SPRINGFIELD ILLINOIS DIVERSITY PLAN
AS
MORAL PEDAGOGY

THE ILLINOIS GOALS
"WORLD-CLASS EDUCATION FOR THE 21ST CENTURY"

A WORK IN PROGRESS
Preliminary Briefing Paper

by

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Pre-sentiments of The President of the United States of America
Theodore Roosevelt Circa 1915
re:
"Cultural Diversity"

There is no room in this country for hyphenated Americanism. . . . The one absolutely certain way of bringing this nation to ruin, of preventing all possibility of its continuing to be a nation at all, would be to permit it to become a tangle of squabbling nationalities.

Bartlett's Familiar Quotations **(1968). New York: Little Brown & Co.**

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BACKGROUND

Those remediating the public in "cultural diversity" will have to address the lives and views of America's founders, most vocally, President Theodore Roosevelt, 26th president of the United States of America, a military hero, blunt and so popular with the common folk that he was elected with a stunning 57% of the popular vote. If nothing else, Roosevelt's candid remarks confirm that a lack of historical perspective and knowledge limits "higher-order thinking skills' such as those planned for Illinois diversity program goals.

Perhaps unbeknownst to teachers not new but old energetically seeking to legitimize "Cultural Diversity" is that "diversity" is a dusted off version of tribalism, what Roosevelt called "hyphenated Americanism" in the early 1900's. Such tribal turf, talk and trade was driven from American streets, schools, courts and commerce with only the greatest efforts over the last 80 years. Of all anti-tribal Americans who sought to knit nationalities into one orderly, integrated American nation, Theodore Roosevelt was one of the most outspoken. To be prosperous, our nation must be as one, he said:

> We have room in this country for but one flag, the Stars and Stripes...We have room for but one loyalty, loyalty to the United States...We have room for but one language, English language.
>
> Joseph Conlin (1984) *Quotations in America History:* New York William Morrow & Co. Inc.

We have prospered. Italian, Irish, German, Jewish, Chinese, Japanese, Black, "Mexican," and other ethnic gangs fought and killed each other nationwide. Ethic groups controlled areas of labor and distribution, criminally then illegally. They discriminated against allies in their hiring, firing, promoting of each other and voted legally and then illegally in a block for their tribal leaders despite the worth of their opponents. Finally, American born grandchildren of all races and religious began to heed the eloquent plea by Teddy Roosevelt that we stop being Irish-American and German-American, black or white, and that we struggle toward unity, one people, one culture, one nation under God, with liberty and justice for all. Discrimination and bigotry are common human failings, and this nation began to move mountains when we stopped seeing each other as hyphenated Americans.

It is often said by those advocating "multiculturalism" and "cultural diversity" that "if we do not know our history we do not know who we are." This is especially clear in the recent elitist movement to destroy the evidence of America's Christian heritage. (I am not a Christian). In

1991, Catherine Millard, in *The Rewriting of America's History*, exposed the systematic purge of the nation's Christian estate by our aristocratic national museum curators and such purge our legacy of founding paintings, sculpture and documents housed in our nation's public buildings. This revolutionary movement was recently repudiated by Albert Shanker, libertarian president of the American Federation of Teachers in Washington, D.C. In his article "Education Reform Rewrites World History" Shanker said:

> The effort to define national standards in core academic subjects is one of the most important education reforms the United States has undertaken. Standards are crucial in making sure that all children have access to a solid curriculum...Unfortunately, the world history standards developed by the National History Standards Project....are not really standards at all...it's a double standard...foreign "dominance" is first used to describe European activity in the Americas...as invaders and intruders [while] non-Western incursions are treated more neutrally...[There is] as bias against Western civilization...we must encourage then the apply their critical faculties to all cultures... (*Letters/Commentary: The Chicago Sun Times*, December 5, 1994.)

Some argue that inside the Trojan Horse of anti-Western "cultural" diversity programs are deeper, they claim, more sinister goals and objectives. Before addressing the issue of "sexual orientation" as cultural diversity, let us follow the first rule of science, and define our terms, relying on a standard authority, so that we agree on what is meant by the words we use.

Defining Our Terms

Language as Culture

Language identifies the guiding principle of a culture. As Noah Webster pointed out, and as cross-cultural, anthropological studies have long recognized, one can identify a people's special character -- their culture -- by an analysis of the words and ideas which appear most often, and which are given the largest or least number of gradations. For example, the Olympics in Norway drew attention to the importance of snow of Norwegians, evidenced by the myriad numbers of Norwegian words for "snow," its shades and qualities. American Indians are noted for few time-focused words versus many words for rain, wind, etc., the notion being expressed by anthropologist Franz Boas' dictum that "Language is culture."

Addressing "words" in *The Human Agenda* (1972) psychiatrist Rodrick Gorney cites the anthropological scholarship on words, concluding that, "The meaning of all words is derived from bodily experiences." What words define "American"? How many "languages" or cultures, out of roughly 187 human cultures, make the diversity expert and expert in teaching these cultures? It is prudent to ask; "What is the language of diversity"?

