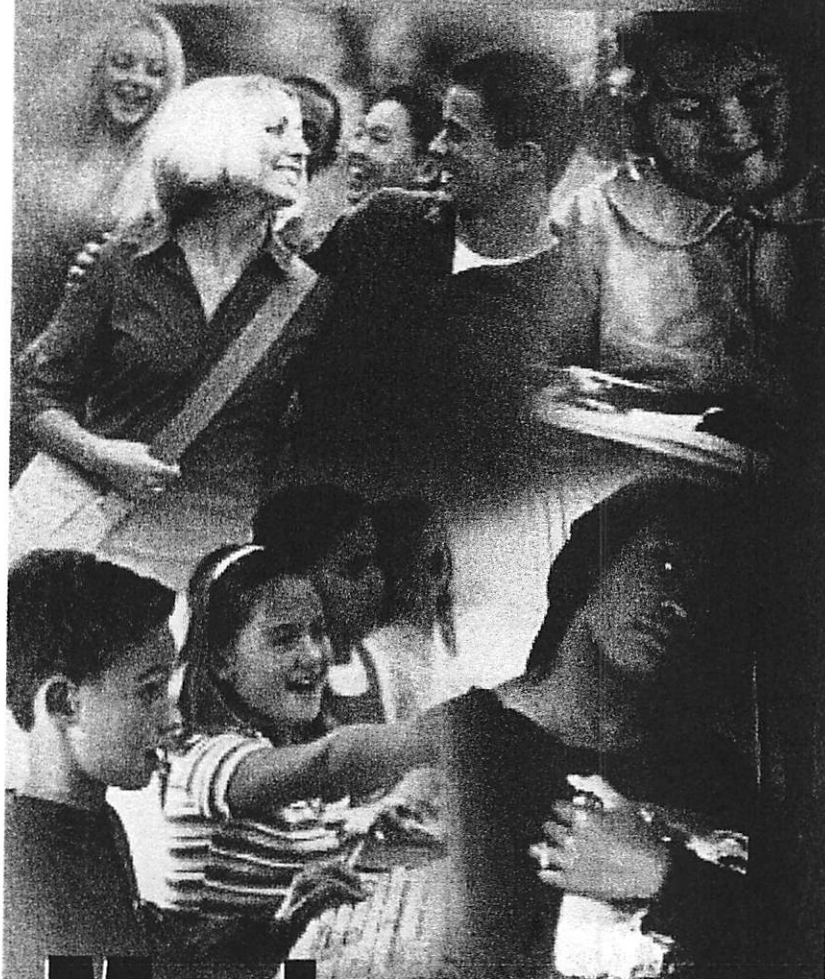


CULTURAL APOLOGETIC SERIES



Modern Sex Education

**The Indoctrination
of a Generation**

By S. Michael Craven

Modern Sex Education

The Indoctrination of a Generation

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This is the fourth booklet in the Cultural Apologetics Series. Others include "Where the Battle Rages: The Sexualizing of America," "Why Is Marriage Important? The Reasonable Defense of Marriage" and "Thinking Critically, Acting Compassionately: A Christian Perspective on Homosexuality."

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The last four decades have seen a subtle but cataclysmic shift in the philosophy driving modern sex education in America's schools. Prior to the sexual revolution, human biology and reproduction, hygiene, and marriage were the focus of sex education in America's schools. This was an abstinence-until-marriage centered approach. Today that focus has shifted to promote a perspective of sex that is instrumental for individual pleasure and not intrinsic to marriage and procreation. This is the paradigm that has driven so-called "safe-sex" or more recently "abstinence-plus" education.

Furthermore the new emphasis offers no moral distinctions about any sexual behavior; instead the student's "choice," is given the supreme authority and the goal of the curriculum is merely to aid in the safest expression of their choice thus the emphasis on contraception. In fact, when comparing abstinence centered curriculum with its safe-sex counterpart, Robert Rector of the Heritage Foundation points out that "True abstinence curricula devote, on average, 71 percent of their page content to abstinence. In contrast, comprehensive sex ed [safe sex] curricula, on average, allocate only 4.7 percent of their content to abstinence; the overwhelming focus is on encouraging teens to use contraception... The principal message that pervades comprehensive sex education curricula, through repeated example, is that it is okay for teens to have sex as long as they use contraception." ¹

For years many have argued that comprehensive or safe-sex education encourages early sexual activity. The proponents of safe-sex education dismiss these concerns often characterizing those who make these claims as puritanical dolts, out of touch with reality. However, at issue is not education about sex but specifically what kind of education.

