romantic about sex morals as any girl of their age . . . To these young men, sex without love seemed utterly unethical. Some of them did not even think it right to kiss a girl unless they were “in love.””56 STD cases were rare, oral/anal sodomy spurned, 1 in 200 claimed to be homosexual and AIDS was absent.

• **1964:** SIECUS is founded following the UNESCO-sponsored International Symposium on Health Education, Sex Education and Education for Home and Family Living. Held in February it touted principles later adopted by SIECUS, e.g., “Children learn about sex elsewhere . . . rarely in the home”; sex education is needed because “sex is emphasized commercially in the mass media;” “sex education should begin at an early age” and be “integrated into the whole curriculum;” “boys and girls should be taught together ;” “antidogmatic methods of teaching” must be used; and “moral norms are relative concepts which change with time.”57

• **1966:** At a Princeton sex-education seminar, Mary Calderone, co-founder of SIECUS and former medical director of Planned Parenthood reported that SIECUS had “six professionals” on the board with “several representatives of the Kinsey group.”58 In a publication touting sex education in the schools, Calderone reiterated *three times* that no “authorities” on sex exist: “There are no authorities—believe me—in this field . . . I have already mentioned that there are no authorities in this field . . . We in SIECUS have published three discussion guides: *Sex Education, Homosexuality, and Masturbation . . . Yet we are not authorities.*”59 (emphasis added)

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54 *Id.* at 100 n. 9.
57 Chambers, SIECUS CIRCLE, at 11-12.
58 Mary Calderone, et al, *SEX EDUCATION AND THE SCHOOLS,* ix, 2-6 (Harper and Row 1967) (Webster’s 1828 defines authority as “Legal power, or a right to command or to act; as the authority of a prince over subjects, and of parents over children.”).
59 *Id.* (emphasis added).
C. The Rise of Sex Education Authorities

Dr. Calderone quickly dubbed herself an authority and by 1968 parroted Kinsey’s masturbation as natural, normal harmless and never obsessive, just part of human sexual development: “I accept and advocate masturbation as part of the evolutionary sexual development of the individual.”60 By 1970, she was advocating for masturbation as part of the school curriculum, “. . . if it’s done calmly and objectively, with the teacher simply pointing out that masturbation is almost universal, doesn’t hurt anyone, and it is useful as a release from tension.”61 In 1948 if Kinsey’s crippling masturbation addiction had been publicly known he would have been the poster boy for lack of self-control; not the inspirational leader of “release from tension” claimed by Calderone.

Dr. Calderone notwithstanding, how did thousands of “sexologists” become authorities between 1966 and 2015? In 1968, Wardell Pomeroy, co-author of the Kinsey Reports, was given the title of academic dean at the Sex and Drug Forum, which later evolved into the Institute for Advanced Study of Human Sexuality (IASHS) in San Francisco.62 As the leading institution in the new sexology “field” (directing studies, reports, conference selections, lectures, journal publications, etc.), IASHS trained more than 100,000 sex educators, PhDs, AIDS and “safe sex” instructors, and others.63 IASHS is a Kinseyan training filter through which most “accredited” sexuality experts are screened during

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60 Chambers at 14.
61 Id.
their training (see sex-education timeline above). IASHS pioneered the Sexual Attitude Restructuring (SAR) using multiple screens of pornographic films to desensitize students and professionals, a primary part of formal “sexology” training. Its catalog describes an eight-week SAR summer intensive, an option for public school teachers who could not take other courses during the school year:

This eight-day “sexual attitude restructuring” (SAR) program is an unparalleled opportunity to experience immersion in human sexuality learning in most of its myriad forms. This course goes far beyond Human Sexuality 101, 201, or even 301. The goal is to expand professional and personal understanding of the immense range of human sexual behavior and gender identities and expression. The SAR includes small and large group discussions, panels, explicit media, participation in the SF Pride Parade . . .

Journalist George Leonard offered a first-hand account of the actual content of the SAR course in a 1982 article in Esquire:

The sensory overload culminated on Saturday night in a multimedia event called the F—korama . . . in the darkness . . . images of human beings—and sometimes even animals—engaging in every conceivable sexual act, accompanied by wails, squeals, moans, shouts, and the first movement of the Tchaikovsky Violin Concerto. Some seventeen simultaneous moving pictures . . . Over a period of several hours, there came a moment when the four images on the wall were of a gay male couple, a straight couple, a lesbian couple, and a bestial group. The subjects were nude . . . I felt myself becoming disoriented . . . was she kissing a man or a woman? I struggled to force the acts I was watching into their proper boxes . . . and now I couldn’t remember which was which. Wasn’t I supposed to make these discriminations? I searched for clues. There were none. I began to feel uncomfortable. Soon I realized that to avoid vertigo and nausea I would have to give up the attempt to discriminate and simply surrender to the experience . . . The differences for which lives have been ruined, were not only trivial, but invisible. By the end . . . [n]othing was shocking . . . [b]ut nothing was sacred either. But as I drove home, I began to get a slightly uneasy feeling. It was almost as if I had been conned . . . by my own conditioned response of taking the most liberated position. . . whatever my deeper feelings . . . love had not been mentioned a single time during the entire weekend.

Similar “formal” IASHS programming includes “erotic sensate and massage therapy,” pornographic films, use of surrogates (prostitutes) in sex therapy, analysis of the Kinsey reports, creation of “sex-education curricula,” child sexuality, “forensic sexology,” “male homosexual erotica,” and how to give expert-witness testimony supporting obscenity and pornography, and reduced penalties for sex crimes. This is how society went from having “no authorities” in 1966

\[ Id. \]

\[ IASHS listing of courses, http://www.humansexualityeducation.com/courses.html. \]

\[ IASHS listing of Summer SAR course, http://www.humansexualityeducation.com/summer-sar.html. \]

\[ George Leonard, The End of Sex, ESQUIRE 24 (December 1982). \]

\[ IASHS listing of courses, http://www.humansexualityeducation.com/courses.html. \]
to thousands of authorities who in turn draft the curriculum and train the teachers who are instructing children in “sex education,” even supposed “abstinence education” who inadvertently accept the training with thoughts of softening the subject matter. Of course, sex education teachers have been aided by organizations such as Kinseyan trained Planned Parenthood, which has been drafting materials on family planning and sex education as well training manuals to “reach next waves of public school sex teachers speakers throughout the country.”

All of these organizations have been amply funded by philanthropic organizations such as the Rockefeller Foundation, Playboy Foundation, Ford Foundation and others. Other financiers include the National Institute of Mental Health, as described by Calderone in 1982 in a SIECUS report that showed the direct connection between the Kinsey Institute and SIECUS:

Few people realize that the great library collection of . . . the Kinsey Institute . . . was formed very specifically with one major field omitted: sex education. This was because it seemed appropriate, not only to the Institute but to its major funding source, the National Institute of Mental Health, to leave this area for SIECUS to fill. Thus we applied and were approved for a highly important grant from the National Institute for Mental Health that was designed to implement a planned role for SIECUS to become the primary database for the area of education for sexuality.

With a stable of IASHS-programmed sex educators and amply funded sources for curriculum and further training, the sex education establishment imposed its Kinseyan, deviant-based worldview on the nation’s (and world’s) children.

III. DEVIAN'T DOMINANT-CULTURE SEX-ED TEACHERS AND SEX-CLINIC SPEAKERS DISTRIBUTE OBSCENE MATTER TO MINORS DISGUISED AS “SEX EDUCATION,” “STD PREVENTION” AND/OR “BULLYING PREVENTION”

SIECUS has done little to hide its Kinseyan roots, and from the outset has promoted the idea that since children are sexual from birth they must be taught about the intricacies of sex and how to integrate it into their lives in a socially acceptable way. Aided by robust support from the pornography industry, SIECUS has also set out to destabilize the moral foundations, particularly the family, in order to clear the way for early sexualization of children, aided by pornography. Sex is integrated into school curricula not only in “sex education” or “family life education” but under various disguises’

Sex education comes packaged as “STD prevention,” “diversity” “family life skills,” “health,” “bullying prevention” and so on. These carry sex messages beyond the sex education programs parents choose to opt out their children, to language arts, social studies and health education from which parents cannot opt out the children. Increasingly, even the novels that children might pick up from the library for “free time” are saturated with sexual images and themes, particularly those

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69 Chambers, at 237, 320.
70 See generally, Chambers.
promoting homosexuality, masturbation and, more recently, transgenderism.

A. SIECUS Designs Sex Education Criteria Based on the Concept that Children are Sexual Before and From Birth And Should Be Exposed To Sexually Explicit Materials Early and Often

From the outset, sex educators built their pedagogy on Kinsey’s fraudulent concept that children are “sexual from birth,” by ignoring basics human physiology and established science to pursue their agenda. SIECUS’ Calderone offered a glimpse into the organization’s worldview in a speech before the 1980 meeting of the Association of Planned Parenthood Physicians, now the Association of Reproductive Health Physicians. She explained that SIECUS’ primary goal is providing today’s society “very broadly and deeply with awareness of the vital importance of infant and childhood sexuality.”\(^72\) In 1983, Calderone wrote that “parents need to be made aware of the importance to the child’s future of the evolution of—rather than the suppression of—the child’s sexuality... Do they really want to pass on to the next generation the damaging chain of negative sexual conditionings that they themselves have undoubtedly experienced?”\(^73\)

What is needed is to teach them that sexuality is a marvelous natural phenomenon, to be developed in the same way as the child’s inborn human capacity to talk or to walk, and that their role should relate only to teaching the child the appropriateness of privacy, place, and person—in a word, socialization. Parents can be helped to comprehension of this if they will only recognize that, from the very beginning of its life, a child’s sexuality is an integral part of its being—that it is meant to function along with, rather than apart from, its mind and body, with each inherently influencing and being influenced by the other two.\(^74\)

Calderone’s statements were based on her belief that children are not merely sexual at birth, but before birth.\(^75\) That belief was buttressed by an ultrasound photograph of a 29-week old male fetus with an erect penis,\(^76\) she said. The ultrasound and hearing that male babies have cyclical erections in utero, just as they do after birth, Calderone concluded that “[a]ll of this makes possible the central finding that the human sexual response system functions literally during the entire life span.”\(^77\) She felt this was equally true for girls due to reports that that vaginal lubrication is present in utero.\(^78\) Calderone said those functions in utero could be “reflex in nature.” But she insisted that Kinsey’s observations of infant orgasms supported the notion that erections and secretions in utero were erotic.\(^79\) Based upon that, she said, parents too must be early advocates for masturbation:

Certainly by the time a baby gains enough control of its hands to begin exploration of what is nearest and dearest to it—its own body—the sexual pleasure center thereof

\(^74\) Id. at 9-10.
\(^75\) Id.
\(^76\) Id.
\(^77\) Id.
\(^78\) Id.
\(^79\) Id.
has already been identified, from then on to be enjoyed as much as the surrounding culture will allow. And this is often not a great deal and fearful attitudes, interference with this naturally occurring phenomenon is the order of the day with most parents (and even with a goodly number of professional people) who take for granted that to permit is to condone, something that at all costs must not be allowed to happen.\(^80\)

Calderone and those espousing Kinsey’s idea that children are sexual even before birth are purposefully eroticizing “a vascular event controlled by the autonomic nervous system.”\(^81\) “*In humans and animals, penile erection occurs in several contexts, some of which have nothing to do with a sexually relevant context.*”\(^82\)

Erections have been observed in utero,…during sleep, in the presence of a receptive female with no possibility to engage in copulation (“noncontact erections”), and in response to the injection of centrally acting drugs….It is possible that several different areas of the brain contribute to the occurrence of erections in the different contexts. Each context may reflect the contribution of a unique combination of several brain nuclei.\(^83\)

In particular, scientists have found that penile erection in fetuses are associated with REM (rapid eye movement) sleep patterns, wholly unrelated to sexual stimuli.\(^84\) Nevertheless, SIECUS and sex education institutes, persist in sexualizing even infants in order to validate Kinsey’s claim that children are sexual from birth, a claim founded upon the serial sexual abuse of boys as young as two months old. Kinsey’s findings are cited as scientific fact throughout the sex education literature. For example, a 1983 college level textbook reported:

However, with the widespread circulation of the research findings of Alfred Kinsey and other distinguished investigators, the false assumption that childhood is a period of sexual dormancy is gradually eroding. In fact, it is now widely recognized that infants of both sexes are born with the capacity for sexual pleasure and response.

Signs of sexual arousal in infants and children, such as penile erection, vaginal lubrication, and pelvic thrusting, are often misinterpreted or unacknowledged. However, careful observers may note these indications of sexuality in the very young . . . male and female infants have been observed experiencing what appears to be an orgasm.\(^85\)

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80 Id.
82 Id. (emphasis added).
83 Id. at 194.
With the Kinsey mantra that children are sexual from birth firmly ensconced, SIECUS creates programs and curricula allegedly designed to help children discover and enjoy their sexuality early and often. For example, SIECUS offers the following advice:

A partial list of safe sex practices for teens could include . . . massaging, caressing, undressing each other, masturbation alone, masturbation in front of a partner, mutual masturbation . . . By helping teens explore the full range of safe sexual behaviors, we may help to raise a generation of adults that do not equate sex with intercourse, or intercourse with vaginal orgasm, as the goal of sex.\textsuperscript{86}

Beginning in the 1960s, \textit{Playboy} funded sex education research and training for both Planned Parenthood and SIECUS.\textsuperscript{87} Therefore, it is not surprising that SIECUS urged children to utilize sexually exploitative media as sexual aids:

When talking to a friend or a possible sex partner, speak clearly . . . Movies, music and TV . . . often have a message about sexuality and can help possible sexual partners express their affection and sexual interest . . . Use entertainment to help talk about sexuality, TV, music videos . . . magazines are a good way to begin to talk about sexuality . . .\textsuperscript{88}

Teachers were also encouraged to utilize sexually explicit materials in the classrooms:

When sensitively used in a manner appropriate to the viewer’s age and developmental level, sexually explicit visual, printed, or on-line materials can be valuable educational or personal aids helping to reduce ignorance and confusion and contributing to a wholesome concept of sexuality.\textsuperscript{89}

Of course, SIECUS could not adopt such a position statement without first addressing the fact that disseminating obscene\textsuperscript{90} or pornographic materials to minors is a crime in every state. State legislatures took care of that issue by adopting “obscenity exemptions” for materials used for “educational,” “scientific,” “artistic” and/or “governmental” purposes. With those exemptions in place, SIECUS could create and provide sexually explicit, \textit{i.e.}, pornographic materials for “sex education” without fear of criminal prosecution.\textsuperscript{91} That is unless a prosecutor or law firm challenged an aggressive attack proving harm to minors despite the exemptions.

\textsuperscript{87} Cliff Kinkaid, \textit{The Playboy Foundation: A mirror of the culture?} Capital Research, Washington, DC, 1992.
\textsuperscript{88} Reisman, \textit{STOLEN HONOR, STOLEN INNOCENCE}, 180, citing SIECUS, \textit{Talk About Sex} (1992)
\textsuperscript{90} Merriam Webster defines obscene as, \textit{inter alia}, “relating to sex in an indecent or offensive way: very offensive in usually a shocking way: so large an amount or size as to be very shocking or unfair 1: disgusting to the senses: 2 a : abhorrent to morality or virtue; specifically: designed to incite to lust or depravity b : containing or being language regarded as taboo in polite usage <obscene lyrics>.
\textsuperscript{91} See e.g., Minnesota Stats. §617.295: Exemptions The following are exempt from criminal or other action hereunder:(1) recognized and established schools, churches, museums, medical clinics and physicians, hospitals, public libraries, governmental agencies or quasi-governmental sponsored organizations, and persons acting in their capacity as employees or agents of such organization. Similar provisions are in effect in virtually all states.
B. Sex Educators Encourage Children to Reject Parental Authority Through “Values Clarification”

As Calderone intimated in her discussion of “fetal erections,” children should not be stifled in their sexual exploration by parents who do not approve of such early experimentation. Consequently, sex education can only effectuate SIECUS’ goals if it instills distrust in parental authority. Therefore, an integral part of sex education is “values clarification,” i.e., “a method whereby a person can discover his or her own values by assessing, exploring, and determining what those personal values are and how they affect personal decision making.” In the 1972 book Values Clarification: A Handbook of Practical Strategies for Teachers and Students, the authors state, “Where does he [the child] learn whether he wants to stick to the old moral and ethical standards or to try new ones?” The moral-directive language of the book points out that these educated teachers, not parents, should assume authority for steering children to try new morals skuttling “the old moral and ethical standards” (that of parents and religious institutions). The sex education textbook, Healthy Sexual Development, illustrates how “values clarification,” i.e., rejecting parental, church and cultural values, is instilled into students:

In addition to having basic knowledge about sexuality, you must determine what behaviors are morally right for you. Perhaps the values your parents or religion have given you might work, at least for the time being. Although you may question these values, they may allow you the time to mature and to develop your own personalized values and beliefs.

In his 1994 book, Mere Creatures of the State, William Ball was concerned about the “forced eradication of the teaching of moral values . . . [taking] God from the classroom has led to the adoption of . . . substitute religions . . . Values Clarification [is] a humanistic education theory.” In a 1996 South Dakota Law Review review, Psychologist Paul C. Vitz notes that Ball: “condemned the Values Clarification program for invading both the privacy of family and student . . . leading to social anarchy because it is based on moral relativism.”

Attacks on parental, moral, or religious values are standard sex education materials. Parents are the people who will have to care for their traumatized child, yet they are undermine, slandered and discredited in these sex materials created by trained students. Consider this example from Healthy Sexual Development, a text for grades 9–12:

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92 Calderone, Fetal Erection, at 9-10.
95 Id.
“Most adolescents see their parents as out of step with today’s teenage world. This might be true for many parents. Look at the items below and mentally check off those that you think apply to your parents.”

The text then provides a checklist for students, that includes, “too strict, don’t care, don’t know anything, old fashioned, smothering, frightened by the topic, too busy, too prying, don’t know me, sarcastic, don’t understand the world today, don’t know what to say.” All the choices regarding parents are negative!

St. Paul Minnesota Public Schools Superintendent Ray Powell, presciently described the net effects of “values clarification” in 1975 when he said, “It’s all brainwashing!” He reminded educators that “Parents have the prime responsibility for the inculcation of those moral and spiritual values desired for their children in the areas of abortion and birth control. Indeed, this is an inherent right of parents and must not be denied . . . .” His words, however, went unheeded, and values clarification became ensconced as part of SIECUS’ sexualization of education.