If we are to teach *properly, accurately, about other nations*, how many "languages" or "cultures" can a teacher truly understand, having learned the subtle nuances inherent in each language, after having lived, worked and studied in that nation, to *honestly* and knowledgeably instruct others about that culture?[1]

Webster's Words As The Standard for Word Disputes

Noah Webster's New Collegiate Dictionary (1984)

Webster's American Experience

When the father of the American language in his revolutionary 1828 work, *An American Dictionary of the English Language* sought to operationize "Americanism" and what are we as Americans. **Americanism** as established by Webster below and noted above by Roosevelt.

Our founders debated at great length about the name which would describe this new, unique form of government and her unique collection of people. From among the massive combinations of words and their arrangements, the decision was to Christen this nation, The United States of America. The word "diversity" was fully known at the time, and conceivably our forebears could have wanted this nation to be defined as The Diverse States of America. It is inconceivable to think that our lack of historical understanding is now so bankrupt that we cannot see that the notion of teaching "diversity" instead of "unity" in our public schools, is to fully repudiate the intentions of the framers of these United States.

Because this opposition of American language has become so significant, it seems helpful to mention the father of the American language, Noah Webster. In his defining 1828 work, *An American Dictionary of the English Language*, Webster sought to operationalize "Americanism" and what we are as "Americans." To do so, Webster carefully described how the 'American' experience and orientation was distinctive from the English experience and orientation. adding 12,000 peculiarly 'American' words to augment the standard English dictionaries of the period. to ***define the new government of the United States of America.*** Webster explained[2]

> As an independent nation, our honor requires us to have a system of our own, in language as well as government....on account of considerable differences between the American and English language. New circumstances, new modes of life, new laws, new ideas of various kinds give rise to new words....Some new words are introduced in America.... it is desirable that as far as the people have the same things and the same ideas, the words to express them should remain the same....A national language is a band of national union....Let us...establish a national language, as well as a national government.[3]

The American man-woman ideal also differed largely from the rest of the world. Adhering to the Judeo-Christian model, an American man should have *One God and One Wife*. Anthropological studies find, in contrast, that of 847 human cultures, 708 (83.4%) condone polygyny, 137 (16%) monogamy, and 4 (0.47%) polyandry (Murdock 1967).[4] Among Americans, a man should marry, be chaste prior to marriage and faithful during, with divorce largely forbidden to man and woman alike. He should protect, defend and provide for his one wife and their progeny until they obtained their majority, and he should seek to create and hold property, passing on this family inheritance to his children with some degree of equity. American women were similarly directed, the biblical ideal permitting women commerce, control often of the family finances, and a partnership position in family governance.

While in scores of other nations women are easily discarded and new ones obtained with no recompense, no where in the world had women attained greater freedom and independence than in these United States. And, only with the consent of men. While human nature fights against relinquishing power over others, American men finally yielded to their Judeo-Christian ideal, that men and women are created equal in God's image and hence both deserve equal respect It is obvious that people do not always fulfill the ideal, but it is always the ideal, the model, which directs law and public policy.

In her reprint of Webster's dictionary, Rosalie Slater adds, "Words like "govern," "government," "constitution," "fast-day," "republic," "democracy," and others reflect the uniqueness of the American constitution, the American sprit, and, as she properly points out, the nation's historical "Christian founding." Webster clearly identified the role of a culture's unique, experientially developed words--the language of a particular people--with that of that culture's government.

> [Our nation] included a new vocabulary directly related to the American philosophy of government. The Christian concept of individual liberty and property established under the United States Constitution had produced, for the first time in history, unlimited opportunity for every man and woman. An explosion of interest and exploration in every field occurred and invention and the arts flourished. Every man needed to know everything and thus a literary, Johnsonian type of dictionary was not sufficient for an American. New terms in science, industry and commerce were multiplying daily, and these were significant in a country where men were independent and ***"masters of their own persons and Lords of their own soil*** ...The authority of individuals is always liable to be called in question -- but the unanimous consent of a nation....a language, coeval and co-extensive with it, are like the common laws of a land[5]. (emphasis added).

It is fair to say that the 12,000 words of the homosexual lexicon support Webster's argument-- that language grows among the common people, and that it is the common language which most accurately describes their "bodily experiences," the beliefs, their conduct, their hopes, dreams and aspirations. Just as America was grounded in its "new vocabulary directly related to the American philosophy of government...[t]he Christian concept of individual liberty and property established under the Constitution."

Cultural

Cultural is derived from "cult" a system of worship of a deity, as in the cult of Apollo. Hence, the rites of a religion. Great devotion to some person, idea, or thing, esp. such devotion viewed as an intellectual fad. Cultural is "Of pertaining to culture or a culture: produced by breeding....Cultivation, act of developing by education, discipline, training, etc.

Diversity

Diversity: From divertere, to turn in different directions (L) a state or an instance of difference; unlikeness; mulitformity, variety, as diversity of opinion. As Divert; to go different ways, turn aside, to deflect; to turn away form any business or study, to amuse, to entertain, Diverting; Amusing; entertaining, distracting. Synonyms for Diversity are important. As "words are a record of bodily experience: words deliver a form of practical, visceral truth not related merely to their use.

divergency, disunion, discrepancy, division, variety, difference, disparate, unlike unequal, incompatible, mismatched, divergent, dissimilar, variant, distract, separate, isolate, segregate, turnabout, vicissitude, disconnection, apart divided, unattached, individual, departure, disunited, irregular, incongruous, etc.