In 1986 Planned Parenthood commissioned a poll to determine how “comprehensive” sex education affected behavior. Much to the agency’s dismay, the study showed that kids exposed to such a program had a 47% *higher* rate of sexual activity than those who’d had no sex education at all!² In contrast, a 1996 study on Project Reality’s use of *Choosing the Best* curriculum, indicated a 54% decrease in sexual activity after teens were exposed to the abstinence curriculum.³ Study after study shows that comprehensive sex education leads to experimentation. “There are currently ten evaluations showing that abstinence education is effective in reducing teen sexual activity. Half of these evaluations have been published in peer-reviewed journals.”⁴

From “1971 to 1986 the government spent \$2 billion of taxpayers’ money on sex education. During this same period, the number of girls who became pregnant while using contraceptives rose 266%. There was also a 107% increase in those who had abortions and a 93% increase to those who contracted STDs.”⁵

This morally bankrupt approach has

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produced the highest teen pregnancy rates in the world, a literal epidemic of sexually transmitted disease (among 12–18 year-olds!),⁶ and skyrocketing rates of sexual abuse and violence toward women just to name a few.

“Most comprehensive sex-ed curricula contain sexually explicit and offensive materials. For example, curricula have students practice unrolling condoms on bananas, cucumbers, or

Most comprehensive sex-ed curricula contain sexually explicit and offensive materials.

model phalluses. Curricula also contain discussions of anal sex and homosexual role-playing and encourage teens to practice mutual masturbation and watch erotic movies. Much material in “abstinence plus” curricula would be alarming to parents.”⁷

For example, the curriculum *Be Proud! Be Responsible!* instructs teachers to:

Invite [students] to brainstorm ways to increase spontaneity and the likelihood that they'll use condoms.... Examples: ...Store condoms under mattress; Eroticize condom use with partner...Use condoms as a method of foreplay.... Think up a sexual fantasy using condoms....Act sexy/sensual when putting condoms on.... Hide them on your body and ask your partner to find it. Wrap them as a present and give to your partner before a romantic dinner.

Tease each other manually while putting on the condom.⁸

Similarly, the curriculum *Focus on Kids* prompts teachers to:

State that there are other ways to be close to a person and show you care without having sexual intercourse. Ask youth to brainstorm ways to be close. The list may include holding hands, body massage, bathing together, masturbation, sensuous feeding, fantasizing, watching erotic movies, reading erotic books and magazines....⁹

But what is the motivation of those who advocate so strongly for this apparently destructive approach to educating America's children about sex? Are these people delusional? Are we? Is there something that perhaps we "old-fashioned" types simply don't understand? Or is there a concerted effort to indoctrinate America's children with a new moral philosophy that is antithetical to the Judeo-Christian worldview? In this piece I will attempt to demonstrate that this is precisely what is happening. My hope is that it will awaken you to the very real dangers of teen sexual activity and the influence that comprehensive sex education has had in producing these conditions.

Beginning in the sixties, proponents of "sex education" began to argue for the implementation of a more "non-directive" approach to sex education; meaning that the curriculum

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should only seek to present children with the “facts” of human reproduction without regard for any moral direction or standard. This approach was built almost entirely upon the philosophical ideas and fraudulent research of Dr. Alfred Kinsey.

In 1948 and 1953 Kinsey published his now infamous works on male and female sexuality. Guided by ideological bias, he [a zoologist] determined to demonstrate that Americans were far more sexually deviant than was actually the case. Kinsey’s “research,” which has since been proven to be fraudulent and manipulated by ideological bias, nonetheless provided a “scientific” platform for the reform of America’s laws governing sexual conduct and sex crimes as well as changing attitudes toward traditional sexual mores. Kinsey advocated the abolition of all moral judgments pertaining to sexual conduct as he regarded sex as a mere biological drive devoid of any moral connotations.