C. When Sex Education is not Statutorily Mandated, Sex Educators Make Inroads Through “Bullying” and/or Sexually Transmitted Disease Prevention Programs

Twenty-two states and the District of Columbia mandate that schools provide “sex education,” with 20 of those requiring both “sex education” and instruction on prevention of sexually transmitted diseases (“STDs”). Nineteen states require that “sex education” be medically accurate. In those states that do not mandate either sex education or instruction on STD prevention, sex educators can make inroads into the school through mandated “bullying” prevention programs. All 50 states and the District of Columbia have anti-bullying laws, policies or both. Some of these laws specifically include “sexual orientation” and “gender identity” among the alleged students to be protected from “bullying,” thereby providing an opening for explicit “sex education.” For example, Illinois’ statute provides:

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the

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99 HEALTHY SEXUAL DEVELOPMENT, GRADES 9-12, 76 (AGS Publishing 2007).
100 Id.
104 Arizona, California, Colorado, Hawaii, Illinois, Iowa, Maine, Michigan, Minnesota, Missouri, North Carolina, Oklahoma, Oregon, Rhode Island, Tennessee, Texas, Utah, Washington, Wisconsin. Id.
aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in all school districts, charter schools, and non-public, non-sectarian elementary and secondary schools.\textsuperscript{106}

North Carolina’s anti-bullying statute provides:

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.\textsuperscript{107}

Massachusetts’ law is quite explicit and provides an inroad to sexually explicit curriculum:

Each school district, charter school, approved private day or residential school and collaborative school shall provide \textit{age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school}. The curriculum shall be evidence-based . . .

(3) Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, \textbf{gender identity or expression}, physical appearance, pregnant or parenting status, \textbf{sexual orientation}, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.\textsuperscript{108} (emphasis added)

Departments of education and other school officials use laws such as Massachusetts’ to justify lessons featuring explicit discussions of homosexuality, including anal and oral sodomy engaged in by homosexuals, the act of sexual intercourse (as a comparison to homosexual conduct), transgenderism, condoms and other sexually explicit topics even if state law does not mandate sex education.\textsuperscript{109} School officials can meet objections with refrains such as “don’t you want to prevent

\textsuperscript{106} Illinois Consolidated Statutes 5/27-23.7(a).
\textsuperscript{107} North Carolina General Statutes § 115C-407.15.
\textsuperscript{108} Massachusetts General Laws Section 370(c) (emphasis added).
bullying?” or “State law requires that we teach children about these things so that they will not bully other children.”

The approach of trained sex educators often follows this logic: “Since some kids are having oral and anal sex, we must teach them how to do it safely. Unlike smoking, we can’t tell them not to do it, because that would be judgmental and exclusionary toward LGBTQ students.” Thus children, beginning in Kindergarten are exposed to sexually explicit images and words so that by the time they finish 5th grade (approximately age 10) they can: “Define sexual orientation as the romantic attraction of an individual to someone of the same gender or a different gender” and “Define HIV and identify some age appropriate methods of transmission, as well as ways to prevent transmission.”

To identify how HIV is spread, children must learn about anal sodomy, a primary risk factor for HIV as well as vaginal intercourse and other sexual behaviors. Building on that knowledge, by the end of 8th grade (approximately age 13), children should be able to “Differentiate between gender identity, gender expression and sexual orientation,” “Define sexual intercourse and its relationship to human reproduction,” “Apply a decisionmaking model to various sexual health decisions” and “Describe the steps to using a condom correctly.”

“Sexual intercourse” is defined as “When a penis is inserted into a vagina, mouth or anus.”

So, by age 13, whether under the banner of “sex education,” “STD prevention” or “bullying prevention,” or another excuse, children will be instructed that oral and anal sodomy and vaginal intercourse are all normal variations of “sexual intercourse,” and will be able to describe how to place a latex condom on an erect penis before it is placed in any one of three acceptable orifices. Also, these 13 year olds are expected to engage in complex decisionmaking regarding the risks and benefits of various sexual behaviors, although neuroscience research determined that the portion of the brain required to make such decisions is not fully developed until the early 20s. This sex education strategy not only fails to account for the undeveloped decision-making capability of “tweens” and teens, but also triggers physiological responses that children misinterpret as lust while the arousal state has a powerful dose of fear and shame.

Educators also attempt to justify explicit discussions of anal and oral sodomy as “sex,” and merely as part of instruction in “inclusion” and “equity.” Consider this quote from the Minnesota-based Birds & Bees Project curriculum guide, titled Educator’s Guide to Reproductive Health:

It is important to use inclusive language when discussing abstinence. Many abstinence programs . . . define sex as penile-vaginal. These definitions exclude GLBTQ youth and reinforce stereotypes about gender and sexual orientation. We highly recommend language and definitions that apply to all youth, regardless of their sexual orientation . . . defining sex as oral, anal, and vaginal rather than just

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110 Future of Sex Education standards at 14-15.
111 Id. at 16-17.
112 Id. at 40.
vaginal... will help to create a respectful and inclusive classroom environment.\textsuperscript{115}

True to Kinsey’s agenda, school-age children must believe that homosexuality is normal and acceptable, one of many sexual “orientations” or expressions. Children are not told that early sex abuse is a common factor in homosexuality, that there is no gay gene and that many people who report having same-sex attractions later find they are heterosexual. As a result, youth who develop unwanted same-sex attractions see themselves without hope and with no way out. This is exacerbated by laws that prohibit counseling that discusses the possibility of reducing or eliminating unwanted same-sex attractions in children.\textsuperscript{116}

This can be seen as part of the well-orchestrated effort to promote a homosexual sexual rights agenda in the schools. John Gagnon, a key Kinsey researcher,\textsuperscript{117} wrote to fellow sex researchers in \textit{The Journal of Sex Research} that they should censor any data that could “serve sex-partisan goals.” He meant they must hide data that might help homosexuals “locate the origins of their desires,” including “early childhood origins.”\textsuperscript{118} “Attempts to placate the oppressors [i.e., parents who view male/female as normal] will only invite further persecution. The source of freedom in everyday life for gay men and lesbians is continued vigilance and practical political action.”\textsuperscript{119} Gagnon urged “sex researchers” to massage their research so that it reflects “the complexity of gender and desire rather than an attempt to find ‘the cause’ of some singular essence labelled the ‘homosexual’ or the ‘heterosexual.’”\textsuperscript{120} Gagnon wrote in his book, \textit{Human Sexualities}:

\begin{quote}
[W]e may have to change the ways in which [children] learn about sex. We may have to become more directive, more informative, more positive—we may have to promote sexual activity—if we want to change the current process of sexual learning and their outcomes.\textsuperscript{121}
\end{quote}

Prior to Kinseyan-based sex education (see flow chart, page 7) children knew little about homosexuality or deviant sexual practices. Films, TV, news reports, magazines did not discuss or show explicit sex at all, and children’s literature certainly never did. Children experienced no sexually exploitive materials in school, no explicit discussions, and no presentations of sexually explicit materials aimed at normalizing sexual behavior. Prior to \textit{Playboy}, the average man had not been exposed to fully nude women such as those displayed in \textit{Playboy} beginning in December 1953.

Among the strategies used in the classroom is the practice of “visualization,” which leads directly to experimentation. By repeatedly rehearsing the same mental path—first encouraging


\textsuperscript{116} California, New Jersey, the District of Columbia and Illinois have enacted laws prohibiting “Sexual Orientation Change Efforts” (“SOCE”) counseling aimed at reducing or eliminating same-sex attractions, and other states are considering such laws. Margaret Hartmann, \textit{Where the States Stand in the Fight to Ban Gay Conversion Therapy}, NEW YORK MAGAZINE (April 9, 2015). http://nymag.com/daily/intelligencer/2015/04/where-the-states-stand-on-gay-conversion-therapy.html

\textsuperscript{117} San Francisco State University held a seminar; “Kinsey at 50: Reflections On Changes In American Attitudes About Sexuality.” Speaker Gilbert Herdt gave Gagnon a long, passionate kiss on the lips as he quit the stage, drawing a gasp even from the urbane SFSU audience, November 6, 1998.

\textsuperscript{118} \textit{Id.} at 122-23.

\textsuperscript{119} \textit{Id.} at 123.

\textsuperscript{120} \textit{Id.}

\textsuperscript{121} John Gagnon, \textit{HUMAN SEXUALITIES}, 381 (Scott, Foresman and Company 1977)
promiscuous heterosexual conduct — sex educators create a biological memory trail that becomes habitual.

Sex educators really work to restructure children’s brains regarding sexuality in line with what the sex educators were taught. This in turn requires removing a child’s trust in parents and church and replacing it with trust in school sex education/educators. Inevitably, values clarification curricula is designed to change children’s brains toward accepting various GLBTQ values and activities as normal, acceptable and moral. A review of some of the materials prepared by Planned Parenthood, SIECUS and other agencies reveals the nature of sex educator sexual re-programming.

D. The Deviant Dominant Culture’s Sex-Education Materials and Programs in the United States

This section offers summaries of various early as well as most frequently used materials in “sex education” or “family life education” classes. The following section illustrates just some of the sexually saturated materials that are part of STD/HIV prevention programs as well as the general school curriculum, not subject to opt outs by parents.

1. Materials for Students

You’ve Changed the Combination!122

This 19-page sex education manual from Rocky Mountain Planned Parenthood (PP) in Denver, Colorado, was distributed in 1974 to junior high school children—originally for boys. Boys are told that heterosexuality is unnatural. One excerpt states:

Your parents do not want you to be a homosexual, so they begin to focus you on girls sexually about the time you hit puberty.123

The manual trained boys to distrust heterosexuality, fear and mistrust women, and reject girls who preferred polite males. Sex-ed authorities using this manual which urged school children to have sex with multiple friends (condoms are not mentioned in the early years of sex education). Girls who maintained their virginity were compared with “girls who have freely chosen” to sell their bodies—that is, prostitutes. Waiting for sex until marriage is equated with holding off only as a strategy to take advantage of boys, no different than prostitution. Some excerpts:

By the time most girls are through high school, their abilities and minds are permanently warped.124

Sex is best between friends. Not quickest, just best. Ask anyone who knows.125
There are only two basic kinds of sex: sex with victims and sex without. Sex with victims is always wrong. Sex without is always right.126

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123 Id. at 5.
124 Id. at 7.
125 Id at 9.
126 Id. at 10.
After telling boys to have sex with their “friends,” the Planned Parenthood manual instructs them about protection from pregnancy and STDs. As mentioned, nothing is said about using condoms. Remember, 1974 was before sex educators faced the adverse physical, mental and emotional health consequences of advising early sex so these sex authorities instructed children to reject the sex laws and directives of their culture, parents, church, and society.

In the late 1970s herpes began taking hold and by 1982 Time magazine reported, “herpes, an incurable virus, threatens to undo the sexual revolution.” Unfortunately, by 1982 the sexual revolution and its advocates were well entrenched in schools. Parents were always aware of the dire consequences of non-marital sex, and so had discouraged such behavior for their children, but their authority was supplanted by the new IASHS-trained “authorities.”

Planned Parenthood did warn boys to check if a girl was “too high” to remember if she stopped taking the pill. They advised that boys should “ask” before having (illegal) sex with her. Sex with young virgins was approved in Planned Parenthood’s manual if boys would “ask” first. Planned Parenthood did not instruct the millions of schoolboys reading their manual to NOT have sex with girls who are drugged and high.

Planned Parenthood’s manual did not condemn sex with anyone “who may not be thinking clearly” (as it involves uninformed consent). Planned Parenthood told boys to “ask” incapacitated girls for consent prior to coitus or sodomy.

How old is “old enough”? The Planned Parenthood teacher-trained staff instructed its youth learners:

If this is a one nighter, and you don’t intend to be around, say so . . . If this is a girl you’ve just met and she agrees, you’re in the clear provided that she’s old enough to have some sense . . .

Sex-ed authorities in the manual told boys (age 15–16) that they can “buy” sex from girls who have “freely chosen that business.” Like Playboy, this sex manual trained millions of youth—criminally—to abuse prostitutes:

Do you want a convenient warm body? Buy one. That’s right. There are women who have freely chosen that business, buy one.

The charge that women “freely” chose to sell their bodies for sexual exploitation is neither an ethical, moral or factual claim. However, it is stated by the Planned Parenthood authorities as fact. Also according to the manual, as noted, if girls chose chastity until marriage, that meant virginity was only a clever form of prostitution:

128 You’ve Changed the Combination, at 11.
129 Id. at 12.
130 Judith Reisman’s US DoJ/OJJDP research on Playboy identifies dates and pages for these statements, see Judith Reisman, “Soft Porn” Plays Hardball, 154-59 (Huntington House, 1991).
131 You’ve Changed the Combination, at 18.
Do you want a virgin to marry? Buy one. There are girls in that business too. Marriage is the price you’ll pay, and you’ll get the virgin. Very temporarily.\textsuperscript{132}

\textit{It’s Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health}

That was 1974 in junior high. Now children beginning at age 10, are exposed to cartoon images of naked children masturbating and naked adults having sex in \textit{It’s Perfectly Normal}.\textsuperscript{133} Widely promoted by SIECUS, Planned Parenthood, library associations and educational organizations, the book was originally published in 1994. In its 10\textsuperscript{th} anniversary edition the author reported that the book was available in 21 languages and 24 countries.\textsuperscript{134}

With an abundance of cartoon drawings such as the ones below, which are sanitized here but not in the book, the material in the book is easily accessible to young children, who will learn that the male and female sex organs now include the anus, all clearly identified for them. They are instructed in masturbation and homosexuality all “perfectly normal,” and various forms of birth control.\textsuperscript{135}

\begin{center}
\includegraphics[width=\textwidth]{cartoon}
\end{center}

The text and illustrations are considered by zealous “sex educators” to be “developmentally appropriate programmatic instruction” \textit{for ages 10 and up}.\textsuperscript{136} This cartoon-filled book fits the FBI definition of grooming by pedophiles:

Grooming: lower the sexual inhibitions . . . indicating that it is all right to have sex . . . Then “demonstrate sex acts to children . . . pornography . . . how to masturbate, perform oral sex and/or engage in sexual intercourse . . . indicating that is all right

\begin{flushright}
\textsuperscript{132} \textit{Id.} \\
\textsuperscript{133} Robie Harris, \textit{It’s Perfectly Normal Changing Bodies, Growing Up, Sex & Sexual Health}, (Candlewick Press 2004). \\
\textsuperscript{134} \textit{Id.} \\
\textsuperscript{135} \textit{Id.} \\
\textsuperscript{136} The book was awarded Best Book of the Year by the School Library Journal and a Notable book by the American Library Association, \textit{id.}
\end{flushright}
to have sex with an adult because other boys and girls do the same . . . Sexually 
arouse children.\textsuperscript{137}

This book and similar explicit discussions of sexual topics for young children reflects the 
strategy of the Population Council to advance a “wave” of sex education:

Compulsory education of children; Encourage increased homosexuality; Educate 
for family limitation; Fertility control agents in water supply; Encourage women 
to work.\textsuperscript{138}

As explored in more depth in Section IV, this kind of outcome-based education exposes 
children to exploitation by adults and other children and also opens the door to curiosity-aroused 
child-to-child abuse. This book arguably violates the 2003 PROTECT Act, which includes 
cartoons in its definition of types of child pornography.\textsuperscript{139}

\textit{Let’s Talk About S-E-X: A Guide for Kids 9 to 12 and Their Parents}

First created by Planned Parenthood Fresno in 1982, the book puports to be a “read-together book 
for kids 9-12 and their parents.”\textsuperscript{140} Like \textit{It’s Perfectly Normal} (which is listed as recommended 
reading at the end of \textit{Let’s Talk} . . . ), this book features graphic drawings of boys and girls at various 
 stages of sexual development and drawings of male genitalia during sexual arousal.\textsuperscript{141} It also offers 
boys and girls instructions on ways to masturbate and assures them that \textit{despite what their parents 
or church may say, masturbation is normal and does not cause any physical or mental harm.} 
Indeed, solo-stimulation authors claim, is a neat way for children to learn about how their bodies 
respond to sexual stimulation, never citing the extensive research that proves the contrary.\textsuperscript{142} 
Children are given the following graphic description of sexual intercourse:

When a man and woman are attracted to each other, being close and touching can 
make them feel sexually excited. This means they have good feelings all over . . . If 
they desire to have sexual intercourse, they put their bodies close together, so that 
the men’s [sic] penis can slide into the woman’s vagina. This is actually pleasurable 
to both, and they continue moving in ways that feel good.\textsuperscript{143}

The authors do not discuss love and marriage as as protective of health and emotions nor do 
they cite the raging epidemics of herpes, chlamydia, and other STDs that can ruin their lives. 
They lightly mention sexual assault as in “good touch, bad touch” for parents, noting that if

\textsuperscript{137} Hearing on \textit{Ashcroft v. Free Speech Coal.}, 535 U.S. 234 (2002) before the United States Senate, Subcommittee 
on Crime, Terrorism, and Homeland Security, May 1, 2002 (Testimony of Michael Heimbach, Criminal 
Investigative Division, Crimes Against Children Unit, FBI), \url{http://www.fbi.gov/news/testimony/supreme-courts-child-pornography-decision}.

\textsuperscript{138} Bernard Berelson, \textit{Beyond Family Planning}, 38 \textit{STUDIES IN FAMILY PLANNING}, 1,2 (February 1969).

\textsuperscript{139} Prosecutorial Remedies and Other Tools to end the Exploitation of Children Today Act of 2003 (PROTECT Act), 

\textsuperscript{140} Sam Gitchel & Lorri Foster, \textit{LET’S TALK ABOUT S-E-X A GUIDE FOR KIDS 9 TO 12 AND THEIR PARENTS} (Planned 
Parenthood Mar Monte, 2d ed. 2005).

\textsuperscript{141} \textit{Id.}, 22, 24, 27.

\textsuperscript{142} \textit{Id.} at 26, 30.

