

March 6, 2009

Judiciary Committee

I do not support SB 899 AA Implementing the Guarantee of Equal Protection Under the Constitution of the State for Same Sex Couples. I understand that Section 17 of this bill would repeal the state law on homosexuality, meaning that the promotion of homosexuality or bisexuality could be taught in our school system.

Things are bad enough in our schools with the teaching of Comprehensive Sex Education without the added promotion of homosexuality and bisexuality.

Enclosed with my testimony is an article titled "Reading, 'riting, 'rithmetic and ... sex?" by Michael Hichborn that was in the American Life League magazine CELEBRATE LIFE. Part one in the November = December issue and Part two in the January – February issue.

According to Dr. Melvin Anchell, author of a Psychoanalytic Look at Today's Sex Education, "A partial summary of adverse effects due to the sex educators' interferences during latency is that they 1) make the six- to 12-year-old student less educable; 2) can block the development of compassion; 3) weaken the mental barriers controlling base sexual instincts, thereby making the child vulnerable to perversions in later life."

He also writes about the "dramatic increase in violent crimes from 1960-2007". "There can be little doubt that interrupting the latency period of development has had a catastrophic impact on society as a whole."

A quote from a former teacher of grades 7-12, "I observed, firsthand, the psychological damage that sex education causes in children. To put it briefly, I saw children become obsessed with sex and saw their grades drop as soon as they became interested in sex. And I saw children of an easy-going nature become wildly emotional as a result of this obsession."

The reason I bring this up is, as bad as comprehensive sex education is in our schools today, can you imagine how much worse it will get by bringing homosexuality as normal into the discussion!!!

Please read this article and vote against SB 899.

Robert E. Muckle Sr., Waterbury

Reading, 'riting, 'rithmetic and ... sex?

By Michael Hieborn

The culture of death has waged a cruel and relentless war on children in this country, but the war didn't begin with the decriminalization of abortion, nor did it begin with the alleged "right to privacy" codified by the Supreme Court's 1965 *Griswold v. Connecticut* decision, which decriminalized the use of contraceptives. The war started with the push to indoctrinate children about three letters: S-E-X.

Prior to the 20th century, the closest thing to sex education was marriage, and preparation for marriage consisted of parents teaching their children about the virtues of modesty and chastity. Modern man, however, in his so-called liberation from absolute moral standards, took it upon himself to publicize a deeply private and intimate act. The results have been devastating.

The history of sex education is a sordid affair. One of the earliest writings on the subject belongs to Margaret Sanger, foundress of Planned Parenthood. *What Every Boy and Girl Should Know*, published in 1915, laid the groundwork for what is now called comprehensive sex education in schools by advocating a clinical approach to what had previously been regarded as a moral, rather than medical subject.

In 1933, Elise Ottesen-Jensen, later a founding member of the International Planned Parenthood Federation, founded what is now known as the Swedish Association for Sexuality Education. This organization proudly acknowledges that its work led to the "abolition of the law on contraception, and the legalization of abortion and homosexuality." In 1938, Sweden dropped its ban against disseminating information on birth control. In 1944, it

decriminalized homosexuality, and by 1955, sex education was compulsory in Swedish schools

PP saw Sweden as the testing ground for introducing sex education in this country. In 1946, it adopted a resolution advocating school sex education for the U.S.

Meanwhile, the notorious Dr. Alfred Kinsey, a zoology professor at Indiana University in Bloomington, Indiana, shocked the nation with two publications known as the *Kinsey Reports*. *Sexual Behavior in the Human Male* (1948) and *Sexual Behavior in the Human Female* (1953), both of which relied heavily on fraudulent data obtained from convicts and known sexual deviants, formed the basis of Kinsey's theories on human sexuality. According to Concerned Women for America, "The scientific methods of Kinsey have been discredited by medical and social science professionals."