Antonyms - the opposite of a word - are equally relevant to the human experiences of that word. The opposite of Diversity is:

Alike: standardize, uniformity, equality, similarity, matching, sameness, unity, like, corresponding, equal, related, of equal value, comparable, resembling, resemblance, unison, similarity, kindred, analogous, akin, affiliated, blood.

Hence, "cultural diversity" would mean via the rites of training and breeding, creating a culture of worship "diversity," difference, unlikeness, etc., which is likened to diversion, distraction, to turn away from, to disconnect, segregate, and the like.

Expert

Expert:, skilled, experienced, to try to test; very skillfully; having much training and knowledge in some special field; in the United States Army, (a) the highest of the three ratings of proficiency of a rifleman; as expertness in reasoning; Syn; adroit, clever, dexterous, proficient, ready, skillful, adept, versed, able; expert. Ant; ignorant, insecure, unlearned, empty headed, unstable, faltering, inexperienced.

Education

The process of educating, discipline of mind or character according to an accepted standard, a study of words suggests that diversity is the opposite of education and that "higher order thinking skills" or even lower order thinking, would find for the benefits of that which establishes an accepted standard.

Standard

Criterion, gauge, yardstick, touchstone, denote the means of determining what a thing should be. Standard applies to any definite rule, principle, or measure established by authority; criterion implies a measure or tenets of a thing's quality, such as goodness, beauty; gauge, in literal use, a standard of measurement but in figurative use, a criterion...a standard for comparison and judgment. Having a recognized and permanent value; Of type, normal in height, width, or weight of face.

Tribalism

Tribalism, from tribe, Of, pertaining to, or characteristic of a tribe or tribes, as tribal customs. **Tribe**. On e of the three, later more divisions of the Roman people, a tribe; a social group comprising a series of families, clans or generations, together with slaves, adopted strangers, etc., In ancient Rome, one of the three divisions of the Roman people, traditionally of Latin, Sabine and Etruscan origin respectively,...a group of persons having a

common character or occupation; as the scribbling tribe; a group of animals descended from some particular female progenitor, throughout the female line.

Moral (Health)

Moral from which comes morality manner, custom habit, characterized by excellence in what pertains to practice or conduct; right and proper. Dealing or concerned with establishing principles of right and wrong behavior; ethical; as moral philosophy. Serving to teach or convey a moral; as, a moral lesson. Pertaining to character, conduct, intentions, social relations, etc., viewed ethically, as, moral ideas; moral convictions, a moral life. Pertaining to or affecting morality, morals, or morale; as a moral force. Sanctioned by, or operative upon, one's conscience or ethical judgment; as a moral obligation. Capable or right and wrong action; as, a moral agent. Virtual, rather than actual immediate, or completely demonstrable; as, to have moral certainty of B's guilt. In its scientific sense, that which is moral has been shown to be that which is most conducive to health and long life. Paraphrasing Einstein, science is at its best when it is practical. Morality may be then the most practical (healthy) solution to individual and social problems and decisions.

Syn. Moral, ethical, virtuous, righteous, noble mean comforming to a standard of what is right or good...ethical implies a relation to or dependence upon the principles of morality; virtuous, the possession or manifestation of moral excellence in character, righteous guiltlessness or blamelessness; noble, eminence in virtuousness.

Orientation

Orient. The East. Act or process or orienting. Position, state, or fact of being oriented. Determination or sense of one's position with relation to some particular person, thing, field of knowledge, etc. Psycho. Awareness of the existing situation, with reference to time, place and identity of persons.

Sexual

Pertaining to or associated with sex or the sexes. Having sex; opposed to asexual.

The Kinseyan Cultural Diversity/Sexuality Monopoly

The Children of Table 34

Having defined our terms, let us turn to the book that triggered America's 1948 sex revolution, ***Sexual Behavior in the Human Male*** by Dr. Alfred Kinsey. For, it is Kinsey and CO's view of "sexual diversity" which now wholly informs and directs sexual pedagogy from the doctorate to AIDS prevention classes in some elementary schools. No decisions about "diversity" should be made without studying the expose of Dr. Kinsey, most recently found in a video, ***The Children of Table 34.*** This expose of Dr. Alfred Kinsey's 1948 tome requires answers from "experts" teaching in the area of sexual diversity. The experts must explain how and why the Kinsey team of "scientists" allowed pedophiles to sexual abuse 317 infants and children, some as

young as 2 months, who screamed, wept, fainted, and such, to establish a field of "sex science." This is the profession guiding the nation's adults and children in the most intimate aspects of their lives, sexual conduct. This is the profession which revolutionized Western sexual behavior. The university educated populace discipled Dr. Kinsey's fraudulent sexuality for a national anti-repression pedagogy of "no standards" (VC MC) Their well trained misinformation finally emerged in K through 12th grade as sex education, Outcome Based Education (OBE).