\textsuperscript{143} \textit{Id.} at 37-38.
children are shy about a sex chat, they might have been abused. In the “why nots” for sex, the authors don’t inform children or parents that it is illegal for children to have sex. Instead, they say this:

A few young people (approximately 1 in 5) have intercourse while they are still in their early teens. Most wait until they are older. For many reasons it’s just smarter to wait. For one thing, some teenagers aren’t ready for the emotional feelings and vulnerability that sexual intimacy can create and end up feeling hurt or upset. Also, having intercourse can create serious problems a young person isn’t ready to deal with, like pregnancy and sexually transmitted diseases (STDs).

Implicit in this discussion is that there is no problem with older teenagers having sex, and no need to be married or even in a committed relationship. Another subtle message is that pregnancy is a controllable “problem,” as is the vague idea of an STD. Children will already be conditioned for Planned Parenthood’s sex problems solutions, i.e., abortion, pills, vaccines.

2. Materials for Teachers

Rutgers University: “Answer” Sex-Ed Training

In 1983, Rutgers University launched its “Answer” sex-ed training coordinated and run by Answer and SIECUS to train “sex ed” teachers to promote “learner diversity, values clarification . . .” The program’s sex teachers were trained to change the morals and value outcomes of roughly 8,000 youth per year. According to Rutgers:

Answer is an approved provider of New Jersey Professional Development Hours. Participants will earn 40 hours of Professional Development by attending this training. Certificate of completion will be awarded at the end of TISHE and given ONLY to those participants who have attended the entire institute.

SIECUS: Guidelines for Comprehensive Sexuality Education

In 1991, SIECUS launched its “Guidelines for Comprehensive Sexuality Education,” aimed at institutionalizing Kinseyan sexuality nationwide and influencing legislation dealing with sexuality issues. SIECUS claimed they would “provide accurate information about human sexuality.” SIECUS sought to build upon its virtual sex education monopoly by requiring that only Kinseyan-trained teachers be permitted to develop “sexuality literacy” in American schoolrooms (K-12):

Sexuality education should be taught by specially trained teachers. Professionals responsible for sexuality education must receive training in human sexuality, including the philosophy and methodology of sexuality education. While ideally teachers should attend academic courses or programs in schools of higher

144 Id. at 70, 84.
145 Id. at 39.
146 http://answer.rutgers.edu/page/supportourwork/ “ 30 years of great sex (ed)” 2013
147 http://answer.rutgers.edu/page/tishe_faq/#5
148 Id.
education, in-service courses, continuing education classes, and intensive seminars can also help prepare sexuality educators.\textsuperscript{149}

Where would the sex education teachers receive this training? From groups such as “Answer” and IASHS with its SAR “intensive seminar.”

Another resource for sex education teachers is \textit{Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies}.\textsuperscript{150} In the 1993 edition, its authors boast that it is the “most widely used human sexuality education book in the world for more than twenty years.”

Touted as an “evidence-based program,” the book emphasizes the details of reproduction and sexual response, with detailed drawings of male and female genitalia in various stages of sexual arousal.\textsuperscript{151} It also encourage early stimulation for children, with a Kindergarten to third grade project of naming body parts, in which the authors suggest that teachers have the children fill out the “parts” on a large outline of a man’s body. (see left). First, she is to put the heart in the place it belongs, then the lungs, etc., for a total of six body parts. The text explains the next step:

“At this point, you can introduce the term penis. Tell the class that a boy has a body part called a penis. Explain that the urethra runs through the inside of the penis. When a boy uses the bathroom to urinate, the urine flows through the urethra inside the penis. The penis hangs between a boy’s legs. Finally the child places the penis where it belongs.”\textsuperscript{152}

The authors evidence no concern about the child’s possible embarrassment at participating in such a “sexual” activity, or her/his sense of having been tricked into doing something she/he sensed was “wrong” or uncomfortable. Nor do the sex educator-authors consider that the selected child might now or earlier have suffered sex abuse, and may be traumatized by publicly doing what she/he was tricked into, or forced to do, in reality.

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\textsuperscript{149} SIECUS, GUIDELINES FOR COMPREHENSIVE SEXUALITY EDUCATION, KINDERGARTEN-12\textsuperscript{TH} GRADE, 21 (3d ed. 2004).
\textsuperscript{151} \textit{Id.}, Figures 4-1 to 4-9.
\textsuperscript{152} \textit{Id.} at 276.
\end{flushright}
Included with the graphic illustrations of male and female genitalia in various states of sexual arousal are two equally graphic illustrations of the passage of nerve impulses during reflex and “psychic” erections. “Figure 4-10: Passage of Nerve Impulse During an Psychic Erection” is shown at right. The image of the erect penis is redacted in this report, but is not in the materials. It explains that an:

“... [e]rotic novel stimulates a sex-related thought which enters the brain. The impulse travels down the spinal column. The impulse stimulates the action center and an erection occurs.”153

Thus, the authors acknowledge that sexually graphic “educational materials” generate reflexive arousal in the genitalia of the young students. They do not caution about the risks of such exposure, including triggering a child’s fear laden reflexive response now mentally mislabeled “sexual” arousal.

As discussed more fully in Section IV, when the stimulation happens in the classroom, adolescent boys must control their bodies to inhibit the erection, leaving them anxious, fearful and embarrassed. Adolescent girls do not have the physical manifestation of arousal to deal with, but the emotional and sexual stimuli would be similar, experienced as fearful, anxious and embarrassed. And to whom can these children complain or explain their disturbed, traumatized state of mind? The teacher who foisted the ordeal on them? Another student perhaps? A few might complain of feeling badly, dirty, to their parents. This indeed is what takes place in the brains and bodies of many, if not all, adolescents (whose hormones have developed or whose hormones are unnaturally triggered) exposed to such graphic words and images. Younger children will often simply be confused, frightened or curious as such stimuli crash in upon them. See Section IV, infra.

Out for Equity: “Queering the Curriculum” with the Safe Schools Manual

The Safe Schools Manual, published by Out for Equity of the Saint Paul Public Schools, is similar to manuals produced by pro-homosexual organizations for Safe Staff training throughout the country. These manuals are used in Safe Staff training seminars as the “bible” for how to weave pro-homosexual curriculum and resources into public and private schools.154 Gay Straight Alliances (GSAs)—after-school homosexual advocacy clubs for kids—are highly promoted in the Safe Schools Manual. Teachers and students are encouraged to “change the climate” of the school by “queering the curriculum”—going subject by subject to include LGBTQ individuals, events, or topics in the lesson plans and include LGBTQ-inclusive curricula available from the Gay,

153 Id. at Figure 4-10.
Lesbian, and Straight Education Network (GLSEN). The figures below show two pages from the manual, including a full-page “Kinsey Continuum” (below left) with the following description:

The landmark Kinsey reports of 1948 and 1953 found that human sexuality is often more fluid than either heterosexual or homosexual. Kinsey identified a spectrum of human sexual behavior, with a 0 identifying persons whose sexual contact is exclusively with members of the opposite sex, and a 6 identifying those whose sexual contact is exclusively with members of the same sex. The Kinsey continuum is part of the “Test Your Knowledge” quiz on page 61.

The authors rely on Kinsey’s material for “equality” training and advocacy for the activities described in the manual, which is aimed at normalizing homosexuality. Neither here nor in any other of the featured publications do any authors reveal Kinsey’s “data” were based on the criminal sexual abuse of children and that his reports were neither scientifically nor statistically viable.
Outrageous Teaching Techniques in Health Education: Sexuality Education

A 27-page booklet *Outrageous Teaching Techniques in Health Education: Sexuality Education*, written by an Eau Claire Wisconsin health educator, was provided to Minnesota health teachers at the 2005 Minnesota School Health Education Conference.\(^{157}\) It offers a variety of games and lessons to make sex education entertaining, including “sperm bank,” “sexy Scrabble,” the “dice game” (to show chances of getting STDs or getting pregnant), the “pros and cons of abstinence,” and “bean bag.”\(^{158}\)

A proposed lesson is the “Silhouette Activity,” for 8\(^{th}\) to 12\(^{th}\) grade. It is described as a way to help students identify organs in the male and female reproductive systems and is touted as an excellent activity to use as a pre-test or post-test assessment tool. Structured like a typical school test, the pages have room for “name,” “hour,” and total points at the top of the pages. The remainder of the page is a female or male silhouette and a listing of the respective body parts that the children are supposed to draw, label and place “in the appropriate place and size.” The reproductive organs are listed to the left of each silhouette. The female organs listed and to be placed on the drawing are the vagina, labia, cervix, hymen, ovum, ovary, fallopian tube, uterus, urethra, urinariy bladder, endometrium and breasts. The reproductive organs for the male include the testicles, prorate gland, cowpers gland, scrotum, urinary bladder, breasts, epididymus, urethra, vas deferens, penis, seminal vesicle, and foreskin (misspelled “forskin” in the materials). The reprinted worksheets (albeit blurry) are featured below:

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\(^{157}\) Deborah L. Tackmann, B.S., M.E.P.D., Health Education Instructor/Consultant, OUTRAGEOUS TEACHING TECHNIQUES IN HEALTH EDUCATION: SEXUALITY EDUCATION (AN ABSTINENCE BASED CURRICULUM) (February 2005). Copy available upon request from Dr. Reisman’s archive.

\(^{158}\) *Id.*
Crude activities such as this will corrode children’s natural modesty, their protective instincts, and will contribute to grooming them as both victims and/or victimizers. Forcing children in school to “draw” reproductive organs disassociates them from the complex reality of sex.

**Girls and Boys Getting Along: K–3 and 4–6**

A similar activity is provided for younger children in *Girls and Boys Getting Along*. In this activity children in kindergarten to 3rd grade have the opportunity to study “anatomically correct” drawings of children with the various body parts, including genitalia, classified for them. Copies of the drawings are shown on the following page (apologies for the poor quality of some of these images). After viewing the drawings and private parts of each sex children are instructed to:

“Make this person look like you . . . color the areas which are special, places most others should not touch.”

The developers of the curriculum do not describe precisely how it is important for girls and boys, as young as 5, to share naked drawings of “You”—each other—in order to “get along.” Nor is there research showing conclusively that such a program does not pique the curiosity of some (or most) children and encourage subsequent experimentation, either forced or “voluntary.” The authors hypothesis is apparently that viewing drawings of naked children, like “you” will actually

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160 Id. at 59-60.
prevent harassment instead of promoting harassment, both from curious peers and from predatory adults.

Yet, there is no pre- and post-testing of the authors’ book premise. There could not be since such a “test” would of itself require exposure of subsequent sexual exploitation—not likely to be admitted by children and certainly not by the authors who could thus be investigated for legally liability—as indeed they should be.

**E. The Deviant Dominant Culture’s STD and Pregnancy Prevention Materials**

As well as presenting explicit sexual content to children inaccurately titled “sex education” and “family life education” etc., school boards also include such content in classes allegedly aimed at preventing STDs and pregnancy, regardless of whether the state has mandated sex education. Again, as far as the authors of this report know, none of these programs have undergone pre and post-tests for the possibility of causing harm to the child “human subjects” they ostensibly are designed to prevent (see the rules on experiments on adult or juvenile human subjects).161 Some examples of these materials follow.

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161 [http://www.hhs.gov/1946inoculationstudy/protection.html](http://www.hhs.gov/1946inoculationstudy/protection.html). The following protections appear to be ignored by the field of “sex education.” “Protections for vulnerable populations: Current Federal regulations provide additional protections and special requirements for research involving children and prisoners and instruct IRBs to be cognizant of the special problems of research involving vulnerable populations. Groups considered to be vulnerable are: children, prisoners, pregnant women, mentally disabled persons, and economically or educationally disadvantaged persons. Studies seeking to enroll vulnerable subjects must provide additional
How to Make Your Own Dental Dam

In 1991, the Minnesota AIDS Project created a trifold pamphlet on “How to Make Your Own Dental Dam.”162 This pamphlet not only introduces its child “human subjects” to condoms and dental dams but also to such conduct as “rimming” and oral sodomy.163 The pamphlet explains that:

“Dental dams are square latex barriers that are used for protection during ‘rimming’ (oral-anal contact) and oral-vaginal contact. They are another way to have safer sex, since the HIV virus and many other sexually transmitted diseases have been shown to be present in vaginal and rectal fluids.”164

Subjects are told that their neighborhood pharmacy does not sell dental dams, so they will need to know how to make their own out of condoms “(which are very easy to find and a lot cheaper!”165

After instructing the “subjects” (children) on how to cut the condom to become a flat piece of latex, the pamphlet notes that condom dental dams are much “better than plastic food wrap, which doesn’t stretch and just bunches up in a ball.”166 The latter statement implies that some children were using plastic food wrap as a protection against STDs. In fact, students would be likely to read such a statement in some of the books they find in the school library.167

162 Minnesota AIDS Project, How to Make Your Own Dental Dam, (MAP 1991), copy available upon request from Dr. Reisman’s archive.
163 Id.
164 Id.
165 Id.
166 Id.
Dr. Reisman recalls a teenager coming up to her after a lecture and asking whether tin foil could be used if they do not have plastic wrap, recommended by her teacher. This student’s youthful naivete reflects children’s innate inability to give “informed consent” to what they do not understand.

Implicit in the presentation is the idea that oral sex or “rimming” is a normal and acceptable activity for children. In fact, the pamphlet encourages the subjects to have “fun with your dental dam,” by putting raspberry jelly, chocolate syrup or “whatever your imagination dreams up over the cut condom.”

Also,

[T]o maximize pleasure with this latex protection, put some water based lubricant on the area of the body being licked. Then place the cut condom over the area. Either partner can hold it in place, but if the receiving partner holds it, the giver’s hand (sic) are free to roam elsewhere.

_Safer Choices: Preventing HIV, Other STDs and Pregnancy, Level 1_

Published in 1998, _Safer Choices_ misstates the facts and falsely advertises itself as an “evidence-based program” for 9th through 12th graders.

_Safer Choices_ includes a co-ed classroom activity, “Practicing Proper Use of Condoms,” in which student subjects are instructed to work in pairs and practice “unrolling a condom over 2 fingers.” The authors advise:

. . . if the couple puts it on together, it can become a part of their shared responsibility within the relationship.

In the section on “Correct Use,” the instructions state:

Use a condom every time for sex—anal, oral or vaginal.

Put the condom on after the penis is erect and before it touches any part of a partner’s mouth, anus or vagina.

_Safer Choices_ equalizes oral, vaginal and anal sex while it explains, “Proper Use of Condoms.” The directions are too complex to be followed by the child subjects whose analytical skills are just being developed, or even nonexistent in a state of confused excitement. Legally, the authors of _Safer Choices_ can claim to have warned children about the proper way to use a condom. Hence, if a child becomes infected with an STD or AIDS or if a girl becomes pregnant, those promoting the

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168 Id.
169 Id.
170 Joyce V. Petro, PhD, CHES, Richard P. Barth, MSW, PhD, Karin K. Coyle, PhD, _SAFER CHOICES: PREVENTING HIV, OTHER STD AND PREGNANCY, LEVEL 1_ (ETR Associates, Santa Cruz, California 1998).
171 Id. at 203-04.
172 Id. at 247.
173 Id. at 265 (emphasis added).
174 Id. at 266 (emphasis added).
program can claim they were not accomplices in the infection or pregnancy.

Dr. Reisman’s interviews with teenagers has led to the hypothesis, not yet raised in survey questions, that statistics on lower pregnancy rates may partly reflect that youth are applying what they learn in school, *i.e.*, that oral and anal sodomy are good alternatives to intercourse because they will not lead to pregnancy. They are seldom told however that oral and anal sodomy are major STD risks, anal sodomy is commonly painful, sadomasochistic by definition and the real explanation of STD’s are rarely detailed as this is regarded as sexual negativity.

Typical of this view is *Sex, Etc.* a Web site for teenagers sponsored by Rutgers *Answer*, which “is on a mission to improve teen sexual health across the country.” *Sex, Etc.*, is touted as “one of the most popular and comprehensive sex ed resources by teens, for teens in the U.S.,” with 50,000 unique visitors per month. *Sex, Etc.*, tells teens that one way to improve their sexual health is to reject what they call “fear based” sex information, something that undoubtedly their parents would call good parenting:

> These are educational programs that are usually part of abstinence-only-until-marriage efforts that use scare tactics to try to keep teens from having sex. These programs discuss only the negative, dangerous parts of sex, shame young people who have had some type of sex and exaggerate the risks of sexual activities to make sex seem more frightening.

Instead of this “fear-based” information, teens are invited to participate in discussions with “adult sexual health experts,” where they can discuss “scientific” topics seen below:

> So, schools train children to reject any negative attitudes about sex and regard all outlets of sexual activity as equal, despite the fact that physicians agree that “anal intercourse is the riskiest form of sexual activity for several reasons . . .”:

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176 http://answer.rutgers.edu/page/sexetc_website/
177 *Id.*
178 http://sextc.org/sex_terms/fear-based-sexuality-programs,
179 http://answer.rutgers.edu/page/sexetc_website/
The anus lacks the natural lubrication the vagina has . . . anal exposure to HIV poses 30 times more risk for the receptive partner than vaginal exposure . . . anal warts and anal cancer . . . The anus was designed to hold in feces . . . Repetitive anal sex may lead to weakening of the anal sphincter, making it difficult to hold in feces . . . The anus is full of bacteria . . . Practicing vaginal sex after anal sex can also lead to vaginal and urinary tract infections . . . Oral contact with the anus can put both partners at risk for hepatitis, herpes, HPV, and other infections . . . pregnancy can occur if semen is deposited near the opening to the vagina. Bleeding after anal sex could be due to a hemorrhoid or tear, or . . . a perforation (hole) in the colon. This . . . requires immediate medical attention. Treatment involves a hospital stay, surgery, and antibiotics to prevent infection.\textsuperscript{180}

A detailed discussion of the fact that condoms have never been approved for anal sodomy is contained in Section III H, infra. However sodomy (sex) with the exit or entry of the digestive tract is not the same as intercourse with a loved, trusted spouse.\textsuperscript{181}

\textit{Reducing the Risk: Building Skills to Prevent Pregnancy, STD, and HIV}

\textit{Reducing the Risk: Building Skills to Prevent Pregnancy, STDs and HIV}, a popular curriculum for middle school and up, operates on the assumption that students must have condom skills: “It’s important for students to know how to use these skills \textit{before} they have sex.” These steps for putting on a condom (for illegal sex) are taught in coed classrooms:

Put the condom on the end of the erect penis before there is any contact between the penis and the vagina, anus or mouth. While still holding the tip, the condom is unrolled onto the penis all the way down to the pubic hair. Users should not pull at the condom while unrolling it.\textsuperscript{182}

As with all of these pedagogical materials, \textit{Reducing the Risk} claims to be “an evidence-based program.” It is not. The program does not define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and does not analyze the benefits of abstinence from sexual activity until marriage. \textit{Reducing The Risk} does not stress how a mutually faithful, monogamous, heterosexual relationship in the context of marriage is the best lifelong means of avoiding all sexually transmitted diseases, including the debilitating or fatal HIV/AIDS. Instead, the program instructs in rolling on a condom for use on the vagina, anus, or mouth. Nor does it explain that sodomy is sex with the digestive tract. The following excerpt is from the “Information for Teachers” section:

It is strongly recommended that latex barriers be used in vaginal sex, anal sex and all oral sex. The purpose is to avoid the mixing of any fluids vaginally, anally or


\textsuperscript{181} See, \url{http://www.enchantedlearning.com/subjects/anatomy/digestive} for the full diagram on what sex with this system would look like. Also see. \url{http://www.enchantedlearning.com/subjects/anatomy/digestive/labeley}.  

orally. A latex barrier in the form of a condom or latex dam should be used to cover genitalia during every sexual encounter.\textsuperscript{183}

\textit{Reducing the Risk} presents oral and anal sodomy as equivalent to vaginal sex—although until 2003, sodomy was illegal in the United States.\textsuperscript{184} Anal sex used to be viewed as a deviant sex act and especially dangerous for its role in the spread of HIV. Former United States Surgeon General C. Everett Koop warned that “anal intercourse, even with a condom, is simply too dangerous a practice.”\textsuperscript{185} Nevertheless, \textit{Reducing the Risk} encourages youngster to include anal sodomy in their repertoire of sexual practices.