Kinsey believed that children are potentially orgasmic from birth, all forms of sexual experimentation are beneficial, adultery is natural and healthy, pedophilia and incest are healthy, and homosexuality is natural, healthy and acceptable. The Sex Information and Education Council of the United States was founded at Indiana University's Kinsey Institute in 1964 to teach and promote these and similar Kinseyan theories on human sexuality.

SIECUS has been at the forefront of promoting and designing sex education programs in the U.S. Its first director was Dr. Mary Calderone, who also served as Planned Parenthood Federation of America's medical director from 1953 to 1964.

In 1966, the National Education Association passed its first resolution endorsing sex education and the U.S.

"Sex education programs from kindergarten through high school continuously downgrade the intimate, affectionate, monogamous nature of human sexuality."

Department of Health, Education and Welfare began to push for including sex education in public school curricula, starting at the lowest grades. In the same year, HEW gave SIECUS funds to give a conference and develop the first sex education teacher training manual.

In 1970, federal funding for PP's programs through the Title X program began, and PP and SIECUS began to collaborate closely. Thanks to SIECUS, PP and organizations such as the American Association of Sexuality Educators, Counselors and Therapists, by the mid-1970s, sex education courses had been widely implemented in America's schools.

Dr. Melvin Anshell wrote an extraordinarily perceptive analysis entitled *A Psychoanalytic Look at Today's Sex Education*, which explains children's mental and emotional dispositions at various stages of development and how sex education disrupts their natural, healthy mental and emotional growth. Anshell pinpoints the underlying fatal flaws of school sex education:

Sex education programs from kindergarten through high school continuously downgrade the intimate, affectionate, monogamous nature of human sexuality. Whether the sex educators purposefully intend to do so or not, their sex teachings act, nevertheless, to desensitize students to the spiritual quality of human sexuality.

In addition, every teaching known is used to break down the students' mental barriers of shame, disgust and morality that are natural inborn mental dams that control base sexual urges.

Essentially, young children are not equipped to understand the intimate details of human sexuality. Yet, organizations like SIECUS and PP push not only teaching children as young as five about human sexuality, but also giving them details about topics such as homosexuality and masturbation. CWFA reports that in 1991, "SIECUS published and distributed its *Guidelines for Comprehensive Sexuality Education, Kindergarten-12th Grade* to all U.S. school boards. SIECUS urged all public school administrators and teachers nationwide to promote sex education in every grade and in every school."

One may wonder what sort of psychopath would believe it is appropriate to teach five-year-olds about such things, but once you recognize the barriers that are destroyed in the minds of youth, the agenda becomes perfectly clear.

For about the first six years of life, a child's primary means of learning are largely sensory experiences and observations of cause and effect. Scientists have been able to observe and track the growth of neural pathways directly related to this primary education. As these neural path-

ways grow and make more connections, it is important for the child to continue exploring, learning and making new discoveries.

However, Anshell points out, "If misguided adults, sex educators or child molesters cause the child to linger in these early sensual stages, an arrest in further sexual growth may occur." Further, he warns they "may become fixed in the need for an undue amount of exhibitionistic and voyeuristic pleasures in his or her later sex life. In such cases, the eye replaces the genital organ as the primary sexual site." If children this young can be programmed to become accustomed to pornographic images and sexual urges, then it is understandable why organizations promoting pornography, birth control and abortion would support it. These children become the seeds for future business.

The second phase of sexual development is known as the latency period, which begins at about age six and lasts until puberty begins. To sell the idea of sex education to the public, SIECUS and PP had to completely deny the existence of what Pope John Paul II referred to in his 1981 apostolic exhortation *Familiaris Consortio* as "the years of innocence."

During the latency period, sexual feelings lie dormant, allowing the developing child to direct his energies toward growth in other areas. Children in this phase have stopped learning as much through the senses as they previously did and have begun to grasp abstract concepts, allowing them a greater capacity for learning subjects such as math, history and the mechanics of grammar. When comprehensive information on human sexuality is introduced at this stage, naturally dormant sexual energies are aroused, thereby reducing the energy naturally used for intellectual growth.