Kinsey argued that morality was strictly the result of cultural conditioning and not representative of the natural order and as such led to so-called artificial distinctions such as *“right and wrong, licit and illicit, normal and abnormal, acceptable and unacceptable in our social organization.”*¹⁰

Kinsey’s fraud that promoted acceptance of homosexuality and pedophilia through data drawn from interviewing a number of persons who were in prison and/or prostitutes would

have remained undiscovered were it not for the research of Dr. Judith A. Reisman. Her book, *Kinsey: Crimes & Consequences* offers an in-depth expose of Kinsey's fraudulent work including criminal acts against children.

Kinsey asserted that early childhood sexual activity is natural and as such children should be encouraged to explore their natural desires devoid of any artificially imposed boundaries. Kinsey believed and advocated that any moral distinctions which sought to restrain *any* sexual choices were harmful and should not enter into a "modern" education of children about sex. The acceptance of this idea as being "scientific" led to the aggressive campaign to indoctrinate America's children with this new moral order by means of sex education.

Kinsey asserted that early childhood sexual activity is natural.

This idea of childhood sexuality was a unique and essential aspect of Kinsey's research and subsequent effect. This premise was derived from Kinsey's controversial experiments on children which involved the participation of known pedophiles and child predators. Essentially Kinsey concluded that because children demonstrated a "perceived" physiological response to sexual stimulation they were capable of experiencing sexual satisfaction which he then speculated represented latent or repressed desire. What Kinsey never

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considered was the fact that such experiences were harmful to children, instead he rationalized that the “harm” was an artificial result of social conditioning.

The obvious question is: where or how did Kinsey observe this “perceived” physiological response to the sexual stimulation of children? This is without question the most disturbing and egregious aspect of Kinsey’s so-called research. It has since been discovered that Kinsey, along with his team of researchers at Indiana University, employed a number of known and notorious pedophiles in the course of their research on children.

In *Ethical Issues in Sex Therapy*, Vol. II (1980), influential sexologists Masters, Johnson, Kolodny, and Weems present a series of papers reprising the history of the research on the “Ethics of Sex Research Involving Children and the Mentally Retarded.” One important essay by Albert Jonsen and J. Mann states that Kinsey “included observational reports on the speed of reaching orgasm in 1,888 boys, ages 5 months to adolescence, who were timed with a stop watch,” and “147 pre-adolescent girls, for a total of 2,035 children. The authors cite their “personal communication” with Kinsey and co-author Wardell Pomeroy, who validated the 1,888 boys in the Kinsey reports.¹¹

Furthermore, in 1998, a documentary team from Yorkshire television uncovered even more disturbing information about the specific

pedophiles that provided Kinsey with much of his data. The Yorkshire documentary entitled, *Secret History: Kinsey's Paedophiles*, was broadcast in Great Britain on August 10, 1998. In a review, England's *BBC Radio Times* wrote that "this deeply unsettling documentary... makes a strong case that Kinsey cultivated [pedophiles whose crimes] he presented as scientific data." In the Yorkshire interview, Paul Gebhard, a Kinsey assistant researcher, confirmed that "certain of our subjects," who joined Kinsey's child sexuality research team, were child molesters.¹²

When asked how Kinsey came into contact with these pedophiles, Gebhard said, "That was rather easy. We got them in prisons, a lot of them... Then there was also a pedophile organization in this country... not incarcerated ... they cooperated... You had one in Britain... a British pedophile organization."¹³

Kinsey was soliciting pedophiles from known pedophile organizations to assist in their child sex experiments. In one instance, James H. Jones, a pro-Kinsey biographer, in his Yorkshire interview, described the data from one of the pedophiles on whom Kinsey relied:

Kinsey elevated to... the realm of scientific information... what should have been dismissed as unreliable, self-serving data provided by a predatory pedophile... I don't have any doubt in my own mind that man wreaked havoc in a lot of lives. Many of his victims were infants and

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Kinsey in that chapter himself gives pretty graphic descriptions of their response to what he calls sexual stimulation. If you read those words, what he's talking about is kids who are screaming. Kids are protesting in every way they can the fact that their bodies or their persons are being violated.¹⁴