\textbf{E. Explicit Sexuality Extends Beyond Sex Education: Examples of Sexually Charged Teen and Young Adult Literature}

Parents who opt their children (experimental subjects) out of “sex education” as such have to worry not only about their children being exposed to sexualized materials in “STD prevention” or “bully prevention” lessons, but throughout the school day as sexualized books are becoming increasingly prevalent in school and public libraries and on recommended reading lists. Subverting the “opt-out” parental protective provision is a strategy undertaken by the overwhelming GLBTQ novels awaiting the child in the school library and by the inclusion of GLBTQ messages thorough the entire school curriculum: math, English, history, geography, physical education, heath and AIDS prevention, anti-bullying education, etc.

Placing sexually explicit material in the context of literature is a particularly insidious assault on young brains, as researchers at Emory University have detected what may be biological traces that demonstrate what readers have long experienced, \textit{i.e.}, that stories can help define a person, for good or ill.\textsuperscript{186} The researchers found actual changes in the brain that linger, at least for a few days, after reading a novel.\textsuperscript{187} Their findings, that reading a novel may cause persistent changes in resting-state connectivity of the brain, were published by the journal \textit{Brain Connectivity}.\textsuperscript{188} We all “knew” this from our own lives. “Stories shape our lives and in some cases help define a person,” says neuroscientist Gregory Berns, lead author of the study and the director of Emory’s Center for Neuropolicy:

\begin{quote}
We want to understand how stories get into your brain, and what they do to it . . . The neural changes that we found associated with physical sensation and movement systems suggest that reading a novel can transport you into the body of the protagonist . . . We already knew that good stories can put you in someone else’s shoes in a figurative sense. Now we’re seeing that something may also be happening
\end{quote}

\textsuperscript{183} Id. at 120.

\textsuperscript{184} The United States Supreme Court de-criminalized same-sex sodomy in the 14 states in which it was still a crime in 2003 in \textit{Lawrence v. Texas}, 539 U.S. 558 (2003).


\textsuperscript{186} Carol Clark, \textit{A Novel Look at How Stories May Change the Brain}, Emory University eScience Commons, December 17, 2013, \url{http://news.emory.edu/stories/2013/12/esc_novels_change_brain/campus.html}, citing Gregory S. Berns, et. al., \textit{Short- and Long-Term Effects of a Novel on Connectivity in the Brain} 3 \textit{Brain Connectivity}, 590-600 (2013).

\textsuperscript{187} Id.

\textsuperscript{188} Id.
biologically . . . neural changes were not just immediate reactions . . . since they persisted the morning after the readings, and for the five days after the participants completed the novel . . . It remains an open question how long these neural changes might last . . . But the fact that we’re detecting them over a few days for a randomly assigned novel suggests that your favorite novels could certainly have a bigger and longer-lasting effect on the biology of your brain.\textsuperscript{189}

As this research supports, reading sexually explicit novels or sex-education material can not only put youth “in someone else’s shoes . . . [but also] Now we’re seeing that something may also be happening biologically.” This confirms what we all know intuitively: A good book with good characters, or a story with gay and lesbian characters and sexual activities, both make distinct impressions. What are stories helping to define in children today? The answer can be found in the following examples of teen and young adult literature. The listings include the rating for interest and reading level according to Renaissance Learning’s AR (Accelerated Reading) Bookfinder Website, relied upon by the education establishment as a major resource.

According to Renaissance Learning, “Interest level is based on a book’s content including theme, characterization, and plot. The interest level attached to the book indicates age group appropriateness.” The categories include: LG = Lower Grades (K–3); MG = Middle Grades (4–8); MG+ = Upper Middle Grades (6 and up); and UG = Upper Grades (9–12). The Book Levels (4.5, 5.2, etc.), independent of Interest Level, represent the likelihood that the book could be read independently by a student whose reading skills are at the numerically indicated grade level and month of school.

All of the books below, while perhaps labeled for middle or high school students, are in fact written at Grade 3–5 based on Accelerated Reading Levels.

\textit{Forever, by Judy Blume (1975).}\textsuperscript{190} AR 4.1 (UG)

An excerpt from the book:

In books penises are always described as hot and throbbing but Ralph felt like ordinary skin . . . He took my hand and led it back to Ralph, showing me how to hold him, moving my hand up and down according to his rhythm. Soon Michael moaned and I felt him come—a pulsating feeling, a throbbing, like the books said—then wetness. Some of it got on my hand but I didn’t let go of Ralph . . . “I love you, Michael Wagner.” “Forever?” he asked. “Forever,” I said.

\textsuperscript{189} \textit{Id.}

\textsuperscript{190} Judy Blume, FOREVER, 85-87(Pocket Books, 1975).

Many school districts have this on their recommended reading lists. Thirty-eight percent of the allegedly teen writers included in this book reported that they had experienced sexual abuse as a child. Some excerpts:

- I was twelve... [when] my dance teacher... brought me out...
- I was in seventh grade when I moved in with my 32-year-old-lover...
- I was in fourth grade and had sex with my uncle...
- I’m fifteen [and had sex with] Reggie, who is 23... *(Not rated by AR)*

This book is referenced in many GLBTQ expert psychology handbooks that acclaim Kinsey, such as *Homosexuality and Psychotherapy: A Practitioner’s Handbook of Affirmative Models*, edited by John Gonsiorek, *(Expert witness in many homosexual court cases).*


Some selected advice for minor subjects, including a recommendation that plastic wrap be used as a dental dam:

[People] kiss, lick, and suck the other person’s penis or vagina... For example, about one in every three gay men prefer not to engage in anal sex. Similarly, some lesbian females prefer oral sex and mutual masturbation to being entered. Other gay and lesbian people use sex toys to satisfy each other. Some gay and lesbian teens try penile-vaginal sex, hoping to change their sexual orientation. This doesn’t make them change.* *(Not rated by AR)*

Dental Dams are made from a silky, thin latex material. They can be bought in most drugstores. A strong plastic kitchen wrap also can be used. During oral sex involving the vagina or rectum, the latex allows a person to lick and kiss through

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192 *Id.* at pp. 33-34, 48-49, 60 and 67.
195 *Id.* at 16.
the dam. At the same time, it prevents the risk of exchanging infected body fluids.”

_Sloppy Firsts, by Megan McCafferty (2001)._ AR 5.2 (UG)

“I’d also find girls to have sex with . . .” “. . . So sex and drugs are a way of living life?”
“Yeah,” he said. “Isn’t that what being young is all about? These are our prime years for experimentation, for exploration. I thought I’d experiment and explore to the extreme.”

_Rainbow Boys, by Alex Sanchez (2001)._ AR 3.7 (UG)

The young protagonist quotes Kinsey’s homosexual scale as fact:

When they were between math equations, he asked Kyle, “Did you ever have a girlfriend?”
“Just curious. You never wanted to, like, do it with a girl?”
“No, I guess I’m a Kinsey six.”
“A what?”
“A Kinsey six. In the fifties, Dr. Kinsey found that most people aren’t exclusively gay or straight. He came up with a scale, zero to six, from totally heterosexual to completely homosexual. I’m pretty sure I’m at the end of the scale. I’ve kissed girls, but . . .”

He made a face like he’d sucked a lemon.
Jason thought about what he said, wondering where he fell on the scale.

_The Geography Club, by Brent Hartinger (2003)._ AR 4.5 (UG)

_The Realm of Possibility, by David Levinthan (2004)._ AR 5.2 (UG)

Although a person must be 18 years of age—and in some states, 21—to enter a sex shop, in this novel for teens, a heterosexual boy takes his female lesbian friend to a sex shop:

_Last Thursday, I got carded at a sex shop. The guy behind the counter explained to me that I didn’t have to be 18 to buy flavored condoms, but I did need to be 18 to be in the store. Luckily, I had my fake Id. Last Thursday, I got carded at a sex shop._

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196 _Id._ at 51.
198 Alex Sanchez, _RAINBOW BOYS_, 95-96 (Simon Pulse, 2001).
In another section, the teens secure fake IDs.\(^{201}\)

If you’re not able to laugh inside a sex shop, then you probably shouldn’t be there. I mean, they don’t call it fooling around for nothing . . . we found ourselves laughing at the first appliance we saw. Meg gravitated toward the costumes, openly wondering about the nursewear . . . we came to a huge display of edible underwear . . . As Meg checked out the body oils and incense, I headed over to the condom area . . . I was so confused by all the sizes and styles . . . I was here for some experimentation, so that was okay . . . Then it was my turn and I got carded. No big deal.

Levinthan graphically depicts anal same-sex sodomy (although he does not classify it as sex with the digestive system). Although the Accelerated Reader Website lists this for Upper Grades (9th–12th), any child who can read at a 5th grade, second-month level could add this book to his or her summer reading list, as the book reading level is only 5.2.

**Luna, by Julie Ann Peters (2004).\(^{202}\)** AR 3.5 (UG)

Peters discusses the Harry Benjamin Standards for Sex Reassignment Surgery, a treatment protocol for people who want to “transition” from one sex to another established by Dr. Harry Benjamin, a Kinsey associate who touted the writings of early advocates of pedophilia.\(^{203}\) In an excerpt from the book, a transgendered boy character thinks he is a girl named Luna:

> “You mean a sex change operation?” His smile extended across his face. Her face. Luna’s eyes grew dreamy. “Oh, Re. It’s all I’ve ever wanted my whole life. You know that.”

*Luna*’s readers are provided with a link to a “gender identity center” Website for sex-change operations based on the Harry Benjamin Standards. Children’s books such as these often suggest how to illegally purchase sex hormones years prior to actual surgery.\(^{204}\)

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\(^{201}\) December 12, 2012, “How Do Kids Get Fake Ids” brought 18,400,000 results.


\(^{204}\) The Gender Identity Center Resources page: https://www.gic-colorado.org/resources. One resource is The World Professional Association for Transgender Health (WPATH), formerly known as the Harry Benjamin International Gender Dysphoria Association (HBIGDA). It is a professional organization devoted to the understanding and treatment of gender identity disorders. Increasingly children receive hormones with the approval of their patents (usually mom). A recent hero[ine] (on video) gushingly sounds like Luna. One wonders if the boy subject identified with these books heart rending tales of salvation/stardom through sex change. E.g., see [http://www.huffingtonpost.com/melissa-chapman/growth-hormone-injections_b_2781328.html](http://www.huffingtonpost.com/melissa-chapman/growth-hormone-injections_b_2781328.html).

The adult author facilitates the arousal of the child subject’s mirror neurons by depicting both heterosexual and homosexual illegal promiscuity and prostitution. On page 50, he describes the party plan which is underage girls perform oral sex on underage boys. Girls complain the boys should give “blow jobs” also. Beginning in grade eight, one boy performs oral sex on another boy 47 times, often in the school bathroom.

Between Mom and Jo, by Julie Ann Peters (2006). AR 3.2 (UG)

This book was a LAMBDA Literary Award Winner and acclaimed by the American Library Association.

Nick asks his two lesbian moms: “Do you know who my father is? I know I have to have one…” One mother replies, “He’s a syringe full of sperm.”

Peters’ young-adult books span 20 years. The 2008 edition of Mom and Jo added a Discussion Guide. Question 7 asks students about divorce. In essence, Between Mom and Jo is a story of divorce, of a family coming apart. Divorce is historically and legally applied only to a legal, natural marriage. The book-and teacher-led discussion however, advocates in vitro fertilization, “gay” adoption, and equal honor and legal acceptance for all relationships.

Question 3 asks, “In many states gay parents are not allowed to adopt children. Do you believe gay couples should be allowed to adopt their children? Why or why not?” The author plants the idea about gay adoption in the minds of child readers. She confuses these subjects, by stating why cannot couples adopt “their” children, not children created by another couple, a woman and a man. The Grade 3 child subjects doubtless did not know this of this complex problem prior to reading this book. They are subsequently led to the expected conclusion via the “discussion.”


This book is a major push to create the child subject’s affinity with heroic GLBTQ characters (books, films, and TV) to imprint, that is to rewire moral values and outcomes desired by the new authorities.

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205 Paul Ruditis, RAINBOW PARTY (Simon Pulse, 2005).
206 Id. at 40-41, 48, 53, 50, 132, 133, 145, 138, 237, 240, 244-45.
grl2grl: Short Fictions, by Julie Ann Peters (2007).209 AR 3.0 (UG)

Peters offers a collection of 10 LGBTQ-themed short stories. Here, Eva (a girl) shares:

I was four when my cousin Kevin, said, “You want to see my penis?” and I said, “Yeah,” and he let me touch it. It felt squishy at first, then hard in my hand. I wanted one. Every day after that, I wanted one. My own penis. Mine. The day I got it was the happiest day of my life . . . My packer was a strap-on . . . The shaft was big in size, six inches. Four bucks an inch. $23.99

Changing Jamie, by Dakota Chase (2007).210 (Unrated by AR; Barnes & Noble lists this for ages 8–12).

The message by Chase is that homosexual acts will NOT lead to HIV if condoms are used.

The room was a wreck, littered with empty beer and booze bottles, half-eaten sub sandwiches, and broken poppers. I remember Billy telling me about them—small capsules of amyl nitrite, used to enhance sex and loosen up anal muscles. He made them sound great—I looked them up after he’d left and found out that, not only were they illegal, they could give you rashes, headaches, lower your immune system, and possibly cause fainting, strokes, or heart attacks . . . “He’ll accept me if I’m positive, too. He’ll want to be with me. Look, we’re gay. We’re going to get it eventually, and it’s not a big deal anymore, anyway. There are drugs for it now.” (Billy’s adult boyfriend).

“. . . Becoming infected with HIV isn’t inevitable. It’s preventable, for God’s sake!”

Chase has Jamie’s mom fully accept her son’s homosexuality. She offers to buy him condoms to keep him from getting HIV—the fact that there is NO approved condom for anal sex is excluded from Chase’s message. The boy “loves him” and “there are drugs for [AIDS] now.” Anal sodomy (which is still illegal for children) is demonstrated (no mention of the false use of the digestive anatomy). The book discusses amyl nitrate as being used to “enhance sex and loosen up anal muscles.”211

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211 Id. at 79.
SEX: A Book for Teens, by Nikol Hasler (2010)\textsuperscript{212}. (Not rated by AR)

The back cover of this book states: “Teen Nonfiction/Dating/Sex for ages 15 & up.” Written by a mother of three and host of the 2007–2009 Web comedy series The Midwest Teenage Sex Show, this book is endorsed by Joycelyn Elders, M.D., former U.S. surgeon general and professor emeritus, University of Arkansas for Medical Sciences College of Medicine, as well as other leading organizations and “authorities.” Elders praises the book on the back cover:

What a clever, well-written and creatively illustrated book that speaks to teens and their parents about teenage sexuality! This book should be on all library shelves and makes an excellent birthday present from parents to adolescents. Both the content and form are superb.

A question-and-answer page normalizing the use of sex “toys” (implements) for the millions of child subjects reads:

Q: What’s the difference between a dildo and a vibrator? They look . . . the same.

A. A dildo is a penis-shaped sex toy meant for insertion into the butt or the vagina . . . For people who enjoy penetration, this is the sex toy for them. A vibrator is any sex toy that hums, shakes, and buzzes when you use it . . . Vibrators are great for stimulating the clitoris, the penis, or the testicles.

Q. How could I go about getting a vibrator? I don’t have a credit card, so I cannot buy one online and I don’t have anyone to get me one.

A. You can get a vibrator in a sex shop, though you have to be 18 to enter. A gift card for one such shop might top your 18th birthday wish list. You could also try buying a vibrator from an online drugstore. They often have a sex toy area of their site and accept PayPal. However, if you have a less than open-minded parent, having such a thing arrive in the mail may make for a tense environment at dinner time . . .”

Ms. Hasler explains the proper use of dildos and vibrators, inaccurately dubbing these tools “toys”—in order to bestow upon these devices the innocence of child’s play—harmless, naive fun. Hasler’s glowing marketing of the sex devices (“toys”) does not warn that these robotic substitutes for human affection are potentially noxious disease carriers—the reason they commonly come with caveats and directions for sterilization (more on this later). Hasler asserts that parents are unreliable; now therefore, she offers graphic, what she claims are “evidence-based,” answers about

\textsuperscript{212} Nikol Hasler, SEX: A BOOK FOR TEENS, AN UNCENSORED GUIDE TO YOUR BODY, SEX AND SAFETY,
sex. The following sexually graphic narrative appears in this “non-fiction” children’s manual.


Fisting is not necessarily something to try right off the bat . . . not for everyone . . . [needs] gentleness . . . putting a whole hand in a vagina (or anus) . . . anal sex: this involves putting a penis (or something like a penis) into a butt . . . [In heterosexual sex and for lesbians who] may do this using a toy (p. 96). Two girls can have vaginal sex [via] . . . penetration or stimulation with a toy (p. 94).

