

"THE FAILURE OF SEX EDUCATION"¹

Reports Barbara Dafoe Whitehead in *The Atlantic Monthly* 12/9/96

- Modern sex education is not grounded in the hard sciences of medicine and biology as it was pre-1948. As former U.S. Surgeon General, Dr. Jocelyn Elders explained, sex education no longer provides children with just a "plumbing lesson."
- Whitehead reports that sex educators seek to build self esteem, prevent sexual abuse, promote acceptance for all kinds of families, helping little girls be more assertive and boys more nurturing. She explains that sex educators inform the disciplines of psychology, sociology, and sexology, providing a *philosophy, a pedagogy* of faith: if teenagers are given a formal body of sex knowledge and skills, along with the proper contraceptive technology, they will responsibly govern their sexual behavior.
- Whitehead says principals "buy a sex education curriculum and enroll the coach or home-economics teacher in a training workshop, and their school has a sex-education program" built on the basic tenets of "sex education orthodoxy" as follows:

First: Sex Ed says children are "sexual from birth,"[rejecting any period] when children are sexually latent. "You are being sexual when you throw your arms around your grandpa and give him a hug."

Second: Sex Ed says children have been sexually mis-educated by parents and church.

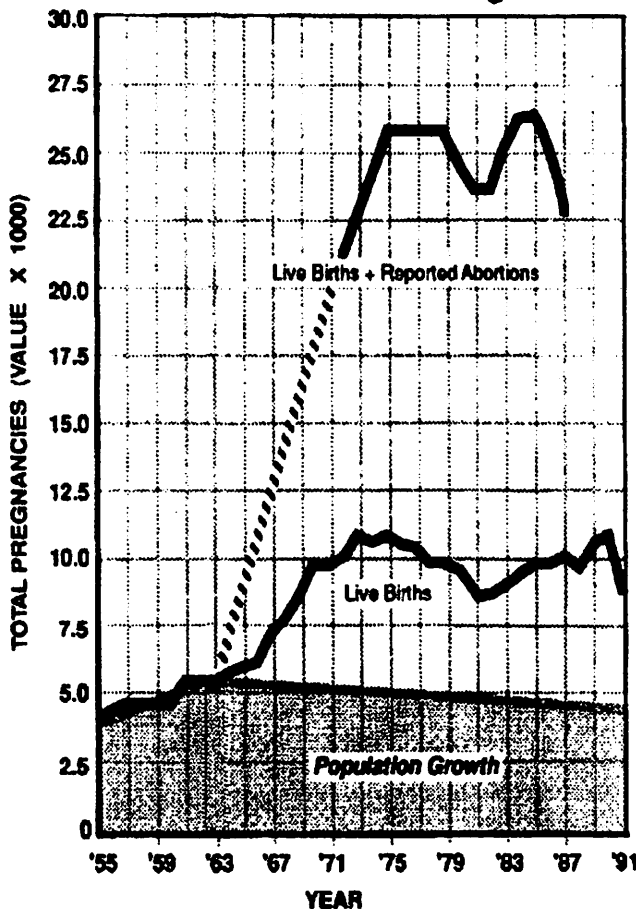
Third: Sex Ed says sex education in the schools is the solution, if mis-education is the problem: then;

Fourth: Sex Ed says it must begin in the earliest grades. Since children are sexual from birth, this is Sex Ed's most defining tenet. Like math or reading, comprehensive sex education takes a "building blocks approach." Sexual literacy in the first grade is acquiring basic sex vocabulary, starting with proper names for genitalia and progressing toward an understanding of masturbation, intercourse and conception.

Sex educators offered their approach as an alternative to what they saw as a failure to regulate teenage sexuality through social and religious values. Thus sex education stands or falls on the proven effectiveness of its techniques.

Table 1 skyrocketing "Pregnancies Among Unwed Girls 15-19" verifies that, in the early 50s while "family life" instruction was the responsibility of parents, teen pregnancy was low, but following on the heels of school sex education, teenagers' overwhelmingly made decisions to "engage" in sex despite access to birth control and abortion.

Pregnancies Among Unwed Girls Under 15 Years of Age



Indicates population growth.
Indicates interpolated data.