These atrocities sound like something from a Nazi concentration camp. The irony is that another of Kinsey's contributors was perhaps the most notorious pedophile in the criminal history of Berlin. Dr. Fritz von Balluseck was an occupation officer in the Nazi regime that was tried for the murder and rape of a 10-year-old girl. In the course of his trial it was discovered that he had been molesting children for more than three decades including those under the occupation control of Nazi Germany. In fact, the German newspaper, *National Zeitung* on May 15, 1957, reported, "The Nazis knew and gave him opportunity to practice his abnormal tendencies in occupied Poland on Polish children, who had to choose between von Balluseck and the gas ovens. After the war, the children were dead, but von Balluseck lived."

As part of his perversity, von Balluseck recorded these experiences in carefully documented diaries that he in turn copied and forwarded to Kinsey. This was prior to von Balluseck's apprehension and arrest by German authorities. Instead of reporting von

Balluseck to the authorities, Kinsey, in fact, encouraged him to continue to “collect data” even going so far as to warn him to “be careful.” Kinsey even refused to provide evidence that the FBI knew he had in the case.

The presiding judge in von Balluseck’s trial was outraged by the collaboration with Kinsey stating that, “Instead of answering his sordid letters, the strange American scholar should rather have made sure that Mister von Balluseck was put behind bars.”¹⁵

Predatory pedophiles and perverse experimentation served as the basis for Kinsey’s evidence of early childhood sexual activity, a premise that is largely, although uncritically, accepted in the academic community today. **I emphasize this due to the fact that this one element has been instrumental in the development of modern sex education.** This premise argues for early and graphic sexual knowledge based upon the idea that sexual satisfaction is a “natural” childhood goal. Thus the phrase “safe sex,” which operates under this assumption that the natural sex drive should never be restrained, merely practiced in whatever manner you choose as long as you are “safe.” Planned Parenthood, SIECUS, the National Education Association and the homosexual activist movement are promoting sex education programs based on a premise derived from the criminal molestation of children.¹⁶

Prior to the release of Kinsey’s research, *Sexual Behavior in the Human Male* in 1948,

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no child development experts suggested that children were sexual from birth or that they benefited from childhood sexual activity.¹⁷ In fact, cognitive theorists Jean Piaget (1896-1980), Lawrence Kohlberg (1927-1987), and Albert Bandura (1925-) focused on mutual cooperation, moral thinking, and social learning as the child's major developmental objectives. Humanists Carl Rogers (1902-1987) and Abraham Maslow (1908-1970) stressed the child's drive toward "self-actualization" as the motivating purpose. Learning theorists B.F. Skinner viewed the child's chief end as learning reason and obedience. And maturational theorists Arnold Gesell (1880-1961) and Robert Havighurst (1900-1991) cited "normal" development and task achievement as childhood goals.¹⁸ Alfred Kinsey alone argued that sexual satisfaction was a childhood goal.¹⁹

It is impossible to overestimate the negative impact of Kinsey on American society and specifically modern sex education. In fact, in April 2004 the American Legislative Exchange Council, a volunteer organization of state legislators, with nearly 2400 members nationwide released its final report acknowledging Kinsey's fraudulent science and its subsequent impact on society. The report entitled, *Restoring Legal Protections for Women and Children: A Historical Analysis of the States Criminal Codes*, presented the following conclusions.

The evidence presented in this report reveals compelling evidence of illegal and criminal acts masquerading as science taken from Kinsey's confession in his own "Reports" (1948-1953). Dr. Alfred Kinsey was a "sexual revolutionary" and his "Kinsey Reports" are junk science. Professor of constitutional law Dr. Charles Rice concluded that Alfred Kinsey's research was: "...contrived, ideologically driven and misleading. Any judge, legislator or other public official who gives credence to that research is guilty of malpractice and dereliction of duty."

The report goes on to say:

Since World War II Kinsey's fraudulent data informed and directed the American Law Institute's (ALI) "Model Penal Code" in eliminating and weakening 52 sex laws that once protected marriage. ...The ALI's penal law reforms recommended to legislators and lawyers were largely adopted between 1960 and 1980 and permitted Kinsey's abnormal sexual conduct to be taught to American children via sex education.