Certainly it is more reassuring, although disingenuous, and dangerously inaccurate for child subjects to believe the above euphemistic rhetoric instead of the accurate, evidenc-based “penetration or stimulation with a tool” or “with a device”.

Ms. Hasler’s now-defunct Midwest Teen Sex Show videos targets minors to “backdoor business” (anal sodomy); orgasms, porn, oral sex, fetishes, and more. An episode on masturbation suggests an adult male may help. Approximately 250,000 minor subjects viewed her obscene videos monthly. A disclaimer on the former Web site for the show site stated that “all advice given is simply opinion and should not be taken as fact.” Despite this, Hasler is training minors in outcome education. Illegal “sexual paraphernalia” is as noted, relabeled by the sex industry with a child’s word—“toys”—to normalize harmful abuse. Such “toys” are now allegedly one of Planned Parenthood’s most requested college program topics.

Hasler’s directs child subjects to “Websites You Should Know,” including “Planned Parenthood” and “Kinsey Confidential” where more explicit, inaccurate data is available. The back cover titilates young readers with the comment; “What other book has humping cows on the [front] cover?” Hasler is endorsed by Betty Dodson, masturbation advocate/coach, author of Sex for One and pornography producer. Dobson advocates for the Free Speech Coalition, and encourages minors to try various abnormal, dangerous acts using their genitalia.

**Lush, by Natasha Friend (2006).**

The teen protagonist has a conversation with her friend, Jesse, who reinforces Kinsey’s oft-quoted estimate of the gay population to tell her he is gay. “Okay. I’m just telling you, ten percent of the population is gay. I’m not the only freak in this town.”

**Freak Show, by James St. James (2007).**

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214 http://www.imagekind.com/Bettys-Porn-_art?IMID=7c60e4ce-5ab5-4e30-9b49-8a106038fe22.
216 Natasha Friend, LUSH, 141 (Scholastic, 2006).
217 James St. James, FREAK SHOW. (Dutton Children's Books, 2007).
Dutton Children’s Books solicited St. James, the founder of Club Kids, a subculture of drag queens from the 1980s and 1990s, which he chronicled in his 1999 book Disco Bloodbath, to write a children’s book. Why would a publisher solicit a very public deviant to author a children’s book? He was interviewed on Gay Action News about his book:

> It’s the first drag queen character in young adult history . . . so when Dutton approached me about doing something for teens I thought well, this was a chance for me to celebrate . . . Disco Bloodbath and all that stuff . . . personal empowerment, radical style and breaking boundaries . . . being subversive and being rebellious . . . it was a chance for me to do something for the children.

21 Proms, edited by David Levithan (2007). AR 5.1 (UG, 9th and up)

This book is a collection of 21 prom stories by various authors. Levithan’s chapter, “Lost Sometimes,” includes explicit gay sex, which trains boys and girls who are capable of reading at the 5th grade level to neuronally mirror, mimic, sexual arousal to a narrative of young boys sodomizing each other.

> [They are] screwing all over the place . . . with each other . . . the gym. Burger King. His grandmother’s house . . . [They go to the prom and] screw there, too . . make a statement.”

This book facilitates, encourages, and provokes homosexual sex (which is comorbid with AIDS and illegal for minors) as well as public sex (also a crime). Material that stimulates adrenalin, testosterone, cortisol and myriad other confusing arousal stimuli brutally exploits adolescents’ vulnerability to same-sex sodomy. Dr. Keith McBurnett led a four-year study of violent boys and found low-cortisol boys matched what is know about adults with anti-social disorder “they are fearless and guilt-free.” Just as addicts to pornography must have more violent and dehumanizing imagery to reach the same arousal level, normal cortisol stress levels (often due to early exposure to sexually arousing imagery) deadens normal cortisol responses, requiring more stimuli to reach a higher status quo.

The God Box, by Alex Sanchez (2007). AR 5.2 (UG)

In this book for middle school youth, a student named Paul begins to question his sexuality after becoming friends with Manual, an openly gay teen. Manual suggests:

> “Have you ever checked out porn sites? . . . Well, maybe you should . . . Both gay and straight sites. See which turn you on more. That’ll help you . . .”

220 David Levithan, & Daniel Ehrenhaft. 21 Proms, 21 (Scholastic, 2007).
221 Id. at 242.
223 Alex Sanchez, THE GOD BOX, 112 (2007).
**Almost Perfect, by Brian Katcher (2007). AR 4.5 (UG)**

A boy (Sage) illegally takes female hormones, beginning at age 14, in order to “transition.” An excerpt from the book:

I’d never been so turned on in all my life . . . Please be gentle. It’s my first time . . . I kissed her. But not on the mouth . . . Mine too . . . Sage and I had done something that could never be undone . . . How long could I date a girl who didn’t have a vagina . . . We’d both lost our virginity the night before.  

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This nonfiction tome offers helpful sex instruction for girls. The author discusses methods of masturbation, explaining:

The self-stimulation . . . can involve fondling your breasts, thighs, clitoris, vulva, or vagina, sometimes with a toy like a dildo or vibrator in addition to your hands.

The authors in this book, like others, use the term “toy” to discuss the sexual objects promoted, essentially marketed, in the stories. Teens are not legally able to purchase the sexual objects described in these “young lit” books. In addition they pose dangers, including injury, diseases, tears and breakage to the young developing bodies if they are inserted into the vagina or anus as mentioned earlier. A recent Greenpeace-TNO report:

[R]ealed that seven out of the eight sex toys analyzed contained one or more phthalates in concentrations varying from 24 to 49 percent….three main phthalates, including DEHP, were used in concentrations up to half the weight of the sex toy itself….No government agency regulates the billion-dollar sex toy industry…labelled as "novelties." This leaves the...industry free to regulate itself, which means users remain in the dark about the ingredients in and possible dangers….It's not just what [it’s] made of that may harm your health--it's how you use it. Your sex toy may come into contact with vaginal fluids or sperm, feces, saliva and bacteria. They can cause infections, or, if shared, spread sexually transmitted diseases such as HIV and the human papillomavirus (HPV).

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225 Belisa Vranich & Holly Eagleson, **BOYS LIE: HOW NOT TO GET PLAYED**, 70 (2010), p. 70.

F. Harmful And Deceptive Materials Recommended by the Gay, Lesbian, and Straight Education Network (GLSEN)

Family advocate Linda Harvey analyzed the harmful effects of the materials promoted by GLSEN, and the following is the introduction to her analysis, *Children at Risk: GLSEN and Youth Corruption* excerpted in full:

GLSEN, the Gay, Lesbian and Straight Education Network, is a growing, well-funded pro-homosexual organization which advocates the practice of dangerous sexual behaviors by children and adults. Using the schools as its major platform, GLSEN conveys these radical ideas primarily through its web site; in books and curricular material; in teacher training workshops; and in after-school homosexual clubs for students.

There is growing support for this organization’s “cause.” The group has close ties with many local educators as well as some very powerful allies like the National Education Association. Behind its discussions of “tolerance” and “safety,” however, are the sordid realities of what GLSEN actually supports. Just about every type of sexual practice imaginable is acceptable and even worthy of “celebration” by any age student and any teacher. GLSEN also supports gender-distortion through cross-dressing, even for elementary school children.

A review of the materials recommended by GLSEN confirms that the group implicitly condones criminal sexual contact between adults with minors, since it’s a frequent, casual theme in these materials. For listings of these resources, consult the group’s web site at www.glsen.org.

1. GLSEN believes the early sexualization of children can be beneficial. This means that virtually any sexual activity as well as exposure to graphic sexual images and material, is not just permissible but good for children, as part of the process of discovering their sexuality.

2. “Coming out” (calling oneself or believing oneself to be homosexual) and even beginning homosexual sex practices at a young age, is a normal and positive experience for youth which should be encouraged by teachers and parents, according to GLSEN.

3. Bisexuality, “fluid” sexuality and sexual experimentation is encouraged by GLSEN as a right for all students.

4. Meeting other “gay” and “questioning” youth, sometimes without parental knowledge, is a frequent theme in GLSEN materials. At these meetings, minors will come into contact with college-age people and adults practicing homosexuality.

5. In GLSEN material, the “cool” adults—parents, teachers and counselors—are those who encourage students to embrace homosexuality and cross-dressing.

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228 This was first published several years ago yet most of these materials are still being promoted.
They also allow adult-level freedoms and let children associate with questionable teens or adults.

6. GLSEN resources contain many hostile, one-sided anti-Christian vignettes and opinions, as well as false information about Christianity and the Bible’s position on homosexuality. This encourages antagonism against Biblical morality and increases the risk that youth will experiment with high-risk behavior. It also increases prejudice against Christians and Jews.

7. The spirituality presented positively in GLSEN resources is heavily laced with occult themes and nightmarish images.

F. Fatal Omission: The Unreported Risk of Condom Failure for Oral and Anal Sodomy

A critical, indeed fatal, omission in all of the materials listed above, and similar materials, whether labeled as “sex education,” “HIV/STD prevention,” “pregnancy prevention,” or simply “young adult” literature, is the fact that no rolled latex condom has ever been approved by the Food and Drug Administration (FDA) or its international counterparts, for use in anal sodomy.229

Considering the millions of dollars that have been spent on prevention and treatment since the onset of HIV/AIDS in the 1980s there should have been hundreds of careful, rigorous studies of the efficacy of condoms for STD prevention in anal sodomy, especially since the risk of HIV transmission during anal intercourse may be approximately 18 times greater than during vaginal intercourse.230 However as an online journalist affirmed, “The FDA has not cleared or approved any condoms specifically for anal sex, the U.S. Food and Drug Administration said in a statement to Imstillljosh.”231

Between 2006 and 2014 the National Institutes of Health awarded $2.4 million for research and testing of a “safe effective anal condom,” known as the “Origami” condom.232 The developer proposed the product after contracting HIV when a condom broke during anal sex.233 While the developer received the go-ahead from the National Institutes of Health, the condom has not been approved by the FDA nor is it on the market.234 In addition, the developer has been ordered to repay the grant money.235

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231 Heitz, supra note 214.

232 Harrington, supra note 214.

233 Id.


235 Id.
As far back as 1995, the CDC acknowledged that the FDA had not approved condoms for use in anal sodomy.\(^{236}\) In its *National AIDS Hotline Training Bulletin* dated April 27, 1995, the CDC responded to an April 1995 issue of *Consumer Reports* condom questions and answers:

**Some condom boxes specifically indicate they are designed for vaginal sex only. Are they not effective for anal sex? Which condoms should be used for anal sex?**

For the most part, FDA has only evaluated data on condoms tested in vaginal sex. There have been several published studies and surveys which indicate condom breakage and slippage rates may be higher during anal sex. However, these studies are only retrospective. Whatever the breakage rate, it may be reduced by use of a water-based or silicone-based lubricant.\(^{237}\)

Despite acknowledging that condoms have not been evaluated for anal sodomy in 1995, the CDC continues to recommend condoms for anal sex without warning consumers that no condom has ever been tested and proved adequate for anal sex/sodomy safety:

> Use a new condom for every act of vaginal, anal and oral sex throughout the entire sex act (from start to finish). Before any genital contact, put the condom on the tip of the erect penis with the rolled side out . . . Ensure that adequate lubrication is used during vaginal and anal sex . . . \(^{238}\)

As well as disregarding the researcher known fact that condoms have failed the tests for anal sex, explicit sex education and other materials’ references to condoms as effective protection against pregnancy and STDs fail to emphasize the high prevalence of condom failure rates even when used by adults.\(^{239}\) In 2012, researchers analyzed 50 studies on condom use from 14 countries:

> The review showed that although condom breakage and slippage were common issues in the studies, condom use errors were much more prevalent. In addition, researchers say it’s probable that breakage and slippage often occur as a result of incorrect condom use. For example, one study showed the more condom use errors a person reported, the greater the odds of breakage, slippage, or both. The most commonly reported condom use errors were: Not using condoms throughout sexual intercourse, not leaving space at the tip, not squeezing air from the tip, putting the condom on inside out, not using only water-based lubricants, and incorrect withdrawal.\(^{240}\)

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\(^{237}\) Id.


\(^{240}\) Id.
Nevertheless, back in the classroom, sex-ed teachers and lecturers continue to falsely reassure even middle-school child subjects that oral and anal sodomy are acceptable alternatives to normal vaginal sex in that they cannot produce pregnancy, and will lower exposure to HIV and other STDs if a condom is used. What children are not being told is that “anal intercourse, even with a condom, is simply too dangerous a practice.” Anal sex carries, as far as it is possible to know, an 18 times greater risk of transmitting HIV than vaginal sex. This is more than an inadvertent mistake, it is a reckless and dangerous omission that could cost student subjects their future fertility, their health or even their life.

The dangerous and deadly consequences of this decades old sex education experiment is discussed in the next section.

IV. THE TOXIC FALLOUT FROM EXPLICIT SEXUALITY IN THE CLASSROOM

The presentations in sexualized educational materials are deceptive, misleading, dangerous instructions, implicating sex educators in deliberately trying to increase sexual diseases among child subjects. The observable results of this reckless endangerment of the nation’s children are skyrocketing rates of harmful sexual acting-out, venereal diseases, abortions and myriad sexual disorders. As will be detailed below, minors do not possess a fully developed frontal cortex to countermand these teacher accomplices, therefore they cannot give informed consent to any of the sex acts being “taught” and urged on them.

A. Children are Given Obscene Materials Illegal to Obtain Outside of School

Federal and state laws generally protect children from exposure to obscenity and indecency through criminal and civil penalties. For example the PROTECT Act provides, in part:

SEC. 504. Obscene Child Pornography: In General . . . Any person who, in a circumstance described in subsection (d), knowingly produces, distributes, receives, or possesses with intent to distribute, a visual depiction of any kind, including a drawing, cartoon, sculpture, or painting, that—(1)(A) depicts a minor engaging in sexually explicit conduct; and (B) is obscene; or (2)(A) depicts an image that is, or appears to be, of a minor engaging in graphic bestiality, sadistic or masochistic abuse, or sexual intercourse, including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex; and (B) lacks serious literary, artistic, political, or scientific value; or attempts or conspires to do so, shall be subject to the penalties provided in section 2252A(b)(1) . . . (c) . . . It is not a required element of any offense under this section that the minor depicted actually exist.”

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243 18 U.S.C. §1466A (Bold emphasis added).
All 50 states have similar laws. As the Minnesota legislature explains, “Minnesota law prohibits young people from performing certain activities…due to the harmful nature of the activity and the immature judgment of young people, it is necessary to place stricter controls on youths than adults.”\textsuperscript{244} The Minnesota State Bar and the Department of Education explain harmful materials include media such as \textit{Playboy} magazine:

\textbf{Can I Buy \textit{Playboy} or \textit{Playgirl}?} It is not a crime for you to buy it but it may be a gross misdemeanor for someone to sell it to you. The standard for magazines is the same as for movies: it is illegal to sell books or magazines to persons under 18 if they “depict nudity, sexual conduct, or sadomasochistic abuse and are harmful to minors” (Minn. Stat. Sec. 617.293). \textit{Playboy} and similar magazines may fit within this definition.\textsuperscript{245}

Considering that some of the drawings and pictures in the sex education textbooks, and the word pictures in children’s literature, described above, are as, or more explicit that the pictures and cartoons in \textit{Playboy}, many of those books and materials likely also fit the definition of “harmful to minors.” In fact, SIECUS since 1995 has expressly advocated for sexually explicit materials in schools:

SIECUS believes that sexually explicit visual, printed, or on-line materials can be valuable educational or personal aids when sensitively used in a manner appropriate to the viewer’s age and developmental level. Such materials can help reduce ignorance and confusion and contribute to a positive concept of sexuality while supporting the sexual rights of all.\textsuperscript{246}

The following is an example taken from a middle school textbook that takes a positive view of porn for adults:

Some people believe pornographic material is bad and should never be seen. Other people bring pornography into their lives rather openly. In either case, it is important to understand that some kinds of materials are appropriate for adults but not for adolescents.\textsuperscript{247}

Despite the seemingly universal recognition that sexually explicit materials are harmful to minors, virtually all states have statutory exemptions for educational, scientific and governmental purposes.\textsuperscript{248}

\textsuperscript{244} \textit{Youth and the Law, A Guide for Legislators}, Minnesota House Research Department, at 75 (Revised: December 2012).

\textsuperscript{245} \textit{The Student Lawyer: High School Handbook of Minnesota Law}, Published as a Joint venture Minnesota State Bar Association Minnesota Department of Education, May 1974, at 64, \url{http://files.eric.ed.gov/fulltext/ED097234.pdf}

\textsuperscript{246} \url{http://www.siecus.org/index.cfm?fuseaction=page.viewPage&pageId=494&parentID=472}.

\textsuperscript{247} James J. Neutens, Ph.D., DISCOVER HEALTHY SEXUAL DEVELOPMENT, 68 (American Guidance Service, Inc. 1994).

Therefore, materials that could subject a shopkeeper or neighborhood adult to criminal prosecution can be distributed, displayed and discussed by teachers, coaches, school speakers, counselors, librarians and others operating under the auspices of the schools with impunity.

Research in child development and particularly, brain development, has proven what parents and advocates for children have long empirically understood, *i.e.*, that children’s brains are not capable of processing the explicit images and text that they are subjected to in sexually explicit education, whether under the guise of “sex education” or in literature. This leads to physical, psychological and social trauma, which in turn leads to long term harms, sexual abuse, crime, disease and death, as explained below.