As the anti-standard educational movement and the multiple "sexualities" education movement curricula are grounded in Kinsey's "scientific proof" of no norms, legislators, teachers and parents will need to begin a dialogue to locate the harms and frauds which has flowed from these politically, sexually motivated data. The youthful belief that American adults, our parents and grandparents, were hypocrites who lied about their moral and ethical conduct, and their "Protestant work ethic" found dramatic expression in the cynical and bitter flower-power youth, who proclaimed their parents puritan hypocrites. Few people ask, "where did these youth get that idea"? Kinsey was credited as "proving" that normative Judeo Christian religious based behavioral and achievement standards were false, antediluvian, unproductive, narrow minded and just plain repressive. Kinsey was the first American authority who "proved" that scholars are so far superior to parents that teachers should, as Mastery Learning founder, Benjamin Bloom said, "change the thoughts, feelings and actions of students"[6]. From such false assumptions, displacing the natural authority of parents, a false "equality" based education would reshape children's attitudes while obliterating teacher accountability for grades.

The Children of Table 34 reaffirms the intelligence of parents and repudiates the superiority of. university "trained" teachers. It serves to unmask the ignorance of the educated elite, It documents the failure of university education to train educators to themselves be "critical thinkers." Rather this video addresses questions about the robot-like nature of many educators who accepted the most ignorant claims "taught" by their superiors even as they censor alternative information as Dr. Bashian pointed out.

Having defined our terms, let us turn to the organization of "diversity" education. In 1948 with the distribution of his well publicized book, ***Sexual Behavior in the Human Male***, Dr. Alfred Kinsey "proved" to the world, and most higher education, that "normal", is a western, Judeo-Christian bias, discriminatory and ignorant. Kinsey "proved" scientifically that all sex standards were repressive and pathological. Designing the six point "Kinsey scale" appearing in most sexuality texts today as an accepted dogma, Kinsey claimed to have data showing that the only scientific standard is no standard and that the only scientific morality is amorality. He and his colleague's said their scholarly sex survey of 14,000 or so men and women found, not sexual normality, but a continuum on six points from a "6" for homosexuality and a "0" for heterosexuality with most people a 3 for bisexual. Sex then, said the Kinsey team, was divers, with many "sexualities" and no standards of right or wrong, good or bad.

Pre-Kinsey 1948 when sex was addressed it was largely by a medical practitioner who discussed the parts of the body, problems of venereal disease and reproduction, within a martial preparation contexts. Post Kinsey, "diversity" educators are teaching children that homosexuals are ten percent or more (the Georgia mandated sex education curricula taught children that

exclusive homosexuals are 4 to 6 %) of the population: that " homophobia" is responsible for terrible discrimination: that homosexuals are born "that way", that homosexuality cannot be reversed: that experimentation with homosexuality, pornography, even incest, bestiality and pedophilia, can be acceptable, since there are not "normal" or moral standards. How did this happen?

International Planned Parenthood

Margaret Sanger's creation, International Planned Parenthood, got a warm reception in Europe at the end of the 1800's where "sexual diversity" was part of much elite and artistic expression. Mrs. Sanger under the guise of birth control had an eye to controlling population numbers and the types of people who would be allowed to live. She was a eugeneist and a friend of John Rockefeller. Rockefeller was one of the a men of great influence and money throughout the world whom she cultivated to fuel her ambitious sex and reproductive dreams. Another man to whom Rockefeller would prove to be invaluable was Alfred Kinsey, who with Rockefeller money, would establish the "Kinsey Institute" for sex research. Working in great secrecy with a few carefully chosen junior men who shared his sexual beliefs and disdain for moral restraints, Pomeroy, Gebhard and later Simon and Gagnon, the Kinsey team created the sexual tomes which would come to form the entire scientific basis for sex education worldwide. Sexual matters would have from that time a scientific authority instead of a moral authority.

SIECUS

The Sex Information and Education Council of the United States, was formed at the Kinsey Institute to act as a distribution arm for the new sexual revolution, and the-three centers of accreditation for all those who would teach, to therapy, lecture, counsel, were all Kinseyan Institutions. The National Institutes of Mental Health, then driven by Kinseyans, Gebhard, Money, and others created a Task Force on Homosexuality which gave homosexuality a clean bill of health which satisfied the proclivities of the researchers. Once this was accomplished, the American Psychiatric Association was rudely coerced by these same Kinseyans to drop Homosexuality as a listed pathology.

From Institutions of Higher Learning to Mainstream America

While Kinsey is publishing his two studies 1948 - 1953, Hugh Hefner, in December of 1953 formed *Playboy* magazine. Shortly thereafter he began funding sex research, the Kinsey Institute, Planned Parenthood, SIECUS, as well as conference filming and suchlike for the Society for the Scientific Study of Sex (SSSS) which accredited the "proper" Kinseyans graduated from Kinseyan schools. An offshoot of these schools was the National Sex Forum and its SARs, Sexual Attitudes Restructuring, which as reprogrammed hundreds of thousands of women and men, hence boys and girls post Kinsey. From these SAR training seminars, massive pornography sessions either participatory or observatory, come the nation's accredited sexuality professionals.

Kinsey's data were used to convince girls and boys that virginity was foolish, since chastity was a bigoted standard, contrary to science. These sex data were used to explain to judges and

legislators that as there is no one moral healthy standard from which one judged sexual conduct, no one could "deviate" from a standard that science said did not exist. So, sex criminals (those who were once called sex "deviants," or sex "perverts," as in perverting a standard) were largely a Western religiously bigoted fantasy, for one could -not deviate from a non standard. The idea of sex exhibitionists, cross-dressers, peeping Toms, and later including child)rapists, as "deviant" was, as in "diverse" turned around, so that sex crimes became non crimes unless the most violent abuse was used at the time of a rape.