The purpose of this report undertaken by state elected officials was to examine and expose the historical development of these fraudulent scientific claims that were adopted without reservation and forever altered America's public policies related to sex-related criminal offenses and the development of

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modern sex education curricula. Beyond simply exposing Kinsey's fraud this report goes on to call for "serious and official review, recall and elimination of all" legal and public policies based on Kinsey's data including the comprehensive shift in sex education philosophy.

SEICUS remains the most influential resource for sex education in America's schools.

So, how was this philosophy introduced to America's schoolchildren? In 1964, the *Sexuality Information and Education Council of the United States* (SIECUS) was launched at the Kinsey Institute.²⁰ Its sole objective was to teach Kinseyan ideology as sex education in our

schools. The principal architect of this campaign would be Dr. Mary Calderone, the former medical director of Planned Parenthood and first president of SIECUS. Dr. Calderone was the direct link between Kinsey's university-based research, Planned Parenthood's grassroots outreach, and SIECUS.²¹ Speaking before the annual meeting of the Association of Planned Parenthood Physicians in 1980, Dr. Calderone explained that providing today's society "very broadly and deeply with an awareness of the vital importance of infant and childhood sexuality is now the primary goal of SIECUS."²² SIECUS remains the most influential resource for sex-education in America's schools. Dr. Calderone further revealed the true nature of her agenda in her

1981 book, *The Family Book about Sexuality*, in which she wrote:

A new stage of evolution is breaking across the horizon and the task of educators is to prepare children to step into that new world. To do this, they must pry children away from old views and values, especially from biblical and other traditional forms of sexual morality—for religious laws or rules about sex were made on the basis of ignorance.²³

It may be surprising to note that the initial grant to establish SIECUS was given by none other than *Playboy* magazine. One can only conclude that *Playboy's* interest in educating America's children on sex would be for the furtherance of the Kinsey philosophy and the ultimate cultivation of future consumers.

While understanding the facts and physiology of human reproduction is certainly important, SIECUS introduced a "values-free" approach, which was based more upon Kinseyan philosophy than physiological facts offering no moral direction whatsoever. Previously sex education and information focused on marriage, sexual hygiene (venereal disease) and family living, and was widely recognized as the responsibility of parents or legal guardians. After Kinsey, this crucial responsibility was gradually transferred to school teachers.²⁴

Children today are encouraged to make

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their own “choices” based on what feels right for them. Today’s sex education curriculums offer little in the way of education related to the real consequences of non-marital promiscuous sex. Our children are encouraged to explore the sexual wilderness without any awareness of the physical, emotional and spiritual consequences.

The United States now leads the entire world when it comes to unwanted teenage pregnancies.

Three decades of “safe sex” education have only contributed to an epidemic of devastating personal and societal consequences rooted directly in a philosophy of sex without boundaries, sex without commitment and sex without love.

Data from public health organizations confirm that as the Kinsey philosophy of sex education spread through SIECUS and Planned Parenthood, corresponding levels of sexual disease and dysfunction, and unwanted teen pregnancies skyrocketed. Simply consider the following facts that have unfolded in our culture since the inception of this educational paradigm.

The United States now leads the entire world when it comes to unwanted teenage pregnancies. In fact, American teenagers are more likely to become pregnant and have multiple partners than any other teenager on earth.²⁵ According to recent research, 61 percent of all high school seniors have had sexual

intercourse, about half are currently sexually active, and 21 percent have had four or more partners.²⁶ Early sexual activity among American teens has become a major public health problem.

As a result, America leads the industrialized world in sexually transmitted disease (STDs). More than 68 million Americans are currently infected and there are more than 15.3 million new cases reported each year.²⁷ In the 1960's there were only 2 recognized STDs, today there are more than 25, many of which are viral with no cure.²⁸ Chlamydia trachomatis is the most common bacterial sexually transmitted infection in humans.²⁹ The prevalence of Chlamydia is highest in young people. In fact, 6 percent of girls under 18 years of age tested in family planning clinics are infected with Chlamydia,³⁰ and 10 percent of young female United States Army recruits have Chlamydia.³¹ Many people with Chlamydia infections do not know they are infected. In fact, as many as 85 percent of women and 40 percent of men who are infected have no symptoms.³²