**B. Sexually Explicit Materials Overwhelm and Traumatize Children’s Pliable, Immature Brains**

Science Confirms That Areas of the Brain Necessary to Process Complex Concepts and Gauge Risks Do Not Develop Until Adulthood

Neuroscientists have proven what parents of teenagers have understood for decades, *i.e.*, teenagers are unable to make fully rational decisions:

Why do most 16-year-olds drive like they’re missing a part of their brain? Because they are. The next time your teenager behaves inexplicably, remember: his brain is like a car without brakes. The more primitive parts of the brain are well developed, acting like a powerful accelerator encouraging teens to take risks, act on impulse and seek novel experiences. But the areas that control planning and reasoning have not yet matured. As a result, teens are less likely to stop, think things through, modify their behavior or fully consider the consequences of their actions.\(^{249}\)

Advances in digital imaging have given neuroscientists the ability to prove that teenagers are unable to make rational decisions because, contrary to popular belief, their brains are not fully developed. Scientists have been able to digitally map brain development, and found that the portions of the brain that permit processing of complex concepts, evaluating risk—including the risks of premature premarital sexual activity—and making


informed decisions is the brain structure that is the last to mature, usually in the early 20s.\textsuperscript{250}

Dr. Jay Giedd, Chief of Brain Imaging at the Child Psychiatric Branch, National Institutes of Health, developed a teenage brain “self-control” center chart, left, in 2003.\textsuperscript{251}

Dr. Giedd’s research demonstrates the fallacy of concepts such as “mature minors” and, “informed consent” used to justify exposing child subjects to sexually explicit images. There is no evidence that a child or teen can process sexually oriented text as mere “education,” as opposed to stimulation.

Neuroscientists have also developed a more detailed understanding of how deeply and completely certain stimuli, including disgust, sexual arousal, fear and shame can hijack cognitive and memory-making processes and cause children to mislabel emotions.\textsuperscript{252} Neuropsychologists believe that emotion (arousal) is mediated by two factors: physiological arousal and cognition.\textsuperscript{253} People often cannot tell what emotion they are experiencing based on physical arousal alone.\textsuperscript{254} Therefore, cognition of the situational context is needed to determine the appropriate emotion.\textsuperscript{255} Children have not developed the cognitive skills necessary to process the situational context hence are often unable to understand their bodies’ emotion. Therefore, stimuli such as sexually explicit images traumatically overwhelm children’s undeveloped prefrontal cortex.

Research on adults has shown that physiological changes occur as the body experiences arousal to sexual stimuli; arousal is largely “automatic…pulse rate, which normally stands at 70-80 per minute, has increased to around 90….blood pressure has increased,” breathing is rapid and muscles tense as though ready for battle. In such an aroused state the person “is distracted and slightly “agitated.”\textsuperscript{256} Even adults’ fully developed cognitive abilities often mistake proper labeling of their reactions. Children have not the analytical skills to properly assess arousal origins and risks.\textsuperscript{257} Consequently, children cannot logically process sexually explicit material as they can geography or arithmetic because sex images and text are never mere “education.” Instead, such shocking stimuli imprint and alter the brain, triggering an instant, involuntary, but lasting, biochemical memory trail in child “subjects”.\textsuperscript{258}

\textsuperscript{250} Mary Beckman, Crime, Culpability and the Adolescent Brain, 305 SCIENCE 596 (July 30, 2004), citing neuroscientific developments which establish that the portions of the brain responsible for decision-making and risk-taking are not fully developed until ages 20-25. \textit{See also}, Jay N. Giedd \textit{et al.}, \textit{Brain Development during Childhood and Adolescence: A Longitudinal MRI Study}, 2 NATURE NEUROSCIENCE, 861–63 (October 1999).

\textsuperscript{251} Brain image by Dr. Jay Giedd, Chief of Brain Imaging, Child Psychiatric Branch, National Institutes of Health. Reprinted May 2/10, 2003 in \textit{TIME Magazine}.

\textsuperscript{252} \textit{See Giedd, Brain Development during Childhood, 861-63.}


\textsuperscript{254} \textit{Id.}

\textsuperscript{255} \textit{Id.}

\textsuperscript{256} Nicolas Wright, ed., \textsc{Understanding Human Behavior} 28 (Columbia House, 1974).

\textsuperscript{257} Jay N. Giedd, MD, \textit{The Teen Brain: Insights from Neuroimaging}, 42 JOURNAL OF ADOLESCENT HEALTH, 335-343 (April 2008); Elizabeth R. McAnarney, MD \textit{Adolescent Brain Development: Forging New Links?} 42 JOURNAL OF ADOLESCENT HEALTH 321-23 (April 2008).

Sexualized words and images commonly trigger the “fight or flight” phenomenon, to which young children are incapable of properly responding. Children become hyper-aroused and create coping mechanisms which cause confusion, emotional and developmental problems.\textsuperscript{259} Scientists have also determined that shocking images spark “action potentials. Dr. Eric Kandel clarifies; a transient electrical signal about 1/10 of a volt in amplitude and 1 to 2 milliseconds in duration propagates along the axon to the neuron’s presynaptic terminal where it tiggers the release of a neurotransmitter onto target neurons.\textsuperscript{260} With sexual stimuli, the target neurons reside in the genitals resulting in arousal; indifferent to stimuli branded as “sex education” or as “pornography.”

Indeed, Dr. Norman Doidge noted said while chronicling the effects of frequent viewing of sexually explicit images on the brain, that society is in the midst of a revolution in sexual and romantic tastes unlike any other in history, and that a social experiment being performed on children and teenagers and wondered whether the new porn scenarios deeply embed themselves because the teen years are still a formative period.\textsuperscript{261}

As a recent ABC News report documented, the answer to Dr. Doidge’s question is “Yes.”\textsuperscript{262} The report recounted a neuropsychiatrist’s study of the brains of 20 young men between 19 and 34 who were compulsive viewers of pornography, compared to a control group.\textsuperscript{263} The study revealed that pornography users’ brains showed a clear increase in activity in the reward center of the brain.\textsuperscript{264} The responses were similar to those experienced by drug users.\textsuperscript{265} This points to the likelihood that frequent viewing of explicit sexual images makes lasting changes to the brain.\textsuperscript{266} For child subjects whose brains are still developing, those changes could result in an actual re-programming of the brain.\textsuperscript{267}

\begin{thebibliography}{99}
\bibitem{259} Id.
\bibitem{261} Norman Doidge, M.D., \textit{The Brain That Changes Itself} 92-131 (Penguin, 2007).
\bibitem{263} Id.
\bibitem{264} Id.
\bibitem{265} Id.
\bibitem{266} Id.
\bibitem{267} See Doidge, \textit{The Brain That Changes Itself}.
\end{thebibliography}
Despite the availability of this research for more than a decade, groups such as SIECUS, Planned Parenthood and others which develop sex education curricula, not to mention children’s book authors, continue to include sexually explicit words and images in their materials.

**Children’s Mirror Neurons Prompt Imitative Behavior, Including Imitative Sexual Behavior**

Providing children with sexually explicit images also triggers imitative behavior, which is a major function of the mirror neurons that are built into the brain as a means of survival.

In 2006, the *New York Times* reported on just released research documenting the nature and extent of mirror neurons in human brains:

> The human brain has multiple mirror neuron systems that specialize in carrying out and understanding not just the actions of others but their intentions, the social meaning of their behavior and their emotions. “We are exquisitely social creatures,” Dr. [Giacomo] Rizzolatti said. “Our survival depends on understanding the actions, intentions and emotions of others.”

He continued, “Mirror neurons allow us to grasp the minds of others not through conceptual reasoning but through direct simulation. By feeling, not by thinking.” The discovery is shaking up numerous scientific disciplines, shifting the understanding of culture, empathy, philosophy, language, imitation, autism and psychotherapy.

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Everyday experiences are also being viewed in a new light. Mirror neurons reveal how children learn, why people respond to certain types of sports, dance, music and art, why watching media violence may be harmful and why many men like pornography.

How can a single mirror neuron or system of mirror neurons be so incredibly smart? Most nerve cells in the brain are comparatively pedestrian. Many specialize in detecting ordinary features of the outside world. Some fire when they encounter a horizontal line while others are dedicated to vertical lines. Others detect a single frequency of sound or a direction of movement. Moving to higher levels of the brain, scientists find groups of neurons that detect far more complex features like faces, hands or expressive body language. Still other neurons help the body plan movements and assume complex postures.\(^\text{269}\)

Of particular note is that “a study in the January 2006 issue of Media Psychology found that when children watched violent television programs, mirror neurons, as well as several brain regions involved in aggression were activated, increasing the probability that the children would behave violently.”\(^\text{270}\) This substantiates the findings of the 1972 report to the Surgeon General of the United States on the effects of television violence, which concluded that violence depicted on television can immediately or shortly thereafter induce mimicking by children potentiating an increase in aggressive behavior.\(^\text{271}\) Mirror neurons offer an explanation for that phenomenon and imply that a similar result is arising with sexually explicit images. Indeed, the mirror neurons study in 2006 affirmed such a connection:

In yet another realm, mirror neurons are powerfully activated by pornography, several scientists said. For example, when a man watches another man have sexual intercourse with a woman, the observer’s mirror neurons spring into action. The vicarious thrill of watching sex, it turns out, is not so vicarious after all.\(^\text{272}\)

Researchers have shown that the mirror systems are powerfully provoked by sexually explicit images.\(^\text{273}\) “[T]he mirror-neuron system prompts the observers to resonate with the motivational state of other individuals appearing in visual depictions of sexual interactions, with observers activating motor representations and erectile responses associated with the observed depictions.”\(^\text{274}\) Similar reactions would occur in child subjects, particularly boys, who observe sexually explicit films in school. Since the portion of their brains used to process complex concepts are not fully developed, children will not be able to contextualize their experiences and differentiate between “sex education” and “entertainment.” As images trigger mirror neurons,

\(^\text{269}\) \textit{Id.}
\(^\text{270}\) \textit{Id.}
children will want to act upon the arousal or at least view the stimuli again. This is seen in the skyrocketing numbers of children who have become compulsive pornography users.\textsuperscript{275}

Again, these findings are ignored, indeed one would have to say, hidden, by the sex education curricula developers and children’s literature authors.

\textbf{C. Explicit Sex Education Grooms Child Subjects for Later Abuse}

Sexually explicit materials in sex education and other curricula not only assault and transform children’s developing brains, but also effectively groom children for later sexual exploitation and abuse. FBI investigator Michael Heimbach described for Congress how sexual predators recruit, entreat, petition, persuade, and entice children to adopt “romantic tastes” in sex that will make them easy prey for exploitation and abuse:\textsuperscript{276}

\begin{quote}
[P]edophiles . . . gain the trust of children and of unsuspecting parents by sexually grooming children to . . . lower the sexual inhibitions . . . indicating that it is all right to have sex with an adult because other boys and girls do the same thing . . . Sexually arouse children . . . Desensitize children to sex . . . Demonstrate sex acts . . . how to masturbate, perform oral sex and/or engage in sexual intercourse . . . Offenders commonly use pornographic images of other children to arouse victims, particularly those in adolescence . . . expose them to sexual acts before they are naturally curious about such activities.\textsuperscript{277} (emphais added)
\end{quote}

In 1984, John Rabun, Jr., chief operating officer of the National Center for Missing and Exploited Children, testified to Congress about the prevalence of pornography among sexual predators and the effects it has on vulnerable children:

\begin{quote}
[In 1,400 cases.] 100 percent of the arrested pedophiles, child pornographers, pimps . . . child molesters had in their possession at the time of arrest, adult pornography, ranging from . . . \\textit{Playboy}, on up to harder, such as \\textit{Hustler} . . . For the deliberate and planned lowering of the child’s inhibitions that would ordinarily prevent the child from engaging in such types of sexual activity . . . \textsuperscript{278}
\end{quote}

We are forced to the conclusion that sex education teachers and authors of sexually explicit children’s literature recklessly assist in the “grooming” of child subjects for later sex abuse. This is due to providing child subjects with early and frequent exposure to graphic sexual images and words which, like the pornography used by predators, desensitize and lower a child’s inhibitions.

\textsuperscript{275} http://www.apa.org/monitor/nov07/webporn.aspx.
\textsuperscript{child-pornography-decision}
\textsuperscript{277} \textit{Id.}
In fact, librarians are trained to populate their libraries with sexually explicit, “homosexual friendly” sex literature, made possible by the education exemptions. In Serving Lesbian, Gay, Bisexual, Transgender, and Questioning Teens: A How-To-Do-It Manual for Librarians, openly homosexual authors Hillias Martin and James Murdock thank Dr. Kinsey for his “groundbreaking” pioneering of the “fluidity” theory of sexuality.279 The authors explain:

In building a collection . . . the key word . . . of course, is “diversity:” it is liberating . . . it gives you wide latitude in what you can collect . . . [T]his clause should become your mantra—justification for why you collect queer materials.280

Understanding the queer community and identifying LGBTQ teens’ informational needs . . . collection development, integrating LGBTQ themes into general programming . . . responding to the rate of change and inclusion a community will tolerate . . . Part 2 . . . starting or enhancing library services to a formerly neglected subset of the teen population.”281 (emphais added).

In other words, librarians are being instructed in how to stock their shelves with sexually explicit materials that will groom and desensitize child subjects even when they are not in sex education class, leaving them wide open to exploitation by peers and adults. Since modern youth focus on electronic media for their entertainment, do authors, teachers, and librarians compete for youthful attention by providing coarsening, harmful but stimulating reading material?

D. Trauma Inflicted on Children by Sex-Ed Teachers, Sex-Clinic Speakers, Authors, and Librarians

Children are not only dealing with traumatic changes to their brains and skyrocketing pornography use, but also increases in sexual dysfunction, sexually transmitted diseases, mental health problems, and sadly, death related to early and frequent exposure to sexually explicit materials. As discussed more fully above, sex-education materials have told millions of children that all manner of sexual activity, now legal for adults, e.g., masturbation, anal sodomy, and oral sodomy, are normal, acceptable and pleasurable. Child subjects are also encouraged to use sex paraphernalia as sex “toys.”282 Young men exposed to sexually explicit materials have become part of a global impotence pandemic.283 In 2007, Psychology Today reported that young men think impotence “at 20-something is normal. . . [O]ver-stimulation of dopamine [from] porn . . . leads to loss of libido. . . “284 Current research and statistics have documented low sexual desire among otherwise healthy, normal young men, globally retitled erectile dysfunction (ED).285

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280 Id. at 65-66.
281 Id.
283 http://www.dailymail.co.uk/sciencetech/article-2051902/Men-use-internet-porn-likely-hopeless-bedroom.html#ixzz1bcOrn3nw.
285 “Your Brain on Porn,” Research confirms enormous rise in youthful ED.
In addition, sex talk masked as “education” can exacerbate suicidal ideation among many children—especially those already traumatized by premature sexualization.\(^{286}\)

**Autoerotic Asphyxia**

A tragic consequence of the early and frequent sexualization of children is that when combined with their predilection for risk taking (due to their as yet immature pre-frontal cortex) it can lead to sexual experimentation that can have deadly results. An increasingly prominent phenomenon is death by auto-erotic asphyxiation (AEA), which involves self-strangulation during masturbation using pornography to purportedly increase the intensity of orgasm by cutting off oxygen flow.\(^ {287}\)

Citing figures obtained from the Federal Bureau of Investigation, the *American Journal of Orthopsychiatry* estimated the annual toll of “autoerotic fatalities” at between 500 and 1,000, mostly of younger males and always involving pornography.\(^ {288}\)

In one case, family and friends of a victim of AEA tried to hold the pornographic magazine *Hustler* liable for the death.\(^ {289}\) While a trial court jury found in favor of the surviving family and friends, the Fifth Circuit Court of Appeals overturned the decision, finding that *Hustler’s* publication of an article on AEA was protected by the First Amendment.\(^ {290}\) The court described the article and in so doing offered a glimpse at the nature of the practice:

In its August 1981 issue, as part of a series about the pleasures—and dangers—of unusual and taboo sexual practices, *Hustler Magazine* printed “Orgasm of Death,” an article discussing the practice of autoerotic asphyxiation. This practice entails masturbation while “hanging” oneself in order to temporarily cut off the blood supply to the brain at the moment of orgasm. The article included details about how the act is performed and the kind of physical pleasure those who engage in it seek to achieve. The heading identified “Orgasm of Death” as part of a series on “Sexplay,” discussions of “sexual pleasures [that] have remained hidden for too long behind the doors of fear, ignorance, inexperience and hypocrisy” and are presented “to increase [readers’] sexual knowledge, to lessen [their] inhibitions and—ultimately—to make [them] much better lover[s].” An editor’s note, positioned on the page so that it is likely to be the first text the reader will read, states: “Hustler emphasizes the often-fatal dangers of the practice of ‘auto-erotic asphyxia,’ and recommends that readers seeking unique forms of sexual release DO NOT ATTEMPT this method. The facts are presented here solely for an educational purpose.”\(^ {291}\)

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\(^{289}\) *Herceg v. Hustler Magazine, Inc.*, 814 F.2d 1017, 1018 (5th Cir. 1987).

\(^{290}\) Id. at 1025.

\(^{291}\) Id.
The problem of young people mimicking what is presented in the media is tragically apparent with television programs, even those that report on the fatal results of AEA. 292 Forensic scientist, Dr. Park Dietz, who has written extensively on AEA, reported that a May 10, 1988 television presentation on AEA was followed by at least two adolescent viewers dying as a result of AEA. 293 Because of the danger of such imitative behavior, Dr. Dietz has indicated that he will not do television interviews regarding the issue. 294 Stephen J. Hucker, consultant psychiatrist and professor at the Division of Forensic Psychiatry, University of Toronto, made the connection between AEA and sexual fantasies—touted for years as harmless fun by sex educators:

[The] importance of sexual fantasy to the hypoxyophile is that various forms of pornography and other sexual paraphernalia are often found at the scene or among the deceased’s personal possessions. Sometimes . . . a camera may have been set up so that the person may photograph or videotape himself. Others will create an entire environment that relates to some special fantasy and may involve, for example, the creation of a torture chamber or other obviously sadomasochistic theme . . . Some individuals view pornography during their activities. The most common method reported used to induce hypoxia is some form of suffocation. 295

Because the victims die by suffocation and are often, as was the case in Herceg, found hanging, they are often reported as suicides. In 1984, New York Police Department homicide specialist Lt. Vernon Geberth said that as many as 25 percent of teenage suicides may be misreported autoerotic deaths:

Sometimes the inaccurate reporting is the result of efforts by families to conceal autoerotic deaths by dressing the victims and hiding photographs and sexual equipment, Geberth said. The typical reaction from people who hear for the first time about autoerotic death is astonishment. The father whose son died of autoerotic asphyxiation said he had never heard of the practice, but he realized what must have happened because the boy was partly undressed and had placed photographs of nude women in front of him . . . Many are found elaborately tied with ropes and chains. Men are frequently dressed in women’s clothing. Sexual stimulation is provided by everything from hard-core pornography to newspaper lingerie advertisements. 296

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293 Id.
294 Id.
The chart at right notes that 52 percent of youth “suicides” in Minnesota are due to suffocation or strangulation. This is 9 percent more than the U.S. average. The victims are largely boys. Dr. Dean Hawley writes about additional concern for the survivors of the practice of autoerotic sexual asphyxia:

In the practice of [male] autoerotic sexual asphyxia . . . some brain cells die soon, while others survive for days and eventually succumb to the delayed effect of oxygen deprivation. Nerve cell death may be patchy in the brain. Certain localized parts of the brain are more susceptible to anoxia, and other areas are more resistant to anoxia.