Moving from no sexuality standard, "diversity" in education is grounded in Kinsey's alleged findings of no standard for any conduct, including standardized knowledge or measurable, education standards (see Performance Based Education, Mastery Learning, Self Esteem Valued Modification, Non-Directive Education, Outcome Based Education and the like). In these outcomes, students feelings are seen as the value, and standardized, time-bound examinations are either eliminated (no grades), or modified to suit the individual child's level of apparent attainment. All forms of thinking, or non-thinking, often spelling, writing, even computation, are given equal weight. Any past "standard" is seen as largely unfair, discriminating against youngsters from underprivileged environments, different racial or ethnic 'learning strategies" for the educational process calls for all facts to be amenable to interpretation within ones own cultural experience.

Sexual Diveristy Teacher Training And Texts

All training and texts for sexuality pass through the Kinseyan mold prior to acceptance, and these teachings filtered into all other social studies disciplines whenever the issue of sexuality was addressed--the "grandfather clause" giving Kinseyans a complete sexuality monopoly of all persons trained to educate on sexuality in any discipline (until the new, few, abstinence curricula emerged in the last few years). Nonetheless, no teacher or other social science training schools, colleges or universities (with the exception of a few religious colleges) train in any but the discredited Kinsey model.

Edward Eichel; Human Sexuality Professional

Eichel has testified regarding his degree in human sexuality, the required pornography use and approval of the nude body workshops and such. His report, partly included in ***Kinsey, Sex and Fraud*** (1990) is echoed by both professionals with whom this author has talked, and by the actual curriculum brochures provided by these sex accrediting schools. Kae Odegard; Minnesota Social worker

Kae Odegard: Minnesota social worker

The testimony by Kae Odegard a Minnesota social work student identifies the same harassment against those deemed "homophobic" as found in Eichael's experience. All students and faculty are in effect required to sign a homosexual loyalty oath, with those unwilling, purged from future degrees and employment. Odegard's experience is confirmed by a young black man, Douglas Cannon (below) and reflected in the overall requirements of the social work field included in the statements released by the school. Odegard and others interested in working, must be morally

remediated in "diversity" say the professionals at the Social Work Department in ST. Cloud University, MN. (which follows "The National Association of Social Workers Code of Ethics").

Students and teachers are commonly programmed by false, unverified homosexuality percentage data as well as unsubstantiated "homophobia" claims. Homophobia remediation is required to graduate from this school, like most social work, political economy, education, psychology, literature, history, sociology, anthropology communication schools. This author understands that medical and dental school harassment and purges of alleged anti-diversity, ("homophobic") Christians or others of different knowledge, values or religious beliefs are a common problem. Such persons will graduate with difficulty from many if not all accredited colleges, and it appears such persons will be purged from many professions, from history to art and mathematics, as seen in the Springfield "diversity" plan. A copy of ***Equal Time***, cited by the harassed Odegard as the "gay" press in the University Social Work office is available in these papers.

Douglas Cannon

Douglas Cannon, "African American" social work student, reported his objection to having homosexuality defined as a minority, part of the "diversity" program, especially since as a young boy he was raped (sodomized) by a 13-year old black youth, leading him into homosexual experimentation. Following what he called "neutral counseling" Cannon says he expressed his anger, married and is now the father of a child. Cannon resents a wealthy white male population obtaining economic aid fought for and won mainly by poor blacks. Cannon warns that sexual diversity will rob deserving blacks of economic aid, force people with religious belief out of many professions, and create a disenfranchised class out of traditional Americans.

Darren S.: Recovering Homosexual Activated at Teen Gay Center

Darren, a homosexual male in recovery, testified to homosexual, lesbian, bisexual "youth groups" as centers for sexual partnering and for full scale recruitment into homosexual, often fatal, conduct via the Sexual Minority Youth League (SMYL) similar to GLASS, etc. He also testified to youth centers as run by homosexual adult males, with a focus on "gossip," the sex lives of the youths, and no effort to counsel boys ***out*** of homosexuality. Darren observed that while there were no AIDS posters with handsome young men, as are displayed in many high schools. There were, however, dozens of photographs of almost nude men, "art" photos, elegantly framed and hung plainly throughout the center.

Dr. Ronald Bashian Review of Available Books in A Virginia Library

Dr. Bashian's spot check of a main Virginia library suggests a premeditated elimination of important traditional or Judeo-Christian texts and data on human sexuality. This author had the opportunity to confirm this exclusion pattern in a score of other public and high school libraries nationwide. The evidence, to date, suggests a libertarian bias within the library profession, discussed further below. This requires a full-scale investigation under the direction of non-library personnel, in order to prove or disprove the suspicion of a pattern of library censorship of critical books and other materials in subjects having a ***conservative*** versus ***liberal*** viewpoint.

This brings us directly to the Diversity Plan for Illinois. Briefly first, note that as the diversity "profession" has not properly defined their terms, I, as a scientist, am bound to be disabused of "diversity's" teaching, for the absence of a definition of terms violates all principles of science--the practical, ultimate search for truth.

Springfield School District #186 Diversity Plan

Point of information: The Springfield diversity plan follows the United Nations plans for globalizing American citizens as outlined in a series of United Nations conferences, the latest held in Cairo.