The most serious complication of chlamydial infection is pelvic inflammatory disease (PID). PID can damage the fallopian tubes and result in tubal scarring and infertility.³³ In fact, PID causes over 25 percent of the infertility in women pursuing in vitro fertilization in the United States.³⁴ It has also been confirmed that tubal scarring can also increase the risks

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for developing a subsequent ectopic (tubal) pregnancy.³⁵

Another devastating STD is Human Papillomavirus (HPV). HPV is the most prevalent of all viral sexually transmitted infections, even more common than herpes and HIV combined. It is estimated that 5.5 million people are infected every year in the United States.³⁶ Although disease caused by this virus has been known for centuries, it is only recently that HPV has been recognized as a cause of cervical cancer.³⁷ Every year, 3.5 million American women have abnormal PAP smears; 13,400 are diagnosed with cervical cancer, and 4,100 die of cervical cancer. Worldwide, more than 500,000 cases of cervical cancer and 200,000 deaths are caused by HPV each year.³⁸

Recent estimates indicate that 50–75% of sexually active adults are HPV positive.³⁹ In a

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study during the late 1990’s, 43% of college coeds who were HPV negative at the beginning of the study developed HPV infection over the next three years of the study.⁴⁰ Because HPV is a viral infection, no curative treatment is available. These are but two of the STD’s epidemic in today’s culture and all of this has come in the wake of three decades of intensive “safe sex” or so-called morally neutral education. When contrasted with centuries of morally directed abstinence

education, “safe sex” has proven to be an abject failure with devastating results. Yet, despite the overwhelming evidence, proponents of Kinseyan philosophy continue to defend their position and vigorously fight against abstinence-centered programs that seek to provide some much needed moral direction along with the facts.

In fact, there is growing evidence that our kids are desperate for moral leadership in this area. A *Washington Times* article from December, 2003, reports on a survey conducted for the National Campaign to Prevent Teen Pregnancy. The study found that two-thirds of U.S. teens who have had sexual relations wish they had waited. In fact, according to the survey, the number of those who wish they had waited rose 4% from three years prior. This clearly demonstrates regret resulting from these early sexual experiences. This is a complete contradiction to Kinsey’s assertion that sexual satisfaction is a childhood goal. The new data also determined that 85% of teens believe sex should only occur in long-term committed relationships. Of course, I would argue that marriage is the only such commitment that can provide the necessary emotional and physical security for truly “safe” and fulfilling sex.

It is time for Christians to end their silence and assert the truth as it relates to the sexual and moral education of our children. Our continued failure to do so will only foster a

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continuation of the very real and devastating personal, societal and spiritual consequences we are currently experiencing.

Here is what you can do...

First and most of all, parents remain the biggest influence in the lives of their children, especially in regards to sexual choices. In the aforementioned survey of teens, 88% say it would be easier to postpone sexual activity and avoid teen pregnancy if they were able to have more open, honest conversations about these topics with their parents.⁴¹ Our children are literally dying under the weight of the sexualized culture and we must intervene on their behalf. Mothers and fathers simply must begin to engage in meaningful and ongoing dialogue with their kids about sex and relationships. We must work to equip our children with a biblical understanding of sex and its inextricable relationship to marriage and procreation. Two excellent resources to assist parents are a book written by Marilyn Morris, *ABC's of the Birds and Bees: For Parents of Toddlers to Teens*, published by Charles Rivers; 2nd edition (November 1999) and Dennis & Barbara Rainey's booklet, *Birds 'N Bees: How Do I Teach My Children God's Design for Sex?*, available through www.Christianbook.com. Focus on the Family also offers a number of very good resources to assist parents in this often uncomfortable and confusing topic. Visit their website at

www.family.org for more information.

The simple fact is this; parents must regain the responsibility for the moral education of their children under the authority and direction of scripture which serves as the only true basis for a moral and ethical framework that is consistent with reality.