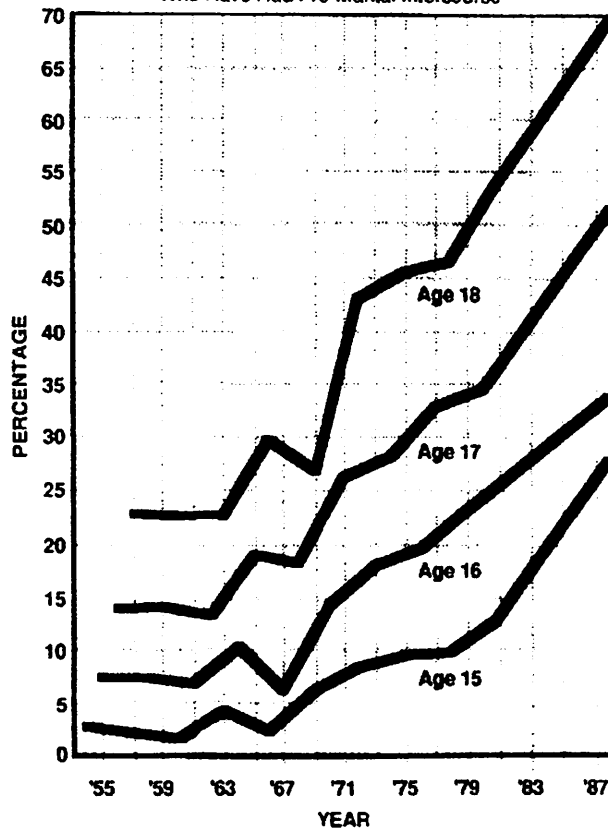
Basic data from Department of Health and Human Services

While Whitehead details the "sex education orthodoxy," we compare sex education goals to the hard data which report toxic increases in teenage sexual disease and dysfunctions:

¹ October 1994. The summary of Ms. Whitehead's article is augmented here by Tables taken from *RSVP America* (1996). References to Kinsey's findings (page 4) are drawn from the work of Dr. Judith Reisman with permission.

Pre-Marital Sex

Percentage of U.S. Teenage Girls Who Have Had Pre-Marital Intercourse



Basic data from *Family Planning Perspectives*, March/April 1987, and from *Sexual and Reproductive Behavior of American Women, 1982-88* Furnished by the Alan Guttmacher Institute.

- **Sex educators have faith in the power of “Knowledge” to change sexual behavior.**

Whitehead reports that Douglas Kirby, of ETR Associates, a Planned Parenthood associate, conducted a major study on the effectiveness of sex education programs for the Health Education & Welfare and Centers for Disease Control. Kirby claimed that despite billions invested, “As it is typically taught sex ed has little effect on teenagers’ decisions to engage or postpone sex.....[or to] significantly reduce teenage pregnancy.” However, the hard data reveal a very different story than Kirby’s assessment.

- **Sex educators assume knowledge acquired at early ages will influence sexual behavior.**

Whitehead notes a Planned Parenthood conclusion that a “knowledgeable thirteen-year-old is no more likely to use a contraceptive than an uninformed thirteen-year-old.”

Table 2, skyrocketing “Pre-Marital Sex” among “Teenage Girls” verifies that while parents still controlled sexual information rates of pre-marital sex were low. Now that schools teach sex “knowledge” teen contraceptive use has not increased although teen sexual activity has increased dramatically.

- **Sex educators assume sex knowledge promotes good communication.**

Whitehead reports parental *discipline and supervision are more important than* communication. Based on teenagers’ self-reports, *diminished parental supervision strongly correlates with early sexual activity*. Says Whitehead, better communication about sex does not contribute to a higher level of sexual responsibility. If free and easy sex talk contributed to responsible sexual behavior the statistical trends in Table 2 would reflect that fact. Our tongue-tied, “repressed” grandparents had much lower rates of illegitimacy and STDs than today’s franker and looser lipped youth.

- **Sex educators advise students that “Outercourse” is an alternative to “Intercourse.”**

Whitehead finds no evidence that teaching what sex educators call “outercourse,” (non-coital sex), that is masturbation, oral sodomy, etc., reduces coital sex. Cross-culturally and historically “outercourse” (or foreplay or petting) is a trigger for intercourse. Teaching it otherwise, seems to Whitehead to come close to educational malpractice.