In February 1993 a committee of "approximately 50 people" was tasked by Dr. Robert Hill, Superintendent to do four things:

- Advise Dr. Hill on the District's diversity progress found in the mission statement.
- Assist in planning, monitoring and evaluating the Diversity progress.
- Advise on ways to aid students ability to succeed today and in the future.
- Advise ways for the District and employees to serve as role models.

A year's work was published (voluntary? paid?) in a 15 page diversity plan covering 5 general areas:

Curriculum
Parental Involvement
Student Relations
Community Relations
Human Resources

Vision Rrecommenations Morality Imperatives

"Higher-Order Thinking Skills"

Students will learn to solve problems using "Higher-Order Thinking Skills." What are these skills? How does diversity define "higher order" or "skills," and how do they plan to activate these skills? Unless the "skills" are defined, how do school boards, parents, faculty and student determine if these skills are correct, psychologically, spiritually, pedagogically? Without a definition of what such thinking means, scientists and parents are obligated to oppose such teaching of vulnerable youths, especially following on the footsteps of the numerous scandals of the most unconscionable frauds in science.[7]

Assuming these words relate to secular ideations and not to theology (and this not necessarily a correct assumption), would these skills focus on teaching children how to critically analyze research even pedagogical products for scientific accuracy versus artifice? Such "higher order thinking" can create the well educated and heartless bullies of Hitler's Democratic Socialism or Stalin's Marxism. An evaluation of these "higher order" societies find them to have been failures.

These skills, it is said, will help students "succeed in our diverse society and the global work force." How can we have data to sustain undefined terms? Which of these skills will the diversity specialists measure to prove its claims? Considering the nature of "diversity" are these simply behavioral claims in search of an unmonitored experiment? If there are no such data sets, how are those who created these claims, themselves exhibiting the skills they presume to teach? If the skills cannot be tested these programs have failed by definition.

Is Illinois really concerned about students entering "the global work force" or is Illinois seeking participant citizens, good readers, politically and historically aware of their national inheritance? Is not the key to global safety, security and prosperity, a strong America? Are the same skills required by schoolchildren for "global" training as for American training? Are parents desirous of global training or of good local education?

Multicultural and Global Awareness

A hearing is critical for the notions expressed here as "facts." Teachers are to emphasize multicultural awareness and provide students with a global perspective throughout their studies? Who is doing this? What kind of "multicultural awareness?" Our nation received immigrants who were largely fleeing their mother countries, running to a nation that was different and which would receive them. Our nation was built on the notion of "We the People." This is the "United States of America," not the "Diverse States of America." This nation was made up of people united, immigrants in immersion pedagogy, emphasizing sameness not differences. And if muliticulturalism is to be taught it must be truthfully taught.

This means "experts" like Ford and Beach and the Yale studies, Margaret Mead, Melinowski, and the like, must be exposed as political revolutionaries more than scientists, and the serious defects of other nations, not only our own, its brutality to women and children, the rule and end of Sita, the immolation of widows, the child slavery, clitorodectomy, child prostitution, infanticide, drug trafficking, public payoffs of elected officials, and so on, be taught. In doing so, the children of these, generally Third World nations, are unnecessarily and cruelly degraded.

National Goals

The "higher-order thinking skills" of those creating this diversity program have apparently convinced them that in 5 years, by the year 2000, "every school in America" will have accomplished the goals they have stipulated and that "US students will be the first in the world in science and mathematics achievement." Even were this amazing claim capable of being correct, which it is not, ***what does it mean***, as U.S. science faces the worst fraud in science scandals to have ever rocked

the rarefied atmosphere of ivy league towers. These exposes include the criminal and violent abuse of human research subjects in a score of shocking cases, still largely hidden from the public by the protectionist science field itself.

What does this tell us about so-called, "higher-order thinking skills"? Are these "skills" of any value without a proper moral compass to guide their use? If morality is a critical component of human success, and intimately connected with religion, and responsive to measurable definitions of health, what morality is being taught in Illinois?

VISION: Using "higher-order thinking skills," multicultural awareness involves teaching students about the per capita income of other nations (circa 1986) USA $13, 451, Zaire, $127, Great Britain, $7,216, Pakistan $360, Saudi Arabia $11,500, El Salvador, $700, Ethiopia $141, Fuji, $1,086, Burma $179, Kenya $235, Haiti $300 (independent from France since 1804), India, $150, Iceland $10,216, Japan $10,266, Jamaica $1,340, Italy $6,447, Chile, $1,950. and so on. Government type, Constitutional republics, Democracy, Theocracy, women's voting rights, mortality and morbidity rates, educational status, recent wars, population diversity, laws about age of consent, marriage and divorce, drug and alcohol use, PROSTITITION, slavery, clitoridectomy, abortion, old age, monogamy or polyandry, etc.[8]

NATIONAL GOALS: As prior "every school" cannot do as described, which suggests a built in pedagogical failure (an F), nor can anyone guarantee the science and math claims. **From a scientific, (practical) perspective**, the final claim that in six years "every adult American will be literate" and so on, would be humorous were it not so dangerous as representing the best of the education profession. The failure of "higher-order thinking skills" by these program planners is so dramatic as to be embarrassing. The product is designed to fail--unless it has a hidden agenda which finds failure favorable.