In addition to educating our own children we must also encourage the institutional Church to address this issue uncompromisingly and aggressively. As indicated by the current survey data, teens are looking for leadership and social support for sexual purity and many parents simply do not realize how great the dangers of teen sexual activity have become. This could prove to be an important and tangible point of contact between teens, parents and the truth of scripture by demonstrating the relevance of God's Word to the practical reality of their lives. This is not just responding to another "teen problem," rather this is capitalizing on the opportunity to demonstrate the Bible's correspondence with reality while exposing the falsity of the world's alternative morality. The National Coalition offers an award-winning curriculum, *Sex and Young America*, to assist pastors and youth leaders in addressing this important issue with both parents and youth very effectively.

The entire *Sex and Young America* package, a combination of videos and written curriculum for use in youth group settings,

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will help lead youth to a better understanding of the sexualized culture in which they are growing up. This is a unique relationship-driven tool that will also help educate, challenge and encourage young people in their decisions about sexual activity and its consequences. For more information you can call 513-521-6227 or visit a specially created website: www.sexandyoungamerica.com.

Lastly, we can and should work to reverse the influence of this educational philosophy wherever it exists. If you are the parent of a

**You are
your child's
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child who is being subjected to this harmful philosophy and educational alternatives to public schools are not feasible, I would like to

suggest several things. First, remember that you are your child's biggest influence—you can incorporate your own concerted efforts to counter the effects of false and misleading instruction in the area of sex. The resources that I mentioned earlier can serve as excellent sources for meaningful and productive discussions between you and your child. In addition, you can use the ideological conflict represented in sex education to clearly demonstrate the truth of the biblical worldview and affirm God's design for sex and marriage.

Even for those in public schools, you can find teachers and administrators who are willing to counter the problems with teen sexual activity that have become so apparent to them.

Given the overwhelming and irrefutable consequences that have resulted from three decades of “safe sex” education, many public schools are more open today than ever before to abstinence-centered curriculums but it takes a committed parent with the right approach and strategy to introduce effective programs.

“Usually a successful program is not brought by teachers, it’s brought by parents,” says Liz Sanchez, curriculum coordinator for the Edinburg (Texas) Consolidated School District. “Get even one parent you know and bring them in. Educational systems respond to parents.”⁴²

This is one significant area where committed Christians can stand for truth and help tear down the ‘false pretensions’ that have wreaked such havoc in recent generations.

There are numerous abstinence education groups around the country that are adept at working with school officials in a way that opens the doors for a return to reasonable education in the area of sexuality. These groups are most effective when assisted by a concerned parent. You can be that parent in your child’s school today. Some organizations that I would recommend are listed below:

■ ***Just Say YES*** is a nonprofit educational organization working effectively with public schools across the nation. Their consulting services are free and they can help you become an instrument for

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change that will affect generations. They will assist throughout the process of reaching your schools with effective abstinence programs. You can reach Just Say YES at 972-437-0002, visit their website: www.justsayyes.org or email them at info@justsayyes.org.

■ ***Abstinence Clearinghouse*** serves as an association for the abstinence community. The Clearinghouse is a non-profit educational organization that promotes the appreciation for and practice of sexual abstinence through distribution of age-appropriate, factual and medically-accurate materials. You can visit www.abstinence.net to learn about materials and programs available in your area.

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of sexuality.

NATIONAL COALITION FOR THE PROTECTION OF CHILDREN & FAMILIES

The National Coalition for the Protection of Children & Families aims to equip and empower Christians to take an offensive position in the battle for truth that is being waged in the area of sexual ethics. The organization's vision is for people of faith to stand against the sexualized messages of the culture and become positive agents for cultural change. Through targeted programs, it offers meaningful opportunities for Christians to positively influence the world in which they live. Established in 1984, the National Coalition provides a thoughtful rationale for developing a Christian worldview regarding matters of biblical sexuality and moral truth.



S. Michael Craven is the Vice President for Religious & Cultural Affairs at the National Coalition for the Protection of Children & Families. Michael is considered a leading "cultural apologist" offering a rational biblical perspective in response to the various cultural forces that seek to reshape morality and ethics in America.

Michael is the author of numerous publications and articles, and has been a featured speaker at places like the University of California at Berkeley, numerous churches and seminaries, appeared on Fox News, CNN, NBC, and many other national television and radio programs. Michael is regarded by many as a rare voice of reason representing the Christian perspective in matters of moral and social conflict in an uncompromising but relevant and persuasive fashion.

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