- **Students will make good decisions if they are taught responsible sexuality**

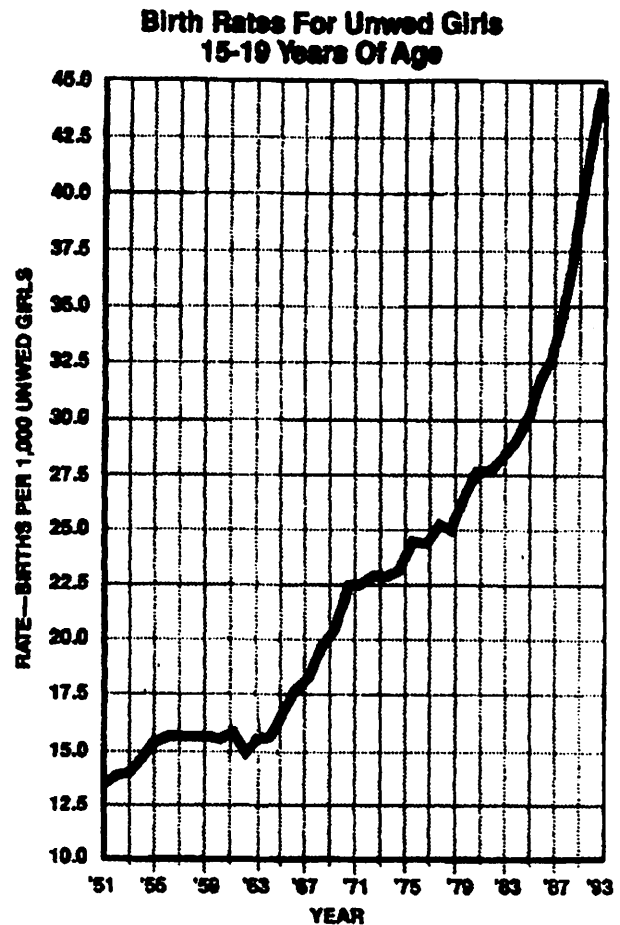
Whitehead cites Kirby as finding no real support for sex educators' claim that responsible sexual behavior follows from many years of sexual schooling. The hard data on Table 3 points upward to a much more damaging conclusion.

- **Hard data on teen sexual promiscuity does not discomfort or deter sex educators**

Whitehead reports the dearth of a reasoned case for sex education. If challenged that sex education actually increases child and teen sexual activity, sex educators simply crank up their rhetoric: "*Criticize sex education, they say, and you contribute to the death of teenagers from AIDS.*" (Emphasis added.)

- **There has been sparse critical challenge of sex education from the scientific community**

Whitehead comments that the theories and policies of sex education are crafted outside the environs of academe. Perhaps sex education has avoided serious criticism because it is not rooted in a single discipline, or set of disciplines, but can best be described as a jumble of popular philosophies and therapies such as self-help, self esteem, assertiveness training, sexology and certain strands of feminism.



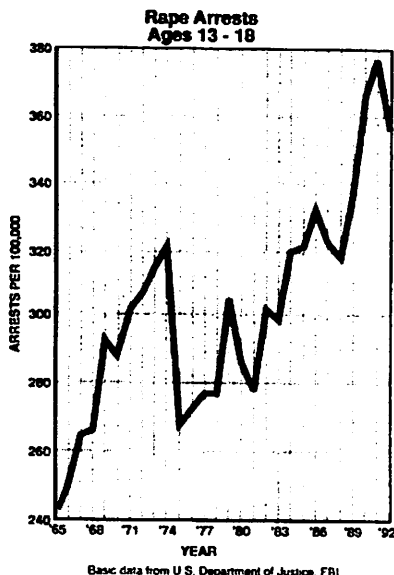
Basic data from Department of Health and Human Services and
Statistical Abstracts of the United States.

Conclusions Drawn from Dafoe Whitehead's Article:

- A supervising, moderately-strict *parent* is the most effective preventive for early teen age sexual activity.
- Ideology is the unifying core of sex education. Its course work and training activities are crafted to appeal to the emotions and not to cognitive processes.
- Sex education's "*mission is to defend and extend the freedoms of the sexual revolution and its architects are called forth . . . to advance its cause.*"