Diversity Plan: Curriculum Review

It is imperative that a program define terms and state in clear English for those paying for that program exactly what it intends to do, how, why, where and when. Any student of history can confirm that euphemisms have been totalitarian tools of public control and are pedagogically imprudent and unacceptable for American policy. Moreover, poor unclear, misleading language would seem to demonstrate a problem with higher-order thinking skills--were we clear on what that higher order actually means.

Following a major public protest regarding what has been called the politically correct "censorship" of library materials in Virginia and Maryland, Ronald S. Bashian, MD, Fellow, American Academy of Pediatrics and practicing Washington, D.C., physician for 17 years surveyed the sexuality book selection at a large, main Virginia library. He found no abstinence sex texts and none that challenge the current Kinseyan sex dogma. Dr. Bashian asked, "Is it not a form of censorship favoring others hidden agendas to withhold such information? (letter attached).

A Study Needed Of Possible Librarian Prejudice

While the Diversity Plan proposed to Illinois requires a public hearing, some serious study needs to be given to the quality of librarianship in Illinois libraries. For while the American Library Association appears often in public deriding censorship, it appears that these same librarians may need to be policed from outside, to make sure that they are adhering to their professional mandate not to slant their holdings toward ones personal views but to make sure the public has access to non obscene, works on topical matters.

This is especially important since page 1 of the task outline for the Diversity Plan, gives librarians the responsibility of reviewing library "holdings from a diversity standpoint and remedy deficit [with] internal consultants" used to "review library holdings" and overseen by the "library coordinator."

The American Library Association (ALA) & Child Pornography

In lieu of page 1 above recommendations for diversity and considering what is known of the diversity standards, it should be of concern to the polity that numbers of librarians regularly stock pornographic and homosexual materials, available to children of all ages, but that significant numbers of librarians are members of the ALA, a Playboy funded, activist group which has defended child pornographers.

Perhaps many ALA members would be appalled to know some of their dues have gone into briefs alongside the nations biggest pornographers. As a member of The Media Coalition, the ALA acted as a friend of the court on many pornography cases as well as serving as a "friend" of Ferber in ***New York v. Ferber*** (458 U.S. 103, 1982). The U.S. Supreme Court ruled against Ferber, but the ALA sought to defend the right of men to film children of any age in "actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, sadomasochistic abuse or lewd exhibition of the genitals." The ALA has participated, to my best recall, in several other similar pornography cases, always using its prestige on the side of the offender, suggesting the commitment of the ALA to what would historically be an "un-American" cultural standard associated with children. While some librarians attempt to remain independent from the ALA policies, the ALA cultural standard would reflect itself in book and journal library inclusions as well as in what materials tend to be included and what materials are excluded form the library.

The German Socialist Teachers Association In World War II

During World War II, Adolph Hitler obtained almost complete cooperation from the German teaching profession in order to wrest the German youth from their parents, with their traditional German ways, and to retrain these boys and girls in the service of the new Germany. Indeed, without the teachers working with the youths in school, Hitler could never have moved altered the face of Germany. German critics of children's literature were complaining about the removal of the Ten Commandments from literature and the substitution of coarse and violent stories which ridiculed parental religious values. As a Jewish woman who lost hundreds of family

in the Holocaust, the role of school librarians requires thought, especially in lieu of the clash between librarian values and those of parents, and often American tradition:

> In order to achieve a total control over the minds of children, the Nazis....engaged thousands of censors, drafted mainly from the members of the National Socialist Teachers Association and the Reich Youth Leadership Organization[9]. who would systematically screen every book that was published, sold, loaned, purchased, circulated, or discussed. Through school reforms and a reorganization of libraries throughout the nation they further institutionalized censorship measures that would separate the books they preferred from those that were to be discarded....they hoped to reach their goal...in the decades to come....the Nazi's made children's books into the means toward another end that would perpetuate the power of the Third Reich both at the time and in the future.[10]

These "Higher Order Thinking Skills" were surly not in place for the German Teachers Association, although these were some of the best educated of all German citizens. Additional problems are centered in the ***known*** pornography funding which exists largely to attain some level of influence upon decision making.

Re. Issues Of Public Policy Special interests

Nationally Planned Parenthood, homosexual and drug legalization agencies are aided economically by Playboy while they further Playboy Fountain public aims. The following statewide Illinois agencies are similarly Playboy funded these agencies often include legislative, judicial, lobbying, etc.

Illinois Arts Alliance
Illinois citizens for handgun control
Illinois coalition for displaced homemakers
Illinois justice foundation
Illinois pro-choice alliance
Illinois public action council
Illinois women's agenda
CHICAGO architecture foundation
CHICAGO artists' coalition
CHICAGO Association of commerce and industry
CHICAGO city ballet/tickets for low income children ($300)
Chicago credential challenge
CHICAGO international film festival
CHICAGO Jewish folk art festival
Chicago law enforcement study group
Chicago metro history fair (?)
CHICAGO Network
CHICAGO Newspaper reporters association
CHICAGO press club
CHICAGO project
CHICAGO state university foundation
CHICAGO theater foundation
CHICAGO urban league

CONCLUSION

According to John O'Conner of the State Journal Register (undated) the "diversity expert" will apparently "put into place an ambitious but ill-defined plan to expose and celebrate differences in student's cultures and ethnicity while insuring they have a level playing field" and she will be arranging this field apparently for roughly 16,000 children, 40,000 adults associated with these children, 2,000 teachers, staff and clerical or custodial workers. So, perhaps 60,000 people will be trained, or remediated, in the moral imperatives of diversity "black, white...handicapped, sexual preference" from a cultural standpoint".