Anshell writes, "A partial summary of adverse effects due to the sex educators' interferences during latency is that they 1) make the six- to 12-year-old student less educable; 2) can block the development of compassion; 3) weaken the mental barriers controlling base sexual instincts, thereby making the child vulnerable to perversions in later life."

Comprehensive sex education proponents may scoff at such statements, but in the second part of this article (to be published in the next *Celebrate Life* issue), I will present the evidence that proves them true.

Michael Hichborn is a researcher for American Life League and former teacher. He received an M.A. in Education in 2004. The sources for this article are listed in the online version, available at www.clmagazine.org.

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Reading, 'riting, 'rithmetic and... sex?

Part 2

By Michael Hieborn

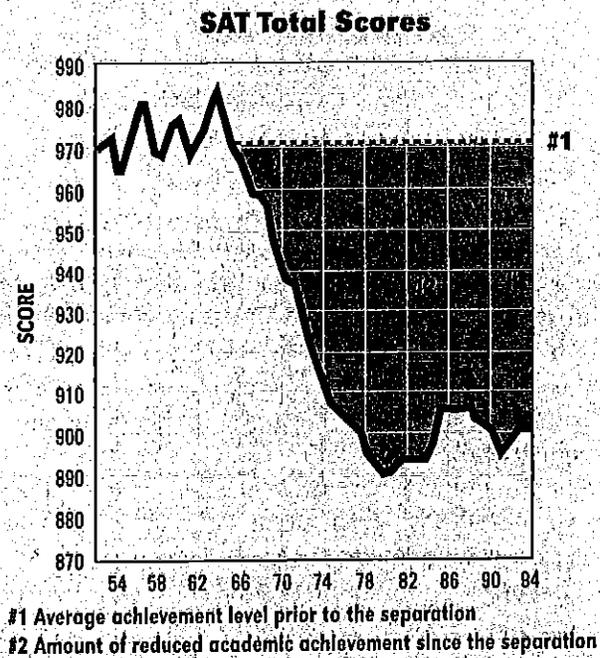
In the first part of this article (see *Celebrate Life*, November-December 2008), I traced the history of sex education in American schools and described its harmful impact on the individual child's cognitive and emotional development. According to Dr. Melvin Anshell, author of *A Psychoanalytic Look at Today's Sex Education*, "A partial summary of adverse effects due to the sex educators' interferences during latency is that they 1) make the six- to 12-year-old student less educable; 2) can block the development of compassion; 3) weaken the mental barriers controlling base sexual instincts, thereby making the child vulnerable to perversions in later life."

Bearing in mind that school sex education was introduced into schools in the 1960s and has been implemented on a large scale since the 1970s, this begs the question of how it has affected American society as a whole.

Plunging scores and soaring crime

According to data collected by the College Entrance Exam Board, SAT scores plummeted from about 980 in 1964 (the year that Dr. Mary Calderone, founder of the Sex Information and Education Council of the U.S., started pushing schools to teach sex education) to 890 in 1980—a drop of 90 points. It rebounded by only a few points through 1994. Interestingly, in 1995, the SAT's content and scoring methodology was altered significantly. According to the *Wall Street Journal*, "The SAT was made less difficult and 're-centered' so as to raise scores by about 100 points."

But, as Dr. Anshell's analysis indicates, mental acuity is not the only casualty of sex instruction at a young age. The U.S. Uniform Crime Report shows a

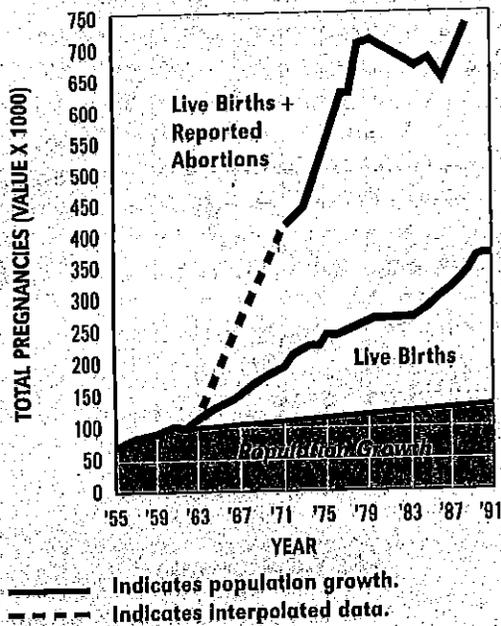


dramatic increase in violent crimes from 1960-2007.