But we are left to consider the requisite "*Five W's*" at the conclusion of the extensive *Atlantic Monthly* report: "*Who* is the father, the architect, of the sexual revolution? *What* is its cause? *When* did the revolution occur? *Where* is it leading us, and *Why*?" *Who, What, When, Where and Why?* The answer is found in the sex research of zoologist Alfred Kinsey in 1948 and 1953. Kinsey supplied the "building blocks" of "knowledge" on human sexuality. Today whether kindergarten, middle or high school, medical school, seminary, education, health, criminology, law, psychology or sociology, human sexuality training rests upon the scientific cornerstone of *one* pre-eminent grand architect, *Dr. Alfred Kinsey, father of the "anything goes" sexual revolution.*

The Sexual Revolution and SEX ED Today are Built on the Cornerstone of ALFRED KINSEY'S SCIENTIFIC FRAUD



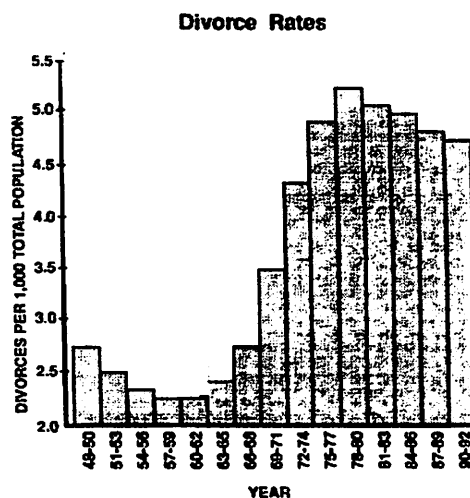
"Look how we've used the Kinsey data. We've used it for everything from assessing the stability of marriage to raising children to trying to understand human growth and development – not just sexual but also psychological growth and changes over time."

Carol Cassell, *Contemporary Sexuality*, October 1991
a monthly newsletter of the American Association of
Sex Educators, Counselors and Therapists; (AASECT).

In 1948 law and public policy was built upon moral authority and with no access to birth control and abortion America had very low rates of out of wedlock birth, STDs and other sexual disease and dysfunction. Since 1948, Kinsey's scientific authority has replaced moral authority in all of America's institutions of *family, political, economic, religious and educational*. Commitment and jealousy are passé. Free love reigns, but free love is not free. As America looks for solutions to skyrocketing sexual and social dysfunction, the ground-breaking work of Dr. Judith Reisman demonstrates that today's sex education cornerstone is built on sex crimes against children. As testimony to Kinsey's bad data the Tables displayed in this paper illustrate the dramatic rise in disease and dysfunction.

The following points are Kinsey's human sexuality building blocks for all human sexuality training at all grade levels:

- **"Kinsey said: Children are sexual from birth** ("womb to tomb"). Therefore sex ed says training should begin early and be a life long experience and children should be "taught" all sexual vocabulary, acts, and be able to share about them freely and knowledgeably.
- **Kinsey said: There is no abnormality and no normality.** Orgasms are the measure of health and the more the better. All orgasms are equally acceptable and beneficial – between husband and wife, boy and dog, man and boy, girl, or baby, etc.
- **Kinsey said: The medical and scientific data find no reason to prohibit incest or adult-child sex.** Since Kinsey said children are orgasmic from birth they are *entitled* to and *unharm*ed by sex including adult/child and often benefit thereby. Therefore, laws punishing and prohibiting these acts should be weakened or eliminated including age of consent.
- **Kinsey said: All taboos against obscenity and all sex laws are invalid.** Obscenity can be a sex aid and because all sex is good taboos and laws should be weakened or eliminated including laws against non-violent rape.
- **Kinsey said: Pre-marital sexual experimentation increases the likelihood of a successful long-term marriage.** It will also dramatically reduce jealousy, sexual diseases and social disorder.
- **Kinsey said: Masturbation is critical for sexual, physical and emotional health** and can never be excessive or pathological.
- **Kinsey said: People left on their own are naturally bisexual.** Only fear and religious bigotry and prejudice forces people into exclusive heterosexuality and monogamy.
- **Kinsey said: All Sodomy is healthy and natural. Homosexuals represent 10-37% of the population or more.** Therefore, homosexual and bisexual experience is viable. (Some educators have interpreted his findings by saying that only 4% to 6% of the population is *exclusively* heterosexual so the "heterosexual" bias in the U.S. should be ended.²)



"The U.S. is at the top of the world's divorce charts on marital breakups. U.S. News and World Report, June 8, 1987, pp. 68-69.

Basic data from the U. S. National Center for Health Statistics, *Vital Statistics of the United States*, annual.

² Wall Street Journal, December 31, 1992.