Fatal anoxic encephalopathy results in clinical “brain death” where the body functions of the heart and internal organs can be maintained by medical life support, but all hope of meaningful recovery is lost. Complications may include persistent vegetative coma, cerebral edema (brain swelling), and herniation of the brain. For patients who do recover consciousness, lifelong brain damage may be observed.

More Fallout From Medically Inaccurate Sex Education

Although teen pregnancy is down from its earlier high, it is still at astronomic levels (750,000 annually). Over 1 million abortions are performed each year in the United States. This illustrates, again, the failure of sex education to offer medically accurate data on the protections of virginity for health, and sex saved for love and marriage as well as medically accurate facts on condom use:

After the use of just 10 condoms, the probability of at least one failure is 52%, according to the authoritative Contraceptive Technology and other sources . . . Within a year, 15% of sexually active women whose partners use condoms for contraception become pregnant, according to Contraceptive Technology . . . After two years, this means 28% have a pregnancy. After three years, it’s 39%. After four years, it’s 48% . . . [from] studies of committed adult couples using new and properly stored condoms . . .

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297 http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2859465/


299 http://www.guttmacher.org/pubs/FB-ATSRH.html
Youth 15-24 years old account for half of the 19 million new STD infections each year in America, according to the CDC. In 2008, the CDC stated that one in four teenage girls has an STD.\(^{300}\)

In the figure below, the Centers for Disease Control (CDC) reports that “new infections . . . called MSM (ages 13–24) increased 22 percent, from 7,200 infections in 2008 to 8,800 in 2010.”\(^{301}\) However, note that \textit{MSB (Male Sodomy of Boys)} age 13-19 caused to 1,701 victims in 2011, meaning \textit{men infected at least 95\% of HIV boys}.

HIV “can take from 2 to 15 years to develop depending on the individual,”\(^{302}\) meaning 13-19 year olds were likely babies, small children when first sodomized. This agrees with the National Incident-Based Reporting System (NIBRS) finding that boys were 63\% of all forcible male sodomy victims under age 5; 64\% of sodomized children under age 12; and 49\% of sodomized children between 12 and 17.\(^{303}\) By the time boys were 12 to 17 reports of victimization decreased—indeed, based on the history of child abuse, some, but not all, had become homosexual or heterosexual offenders themselves.\(^{304}\)

Financially, child sex assault cost Minnesota well over $4 billion (52\%) more that half of roughly $8 billion for sex assaults in 2005. The figures are likely similar for other states.

The public schools’ medically inaccurate, anxiety-provoking sexually explicit curricula, whether labeled as “diversity training,” “suicide prevention,” “bullying prevention,” or “STD prevention,” have failed to prevent, but in fact have exacerbated the problems they are supposed to remedy. This has led to catastrophic damage to society in the form of injured children, disease and death.

\(^{300}\) \textit{Id.}
\(^{302}\) http://www.who.int/mediacentre/factsheets/fs360/en/
E. Increased Sexual Activity and Peer-on-Peer Sexual Exploitation

Legitimizing sex to minors has predictably contributed to sexual exploitation of children by children and adults. “Training” for sex in the classroom leaves children vulnerable to exploitation for sex everywhere, as the distinction between wanted and unwanted sex is often seen as irrelevant. The result is seen in the alarming increase in sex trafficking. One tragic example is a Hopkins, Minnesota high school senior who was charged with sex-trafficking her cheerleading teammate in 2013. A October 11, 2013 Star Tribune article on the case reads:

“We’re seeing a lot of Backpage-related stuff,” said Minneapolis Lt. Kim Lund, president of the Minnesota Juvenile Officers’ Association, adding that the cases aren’t just happening in the metro area but in St. Cloud and rural Minnesota. “It’s probably more prevalent than we want to admit.”

In March, the FBI and Minnetonka police were contacted to investigate a prostitution case allegedly involving Hopkins High School girls. They discovered that the 16-year-old sophomore girl, who works with a social worker because of a developmental cognitive delay, had mentioned to her cheerleading teammates that she was trying to make some money.305

If child subjects are told they can decide for themselves about sex—and “sex ed” sexperts undermine parents—predators easily can force or manipulate sex acts. One of too many examples of this phenomenon was reported in Memphis, Tennessee:

MEMPHIS, TN- (WMC-TV), a man “faced a federal judge Thursday on charges that he sex trafficked high school teenagers . . . [Michael] Lilley is accused of recruiting underage girls, some as young as 15 years old, to engage in prostitution in a back house behind his Millington home . . . the girls told a Millington High School crisis counselor they were involved in sexually explicit photos and activities.306

Children are vulnerable to instruction from adults and peer pressure from other youth, even when parents have consented to sex-ed instruction. Beyond the issue of consent is the content of the instruction. Children do not know that they can and should protect themselves from the information being poured into their immature brains. Children practice what they learn, this includes often taking deliberate action to attain sexual stimulation leading to orgasm and, based on the crime data, child-on-child sexual abuse.307

Children victimized by other minors or adults experience anxiety, depression, drug and alcohol abuse, sleep disorders, post-traumatic stress, and sometimes commit suicide. They commonly

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307 Donileen R. Loseke, et. al., CURRENT CONTROVERSIES ON FAMILY VIOLENCE. (Sage Publications 2005).
believe they caused their own victimization. A 2000 study by the University of Miami School of medicine analyzed the psychological perspectives of child-on-child sexual abuse:

Children who have been sexually victimized by juveniles (CC) 17 years of age and younger compared to child victims of adults (CA) 18 years of age and older . . . CC were younger and more likely to be males who were abused in a school setting, home, or a relative’s home by a sibling or a non-related male . . .

Conclusions: Children victimized by other children manifested elevated levels of emotional and behavioral problems and were not significantly different from those who had been sexually abused by adults.308

F. Eroticized Schools Create Eroticized Teachers Exploiting Children

The eroticized school is not only affecting children’s but also teachers,’ coaches’ and other adult educators’ brains, as educator sexual misconduct is growing exponentially. In 2007, The Washington Post reported:

Students in America’s schools are groped. They’re raped. They’re pursued, seduced, and think they’re in love. An Associated Press investigation found more than 2,500 cases over five years in which educators were punished for actions from bizarre to sadistic. There are 3 million public school teachers nationwide, most devoted to their work. Yet the number of abusive educators—nearly three for every school day—speaks to a much larger problem in a system that is stacked against victims.309

One example out of Pennsylvania:

A Chambersburg Area Senior High School teacher was arrested Thursday for allegedly distributing images created via computer by applying students’ faces to images of nakedbodies. … Prosecutors alleged Thursday in court that in addition to the doctored images, Schmutzler also wrote sexualized fictional stories from the students’ perspectives. Officials did not indicate where he obtained the photos….His home computer and storage units, which were seized, allegedly had four terabytes of storage, most of which were filled with pornographic images, prosecutors said Thursday. Additionally, he owned two life-sized silicone dolls.310

A report prepared for the U.S. Department of Education by Charol Shakeshart, documents that approximately 10 percent of all students in grades 8 to 11, or more than 4 million children, have been victims of sexual misconduct by school personnel.311 A survey released in early 2015 found

781 reports of teacher-student sexual misconduct in the media throughout the United States in 2014, including 116 in Texas, 45 in Pennsylvania, 43 in California, 40 in Florida, 37 in Ohio, 31 in North Carolina, 28 in New Jersey, 27 in New York, 25 in Alabama and 25 in Illinois.\textsuperscript{312} The Texas Education Agency reported that, in the last three school years, there has been a 27 percent increase in the number of student-teacher sexual assault investigations in the state.\textsuperscript{313}

Notably, the Government Accounting Office (GAO) “found no federal laws regulating the employment of sex offenders in public or private schools and widely divergent laws at the state level.”\textsuperscript{314} The GAO study further found that at least 11 of 15 incidents studied involved repeat offenders and in at least six cases the offenders used positions as school employees or volunteers to abuse more children.\textsuperscript{315} According to the GAO report adult school sex offenders are usually transferred and are seldom reported to police.\textsuperscript{316} One example:

A male second grade teacher was convicted of aggravated criminal sexual abuse and sentenced to 60 years in prison for sexually abusing 10 female students in two different school districts, despite undergoing a background check which included a criminal history check, reference check, and a review of his teaching experience. At the first school district at which he taught, the teacher had been disciplined for downloading pornography onto his work computer. He was also disciplined at the same school and not rehired after a parent filed a complaint alleging that the teacher told a student that she reminded him of a female movie star, gave the student pictures of that star, repeatedly stared at the student and touched her unnecessarily on several occasions, though not in any inappropriate areas. When he left the school, he received a positive recommendation, and neither of the alleged incidents was relayed to his new employer. The teacher’s suspicious behavior was brought to the attention of officials when a mother at the second school learned from her daughter about activities occurring during her after-school program that suggested the possibility of sexual abuse. The teacher was later convicted of aggravated criminal sexual abuse of eight girls at the second school and two girls at the first school. According to school district officials, the second school district that hired him has implemented additional steps to help protect student safety, such as additional reference checks, including sources independently identified.\textsuperscript{317}

\begin{footnotes}
\item[312] Ashley Collman, \textit{From coaches sleeping with athletes to substitutes sexting with 15-year-olds: Alabama tops list of states with highest rate of teachers busted for sex with students ...an average of two a MONTH,} UK DAILY MAIL, January 15, 2015, http://www.dailymail.co.uk/news/article-2912155/Alabama-s-shame-s-named-state-highest-rate-teacher-student-sex-cases-nation.html#ixzz3m1fTLgh4.


\item[314] Government Accountability Office, Report to the Chairman, Committee on Education and Labor, House of Representatives, K-12 EDUCATION Selected Cases of Public and Private Schools That Hired or Retained Individuals with Histories of Sexual Misconduct, 3-23 (December 2010).

\item[315] Id.

\item[316] Id.

\end{footnotes}
Other examples abound, including arrests of middle school teachers, music teachers, and high school teachers on child pornography charges, sex education teachers arrested for sexual assault on students, and even special education teachers accused of assaulting their charges.

A particularly noteworthy story out of Canada involves Dr. Benjamin Levin, who was responsible for Ontario’s new sex-education curriculum as the deputy minister of education for Ontario, Canada. He was sentenced to three years in prison on May 29, 2015 on seven counts of child pornography charges, including “the indictable offence of sexual assault.” He had previously pushed “anti-bullying legislation . . . [that] forces schools, including Catholic schools, to allow gay-straight alliances.” Equity programs were a “priority.”

The former top Ontario education official . . . [wrote] in a 2009 letter . . . a “sexual diversity” agenda in the schools was a “priority” for him. In the letter . . . Dr. Benjamin Levin informs school boards and principals of the release of the government’s “equity and inclusive education” strategy, which sparked intense controversy because of its promotion of homosexual activism in the schools. One element of the strategy was a radical sex-ed program—beginning with 6-year-olds in first grade—that was shelved . . . because of a backlash from parents . . . Levin—who was . . . deputy minister of education—writes: “This province-wide strategy has been a priority for our Minister of Education Kathleen Wynne and me” . . . Jack Fonseca, project manager for Campaign Life Coalition, said the letter appears to be “proof positive” that Levin was directly involved in crafting the government’s sexually-charged curriculum.

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322 Myriah Towner, ‘I’m not a monster, I’ve made bad choices’: Married special-ed teacher weeps as she’s sentenced to three years in jail for sex acts with FIVE male teen students, UK DAILY MAIL, April 4, 2015, http://www.dailymail.co.uk/news/article-3025948/Former-California-teacher-admitted-engage-sex-acts-five-male-students-sentenced-three-years-prison.html#ixzz3m1TsWGio.
325 Id.
Levin’s sex education programs are still used in Canada. Clearly, a deviant directing deviant sex education, Levin’s “inclusive education” strategy, intended to be woven through the K-12 curriculum, recommended schools participate in the Gay Pride parades, which are known for their lewd sexual displays, including half-naked men dressed in sadomasochistic attire. It also urged teachers to use texts written by “gay/lesbian authors,” recommended bringing homosexual activist groups into the schools to counsel youth, and promoted “gay-straight alliance” clubs. Craine continues:

Is there a reason why an alleged child abuser might want to confuse children about their sexuality? We think that’s a legitimate question.” [Wynne] . . . was Minister of Education . . . first lesbian head of government in the country, she named him as a member of her transition team. He has also served as an education consultant to the Ontario government, including as an expert on “equity.”

This reveals the true mission of the sex education establishment. Using medically inaccurate sex information too many sex educators confuse, recruit and even seduce child subjects. Moreover, the sex-ed training and grooming of children since approximately the 1960s has benefited pedophiles and pederasts.

G. Sexual Violence as a Natural Outcome of the Grooming of Child Victims and Predators by Sex-Ed Teachers, Sex-Clinic Speakers, and Authors

Since the dawn of sex education, even before “comprehensive” sex ed, every measure of old and new types of juvenile crimes has increased, rather than decreased, as those advocating for sex education promised. Particularly problematic is the skyrocketing rate of sexual offenses committed against young people, in many cases by young people.

In 2008, the National Council on Crime and Delinquency reported that “studies have shown that teen dating violence affects 9% to 35% of adolescents.” This is especially serious as it leads youth, primarily girls, into depression, aggression and suicidal behavior. Moreover, studies confirm that youthful exposure to pornography makes youth “more accepting of sexual harassment . . . Engaging in forced sex [rape] and being a juvenile sex offender.”

Most troubling is the fact that infant and child abuse have reached pandemic proportions throughout the United States, and indeed all over the world. According to Dr. Lori Handrahan, in data4justice, The National Center for Missing & Exploited Children (NCMEC) reported that

326 Id.
327 Antoinette Davis, MPP, Interpersonal and Physical Dating Violence among Teens NATIONAL COUNCIL ON CRIME AND DELINQUENCY, 2008.
329 Dr. Lori Handrahan, http://data4justice.org
from 2007 to 2013 there has been a 5,000 percent increase in images/videos of child sex abuse with an estimated 22 million images/videos available on the market.\textsuperscript{330} In 2014, alone, NCMEC processed 24 million child sex abuse images/videos - a reported 48,000 percent increase since 2002. Of these 75 percent were of children under 12 years old with 10 percent of that being the rape of infants and toddlers.\textsuperscript{331} Microsoft, working with NCMEC, says 1.8 billion images of child sex abuse are uploaded and shared on-line every single day.\textsuperscript{332}

The fact that there can even be a market for such images testifies to the legacy of post 1960s medically inaccurate, increasingly explicit and ever younger sex education informing every aspect of our society.

\textit{H. Recent Noteworthy Research Further Illustrates the Dangerous Consequences of Sexualizing Children}

Some noteworthy research illustrates the dangerous, even deadly consequences that early sexual exposure can have on children and youth. Alarming data show that children are becoming addicted to pornography and sex at younger ages, are increasingly at risk for HIV, face increased risk of abuse from adult and juvenile predators and are being prematurely mis-diagnosed as homosexual, transgender, etc.

The escalation of sex deviance and widespread sexual crime and disease reveals that the transformation of our ridiculed culture of “bourgeois morals” is succeeding, and the need to immediately stem the tsunami of school sex mis-education given to child subjects.

\textit{“A New Generation of Sexual Addiction”}

A November 2013 article for counseling professionals describes how sexual addiction is becoming a problem for youth at increasing younger ages and connects the trend to early sexualization.\textsuperscript{333} Note that authors Riemersma & Sytsma state, “[o]f particular concern is early exposure to graphic sexual material that disrupts normal neurochemical, sexual, and social development in youth,”\textsuperscript{334} e.g., the explicit materials being peddled to them in sex education and children’s literature.

Sexual addiction has been an increasingly observed and researched phenomenon within the past 30 years. “Classic” sexual addiction emerges from a history of abuse, insecure attachment patterns, and disordered impulse control, often presenting with cross addictions and comorbid mood disorders. In contrast, a “contemporary” form of rapid-onset sexual addiction has emerged with the explosive growth of Internet technology and is distinguished by “3Cs:” chronicity, content, and culture. Of particular concern is early exposure to graphic sexual material that disrupts normal neurochemical, sexual, and social development in

\textsuperscript{330} Id.
\textsuperscript{331} Id.
\textsuperscript{332} Id.
\textsuperscript{334} Id. at 306.
youth. Treatment modalities for “classic” and “contemporary” forms are overlapping yet distinct, reflecting their unique etiologies and similar presentations.\textsuperscript{335}

On the Internet, any combination of gender, orientation, age, human or nonhuman sexual scenarios, and number of participants are immediately accessible. Violence, sadism, and masochism are frequently paired with sex. Child pornography, infants having forced sex with animals, torture of children are readily available. Reisman has seen them. As a result:

Estimates of the average age of first exposure to Internet pornography are challenging to calculate and range from 10 to 14 years (Johnson, 1997; Melby, 2010; Sabina, Wolak, & Finkelhor, 2008), though it is probable that the average age is declining due to the widespread use of Internet devices such as phones and gaming systems among preteens and children . . . Research indicates that 67% of young men and 49% of young women (aged 18–26 years) agree that viewing pornography is acceptable, while 9 out of 10 young men and one-third of young women use pornography (Carroll et al., 2008). It would appear that early exposure to pornography, particularly in the preadolescent years prior to natural onset of sexual development, has significant structural and functional consequences for neurodevelopment and, depending on chronicity, may become a central organizing feature in early brain development (Creeden, 2004), orienting an already vulnerable youth toward sexually addictive behavior.\textsuperscript{336}

\textbf{About 10 percent of Male Adults Have Sexual Interest in Children}

A study by Cornell University researchers published in December 2014 reveals the extent of the danger that children face from adult predators, which underscores the risks posed by early sexual desensitization through explicit sex education and literature. The abstract of the study summarizes the findings:

The purpose of the present study was to explore the extent to which men and women in the general population report sexual interest in children and to examine distinct developmental experiences associated with self-reported sexual interest. Participants (262 females and 173 males) were recruited online and completed a questionnaire assessing sexual interest and adverse childhood experiences. Among men, 6% indicated some likelihood of having sex with a child if they were guaranteed they would not be caught or punished, as did 2% of women.