In 1960, the total number of violent crimes (including murder, aggravated assault, robbery and forcible rape) was 160.9 per 100,000 inhabitants. By 2007, this figure had skyrocketed to 466.9 per 100,000 inhabitants. It is particularly noteworthy that in 1960, there were 9.6 forcible rapes per 100,000 inhabitants, but by 2007, there were 30 per 100,000 inhabitants.

Total crime rates (including violent and nonviolent crime) have risen from 1,887.2 per 100,000 inhabitants in 1960 to 3,730.4 per 100,000 inhabitants in 2007. There can be little doubt that interrupting the latency period of development has had a catastrophic impact on society as a whole.

Pregnancies Among Unwed Girls 15-19 Years of Age



Basic data from the Department of Health and Human Services, Statistical Abstracts of the United States, the Centers for Disease Control, and the Department of Commerce

The encouragement of vice

The problem with public sex education programs is that they are unnatural and unnecessary. Worse yet, that their aim is not merely to inform, but to indoctrinate children with a particular philosophy of human sexuality that ascribes to loose sexual morals, broad use of birth control and recourse to abortion. Simply put, sex education is the introduction of sexual curiosity to children and the encouragement of the same. Couched in terms such as "hygiene" and "health," sex education courses trivialize the genitals, mechanize intercourse, and focus on how *not* to get pregnant and what to do if pregnancy results.

Barring the moral ramifications of such instructional courses for a moment, the negative social effects are staggering! Drastically increased rates of teenage pregnancy, use of birth control, abortion, divorce, infidelity and sexually transmitted diseases are but a few of the social problems that have arisen as a result. According to data obtained from the U.S. Department of Health and Human Services, pregnancies (live births plus reported abortions) among unwed girls aged 15-19 skyrocketed from 100,000 in 1963 to nearly 750,000 by 1991.

The problem is clear: Comprehensive sex education breaks down the mental barriers of developing children, thereby undermining their academic development and damaging their natural sexual restraint, and the statistical data proves it. Sex education proponents have seen the same data, but they assert that the problem is that sex education is not comprehensive enough or there simply is not enough funding to make it widely available.

The fact of the matter, however, is that current sex education programs cannot possibly be more comprehensive than they already are, and they are already readily available in almost every state in the country. Increased funding and expanded sex education programs only line the pockets of those hoping to generate future customers for manufacturers of pornography as well as birth control and abortion providers.

There simply is no substitute for the guidance and trust a parent provides in such delicate matters. Only a parent can determine the maturity and readiness of their children for information on human sexuality. Each child is unique and will ask certain questions at different ages, such as "Where do babies come from?" or "How did a baby get in mommy's tummy?" More often than not, parents will find that the simplest answer suffices.

As a former teacher of grades 7-12, I observed, firsthand, the psychological damage that sex education causes in children. To put it briefly, I saw children become obsessed with sex and saw their grades drop as soon as they became interested in sex. And I saw children of an easy-going nature become wildly emotional as a result of this obsession.

The facts speak for themselves: Sex education is designed to create generations of kids who are mentally and emotionally fixated on sex, and is promoted by individuals and entities aiming to create a need for their "services." The result is a morally decrepit society with a predilection for violence. It is therefore essential to protect future generations from such brainwashing by establishing sex education-free schools. While a sex education-free school will not be the final solution to the problem, it must be the starting point for ridding our society of the sex education plague.

Michael Hichborn is a researcher for American Life League and former teacher. He received an M.A. in Education in 2004.

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Sources:

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