O"Conner notes the expert is "in a sensitive position--one that is new and untested , and whose mission will evolve." Clearly a public hearing is needed, along with an in-depth briefing of the relevant decision makers on this "sensitive....new and untested" remediation of the polity, young and old, to accept sexual and cultural "diversity."

While it is imprudent to usurp the moral authority of parents or religion in order to help children develop the "higher thinking skills" for sexual (read cultural) and ethnic diversity, some years ago it would have been illegal (seen as "contributing to the delinquency of a minor"). The hidden sex education texts and films this author has uncovered would appear to be a small, plebeian insurrection, compared to the national effort in place. The teaching of "multiple intelligencies," is at one with "multiple sexualities" in all of which the diversity expert has been taught, trained and tested by "experts" at the University level.

In conclusion the diversity training here in Illinois which is like diversity programs across the American educational/social landscape. Diversity training of our youth handled by teachers who are going into areas of American life never intended is especially troublesome for me as a Jew. Diversity dangerously echoes from the past from earlier in our century with *The Cultural Policy of National Socialism*, when teachers were the right arm of the Nazi regime.

It is important to take note of the historians that tell us that the German people would doubtless not have lost their rich religious heritage, education and history, nor could World War II have taken place, but for role of the German Teachers Association in the mass recruitment and programming of German youth:

> In order to achieve a total control over the minds of children, the Nazis....engaged thousands of censors, crafted mainly from the members of the National Socialist Teachers Association ... [When] the German Student Association remove[d] all "un-German books from the libraries, the public did not feel altered to systems of control that soon would permeate all spheres of German cultural and political life.

Kinsey helped grant elite, "educated" pedagogues undeserved power, and once "uneducated" parents lost control over their children's education, we saw the failure of our nation's public schools. It is past time for teachers to return to their roles as under the authority of parents and accountable as such to American parents and society.

Published Resources

1. Albert Shanker: Article on what would be false American History teaching
2. Minnesota Civil Liberties Union 1977 call for pedophile language in the civil rights act: "afffectional or sexual preference."
3. *New York v. Ferber*, to legalize all child pornography, Amici Freedom to read (ALA, funded by *Playboy*); ACLU, and the pornography industry list of Illinois agencies publicly known to be funded by *Playboy.*
4. Etiology of Epidemic Child Sexual Abuse with Kinsey Charts. See Reisman, *Kinsey, Crimes & Consequences* (1998), First Principles Press, Crestwood, Kentucky.
5. "The Children of Table 34," Order from First Principles Press, Crestwood, Kentucky.
6. *Alone No More: Developing a School Support System for Gay, Lesbian and Bisexual Youth,* Minnesota Department of Education Sexual Diversity for "sexual and affectional orientation" ad, requiring sensitivity training for any who offend, legalizing pedophila, allowing temporary adoption or visitation by adults who have established a "playful" relation with the child, if judicially permitted, over parental objections An American Approach to American Human Sexuality: What should be known.
7. ***Destiny Magazine:*** "The impact of Kinsey and Pornography on Black Americans".
8. GATT & The Drugs & Children Trade: Some Moral Reconsiderations
9. Reisman & Johnson Study Preliminary Summary.
10. December 13, 1994, *The Advocate* cover of Christ as Sado/Masochistic "cross Scene, "Is God Gay?

ENDNOTES

[1] Webster, (lost full cite in computer) p. 396.

[2].It is difficult not to reprint all of Webster's remarks here for, he said as well, "For America in her infancy to adopt the present maxims of the old world, would be to stamp the wrinkles of decrepit age upon the bloom of youth and to plant the seeds of decay in a vigorous constitution." (:18)

[3] Rosalie J. Slater, ***Noah Webster's First Edition of An American Dictionary of the English Language***, (San Francisco, CA: Foundation for American Christian Education, 1967) pp. 17, 18, 23, 24, 25, 26

[4] Shepher, Joseph and Reisman, Judith (1984) ***Pornography, A Sociobiological Attempt at Understanding; The Journal of Ethnology and Sociobiology, 6: p. 107.***

[5] Ibid. 24 Europe is grown old in folly, corruption and tyranny--in that country laws are perverted, manners are licentious, literature is declining and human nature debased. For America in her infancy to adopt the present maxims of the old world, would be to stamp the wrinkles of decrepit age upon the bloom of youth and to plant the seeds of decay in a vigorous constitution pp. 11, 17, 23-26.

[6] Bloom, Benjamin (1981) ***All Our Children Learning***, New York: McGraw-Hill, p. 180.

[7] See ***Kinsey, Sex and Fraud***, and a broad spectrum of articles, most notably those in Science Magazine, beginning in the late 1980s.

[8] ***The World Almanac,*** 1989, The Journal. Alexandria Va.

[9] See the new "peer" groups working on "diversity" as well as the "gay and lesbian and bisexual youth" groups being formed nationwide by activist homosexual leaders.