Nine percent of males and 3% of females indicated some likelihood of viewing child pornography on the Internet. Overall, nearly 10% of males and 4% of females reported some likelihood of having sex with children or viewing child pornography. Males and females with any sexual interest in children reported higher likelihoods of engaging in other antisocial or criminal behaviors and also reported more dysfunctional childhoods (i.e., histories of sexual abuse, insecure parent-child

\textsuperscript{335} Id.
\textsuperscript{336} Id. at 306-314.

**CDC: 62 Percent of HIV-Positive Men Still Have Unprotected Sex**

Moreover, data released in late 2013 by the CDC also underscores the continuing dangers posed to children and youth by the risky sexual behaviors promoted by explicit sex education. News media summarized the CDC data:

62 percent of American men who self-reported being HIV-positive said they had unprotected anal sex with a male partner in the last 12 months. The Centers for Disease Control report, “HIV Testing and Risk Behaviors Among Gay, Bisexual and Other Men who have Sex with Men,” noted that the population of men having sex with men (MSM) [failing to including data on MSB, Male sex with Boys] is a small proportion of the U.S. population; however, this group represents the majority of people diagnosed with HIV. In 2011, men who had sex with men accounted for at least half of persons diagnosed with HIV in all but two states. Anal sex is cited by the CDC as having the highest-risk practice for HIV infection.\footnote{CDC: 62 Percent Of HIV-Positive Men Have Unprotected Sex, CBS ATLANTA, December 13, 2013, \url{http://atlanta.cbslocal.com/2013/12/03/cdc-62-percent-of-hiv-positive-men-have-unprotected-sex/}.}

**Most Teens Who Report Same-Sex Attractions Later Identify as Heterosexual**

And of particular importance is a 2014 study by a Cornell University professor who reported that 70 percent of teens with “gay” attraction later said they were exclusively heterosexual, with some admitting that they were purposefully misrepresenting themselves to surveyors as a prank.\footnote{Ritch C. Savin-Williams & Kara Joyner, \textit{The Dubious Assessment of Gay, Lesbian, and Bisexual Adolescents of Add Health}, 43 \textit{ARCH SEX BEHAV.}, 413 (2014).}

A review of the study summarizes the findings:\footnote{Thaddeus Baklinski, 70 percent of teens with ‘gay’ attraction later say they are exclusively heterosexual: study, \url{https://www.lifesitenews.com/news/70-percent-of-teens-with-gay-attraction-later-say-they-are-exclusively-hete}.}

Questions are being raised about the validity of research on teenagers with same-sex attractions after a Cornell University professor found that more than 70 percent of teens who said they had ever had a same-sex “romantic attraction” later told researchers that they were unreservedly heterosexual. The study, published last month in the \textit{Archives of Sexual Behavior}, analyzed data from the National Longitudinal Study of Adolescent Health, also known as Add Health, which conducted four waves of surveys on teens as they matured into adulthood from 1994 to 2008. Study author Ritch Savin-Williams, director of Cornell’s Sex and Gender Lab, said that some of the “inconsistent” data may have been caused by confusion over the questions in Add Health, which could have led some teens to incorrectly say...
they were homosexuals. But Savin-Williams highlighted “the existence of mischievous adolescents who played a ‘jokester’ role.”

V. CONCLUSION

For decades a deviant dominant culture of sex “non authorities” has organized and financed conferences and workshops, GLBTQ lobbyists, sex-ed teachers and sex-topic speakers, young-adult authors, screenwriters, publishers, academe and mass media to proselytize and recruit children (born only of heterosexual coitus). This effort has centered on the rejection of Judeo-Christian, Western, “bourgeois” morality for the morality of the deviant dominant educational culture. As a result, any authorities who condemn the parental home culture of child subjects and who expose said child subjects to medically inaccurate, sex-ed training, are harmful to minors, recklessly indifferent, contributing to the delinquency of minors, grooming children to accept sexual abuse and exploitation as well as inevitably training some to themselves be sexual abusers.

A. A Well-Orchestrated Assault on Children’s Innocence

Through school-sanctioned sex education via non-authorities that have become the deviant dominant culture, the medically inaccurate Kinseyan mantra of “sexual from birth” continues. This is reiterated and taught year after year in most sex-education classes. This report serves to document the pattern of seduction and hypersexualization of children by non “authorities” who have established their training and teaching standing on Dr. Alfred Kinsey’s criminal and fraudulent foundation, essentially basing their curriculum on the conclusions of a sexual deviant. Marshal E. Kirk and Hunter Madsen created the blueprint for what has become the assault on children via sexually explicit education.342

At least in the beginning . . . we are seeking public desensitization and nothing more . . . We intend to make the anti-gays look so nasty that average Americans will want to disassociate themselves from such types . . . behavior begins to look normal if you are exposed to enough of it at close quarters and among your acquaintances portray gays as victims of society . . . AIDS gives us a chance, however brief, to establish ourselves as a victimized minority.344

Today’s victims are the young boys and girls who have adopted the promiscuity and sodomy of the homosexist movement and are paying a price in the loss of family and, often, life itself. Homosexual rights advocates argue that the lifestyles of homosexual and heterosexual couples are substantially similar, but research has disproven that argument. Kirk and Madsen (1989) write that the “sex and love lives of gays and straights today are both similar and conventional,” and similarly, Thompson (1994) writes that “gay men lead daily lives that are basically similar to those

341 Id.
342 Marshal Kirk & Hunter Madsen, AFTER THE BALL: HOW AMERICA WILL CONQUER ITS FEAR AND HATRED OF GAYS IN THE 90S (Doubleday 1989), at xxiv-xxvii. “Based on their personal experience, most straights probably would put the gay population at 1% or 2%,” but when asked, people respond with the “‘10% gay’ statistic which our propagandists have been drilling into their heads for years.”
343 Id.
344 Id., at xxv.
of heterosexual men.” Dr. Reisman’s in-depth analysis of mainstream homosexual and heterosexual publications proved the fallacy of these statements.345 Reisman and Johnson conclude, with former Rep. Danneymeyer, “so many homosexuals are extremely promiscuous” (1989) that society must be protected from what Altman (1982) views positively as “The Homosexualization of America.”346

The homosexualization of America has played out over the almost four decades as the education establishment has embraced the pro-homosexual message and parlayed it into pervasive sexualization of schools, grooming of child subjects and seen in the massive increases in juvenile and adult sexual deviance.347 As noted at the outset, since 1999 Minnesota’s education establishment has claimed that “Their Minds Are in Our Hands.” Indeed. Thus the Minnesota Department of Children and Families, Minnesota’s education establishment, must finally take responsibility for 16 years of training immature minds with medically inaccurate sexual information and creating traumatized and dysfunctional children prone to sexual exploitation and abuse. The net result of much of school sex education has indeed been to alienate children’s affection from those who would restrict and direct to protect children from sexual activity; parents and others in their culture.

Nevertheless, the sex education “authorities” continue to push for more sex education to solve the very problems caused by 40+ years of such experimentation. Now labeled as “sexual risk reduction,” or “reducing adolescent sexual risk,” the materials double down on teaching students about condom use, contraception and anti-STD vaccinations instead of promoting the only foolproof way to avoid risk, i.e., a chaste lifestyle.348 For example, teachers are told that the best avenue for reducing the risk of adolescents getting STDs is to teach them how to use condoms properly and to get HPV vaccinations.349

B. Taking Action to Take Back Our Children

This modern, psychologically damaging, experimental “educational” environment should be eradicated starting with the repeal of obscenity exemptions except in the context of law enforcement and medicine. This should be approached not only through grassroots activism by parents, but also through legal challenges, including constitutional challenges based upon the Fourteenth Amendment and actions for civil rights violations under federal laws such as Title IX. Similar efforts have already been launched both by the federal government and private attorneys with regard to sexual assaults on college campuses. The Obama administration announced “Title IX investigations” of schools “suspected of denying students . . . equal right to education by

347 Fourth National Incidence Study of Child Abuse and Neglect (NIS-4): Report to Congress, January 15, 2010. Europol's updated 2015 report details that child sex abuse host sites increased from 516 to 2,617 in America….In the first quarter of 2014 (January - June) Europol reported 2,048 sites were trading in child rape and torture in America.
349 Id.at 20.
inadequately handling sexual-violence complaints.

In addition, Attorney Wendy Murphy filed Title IX complaints and lawsuits against schools for creating hostile learning environments, noting that schools do not zealously fight to protect their students.

Another avenue would be a legal challenge for reckless disregard of civil rights violations and other damages against departments of education based upon educational and medical malpractice. Whoever has approved or allowed the condemned sex education could be liable as accomplices in the abuse of children. Rena Lindevaldsen, law professor at Liberty University School of Law, summarized this approach:

[S]chool districts have an obligation to provide accurate information to the students entrusted to their care. When they abdicate that responsibility, they should be held liable in tort and for violating the fundamental liberty interest of parents who expect schools to educate and not harm their children.

Also, armed with the new empirical evidence regarding the psychological trauma imposed by the eroticized classroom, those who want to protect children and begin the process of healing should take action by seeking the repeal of all state laws that exempt schools, libraries, museums and those persons in a undefined “parental relationship” with a child from exposing children to obscenity or pornography. In addition, those interested in change should institute procedural actions to prevent surreptitious introduction of eroticized material in schools.

While deviant sex infects thousands of boys and girls with HIV each year (as documented in the 2011 CDC report above), laws in California and New Jersey criminalize therapists and parents who desire to help their children exit the promiscuous gay scene. Other state lawmakers, including those in Minnesota, have introduced similarly restrictive bills. These bills should be opposed at all costs and challenged in court if they are passed.

Class action lawsuits should be considered against the main purveyors of explicit sexual materials to children. In addition, the massive fraud that has been perpetrated on the nation, resulting in the infection and death of thousands, in the form of claiming that condoms provide protection from STDs, including HIV for all forms of sexual conduct despite lack of approval for anything but vaginal intercourse, should be the subject of a class action lawsuit.

352 Rena M. Lindevaldsen, Holding Schools Accountable For Their Sex-Ed Curricula 5 LIBERTY U. L. REV. 463 (Summer 2011).
353 Id.
A billion dollar industry in sex devices (“toys”) sex education, sex therapy, and sexual dysfunction, has created a monolithic Sex Industrial Complex. That monolith needs to be toppled and its foundation destroyed and replaced with the Judeo-Christian foundation of morality upon which the United States was built.

VI. APPENDIX A

TABLE 34, Sexual Behavior in the Human Male, p. 180 (1948)

<table>
<thead>
<tr>
<th>AGE</th>
<th>NO. OF ORGASMS</th>
<th>TIME INVOLVED</th>
<th>AGE</th>
<th>NO. OF ORGASMS</th>
<th>TIME INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mon.</td>
<td>3</td>
<td>?</td>
<td>11 yr.</td>
<td>11</td>
<td>1 hr.</td>
</tr>
<tr>
<td>11 mon.</td>
<td>10</td>
<td>1 hr.</td>
<td>11 yr.</td>
<td>19</td>
<td>1 hr.</td>
</tr>
<tr>
<td>11 mon.</td>
<td>14</td>
<td>38 min.</td>
<td>12 yr.</td>
<td>7</td>
<td>3 hr.</td>
</tr>
<tr>
<td>2 yr.</td>
<td>{ 7 }</td>
<td>9 min.</td>
<td>12 yr.</td>
<td>{ 3 }</td>
<td>3 min.</td>
</tr>
<tr>
<td></td>
<td>{ 11 }</td>
<td>65 min.</td>
<td></td>
<td>{ 9 }</td>
<td>2 hr.</td>
</tr>
<tr>
<td>2½yr.</td>
<td>4</td>
<td>2 min.</td>
<td>12 yr.</td>
<td>12</td>
<td>2 hr.</td>
</tr>
<tr>
<td>4 yr.</td>
<td>6</td>
<td>5 min.</td>
<td>12 yr.</td>
<td>15</td>
<td>1 hr.</td>
</tr>
<tr>
<td>4 yr.</td>
<td>17</td>
<td>10 hr.</td>
<td>13 yr.</td>
<td>7</td>
<td>24 min.</td>
</tr>
<tr>
<td>4 yr.</td>
<td>26</td>
<td>24 hr.</td>
<td>13 yr.</td>
<td>8</td>
<td>2½ hr.</td>
</tr>
<tr>
<td>7 yr.</td>
<td>7</td>
<td>3 hr.</td>
<td>13 yr.</td>
<td>9</td>
<td>8 hr.</td>
</tr>
<tr>
<td>8 yr.</td>
<td>8</td>
<td>2 hr.</td>
<td></td>
<td>{ 3 }</td>
<td>70 sec.</td>
</tr>
<tr>
<td>9 yr.</td>
<td>7</td>
<td>68 min.</td>
<td>13 yr.</td>
<td>{ 11 }</td>
<td>8 hr.</td>
</tr>
<tr>
<td>10 yr.</td>
<td>9</td>
<td>52 min.</td>
<td></td>
<td>26</td>
<td>24 hr.</td>
</tr>
<tr>
<td>10 yr.</td>
<td>14</td>
<td>24 hr.</td>
<td>14 yr.</td>
<td>11</td>
<td>4 hr.</td>
</tr>
</tbody>
</table>

Table 34. Examples of multiple orgasm in pre-adolescent males

Some instances of higher frequencies.
VII. APPENDIX B

Timeline of Cultural Changes Since Kinseyan Sexual Revolution

*Social Deviance via Major Press Heading Clusters*

Crimes Mimic Kinseyan “Soft” Porn Sex Crimes

1948-1953  
Kinsey Male Female

1945-1969  
“sex crimes” is the only major press heading cluster

1953 Playboy is the only mainstream pornography

1969 Penthouse appears; “child molester” new major heading

1973  
“pornography” heading/cluster (Playboy, Penthouse & Hustler) early 1974

1975  
“child pornography” is major heading

1977  
“incest,” & “child abuse” clusters

1980  
“lust murder” is major cluster

1984  
“serial rape” (murder mutilation Ted Bundy is major cluster

1986  
“autoerotic asphyxia,” (death via masturbation to porn) is major cluster

1988  
“ritual killing” (occult) “erotic asphyxia” (partner choking) “rough sex” are major clusters

POST ’88, Sex traffic, child sex traffic, “hookup,” “teen sexting,” etc....

Judith Reisman, Ph.D.: Data base provided by Lucinda G. Hill, MLS, U of KY, Lexington, 1986

* Subject Heading Data from NYT Index and Reader’s Guide to Periodical Literature 1945–1986.
VIII. APPENDIX C

Accomplice Liability

The law is well settled—one who acts as an accomplice is just as guilty as the primary actor. The following legal excerpts attest to this:

Sample jury instructions in MPJI-Cr 6:00 Accomplice Liability read as follows:

The defendant may be guilty of First Degree Murder, Second Degree Murder, and Use of a Firearm in the Commission of a Crime of Violence as an accomplice, even though the defendant did not personally commit the acts that constitute those crimes. In order to convict the defendant of those crimes as an accomplice, the State must prove that the crimes occurred and that the defendant, with the intent to make the crime happen, knowingly aided, counseled, commanded, or encouraged the commission of the crime, or communicated to the primary actor in the crime that he was ready, willing, and able to lend support, if needed.

Accomplice liability statute is a definitional statute and applies generally to all federal criminal statutes and prohibits one from causing another to do any act that would be illegal if one did it personally. (U.S. v. Calhoon, M.D.Ga.1994, 859 F.Supp. 1496. Criminal Law 67)

Accomplices “Complicity” means that a person is an accomplice of another person in commission of a crime, if with purpose of promoting or facilitating commission of the crime he commanded, requested, encouraged or provoked such other person to commit it, or aided, agreed to aid or attempted to aid such other person in planning or committing it, or, acting with knowledge that such other person was committing the crime, knowingly, substantially facilitated its commission. (Scales v. U. S., U.S.N.C.1961, 81 S.Ct. 1469, 367 U.S. 203, 6 L.Ed.2d 782, rehearing denied 81 S.Ct. 1912, 366 U.S. 978, 6 L.Ed.2d 1267. Criminal Law 59(1))

To prove accomplice liability, Government need only demonstrate that defendant associated with criminal venture, participated in venture, and sought by his action to make venture succeed; at same time. Government is not relieved of its obligation to provide sufficient evidence of principal’s guilt. U.S. v. Parekh, C.A.5 (Tex.) 1991, 926 F.2d 402, rehearing denied. (Criminal Law 59(1); Criminal Law 59(5))

Statute rendering aider and a better punishable as principal does not make aiding and abetting a separate offense, but rather, permits Government to charge accomplice as principal even though all elements of substantive offense could not be proven against accomplice. (U.S. v. Sellers, C.A.11 (Fla.) 1989, 871 F.2d 1019. Criminal Law 59(5))

Accomplice liability will not be imposed upon group protected by criminal statute absent an affirmative legislative policy to include them as aiders and abettors. U.S. v. Southard, C.A.1 (R.I.) 1983, 700 F.2d 1, certiorari denied 104 S.Ct. 89, 464 U.S. 823, 78 L.Ed.2d 97. Criminal Law 59(1)

Accomplice liability statute is a definitional statute and applies generally to all federal criminal statutes and prohibits one from causing another to do any act that would be illegal if one did it personally. (U.S. v. Calhoon, M.D.Ga.1994, 859 F.Supp. 1496. Criminal Law 67)

The history note 617.295 (2012 MN Statutes) reads: History: 1969 c 1071 s 5; 1986 c 444, originally enacted in 1969 and amended in 1986. 1986 c 444 was a Session Law that made all the Statutes use gender neutral terms where appropriate and did not make any substantive changes to the Statutes. 617.295 was not amended in 2013, so the section, other than the gender neutral terms law, is as enacted.

The original 1969 Session Law, Chapter 1071, states that “sexually provocative” materials should not be available to minors, but “if available to minors under the age of 18 years, that the availability of such materials be restricted to sources within established and recognized schools, churches, museums, medical clinics and physicians, hospitals, public libraries, or government sponsored organizations.”

356 https://www.revisor.mn.gov/laws/?year=1969&type=0&doctype=Chapter&id=1071