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Parents' Curriculum Evaluator

*How to Know if Kinseyan Based Sex-Education
is in Your Child's Classroom*

&

What to do about it.

A Curriculum Analysis Instrument produced by

RSP
AMERICA

The Campaign to Restore Social Virtue and Purity to America.

A Work in Progress

*“I am only one person
what difference can one person make?”*

The thought that “I am only one person” has stopped many people from acting to right wrongs they can often plainly see around them. However, those who are familiar with massive social change are well aware of how powerful one person can be.

Read on and consider what Kinseyan Ira Reiss, past President of the SSSS (Society for the Scientific Study of Sex), SIECUS Board Member and Distinguished Lecturer at the INSTITUTE FOR THE ADVANCED STUDY OF HUMAN SEXUALITY, thought just a few people could do:

“To build [sexual] pluralism we must firmly root out the narrow thinking about sex that exists in all of our basic institutions, family, political, economic, religious and educational. We need to change our whole basic social institutional structure.... We don't need a majority of the nation in order to make significant changes in our society. We need only a small percentage of the population who are dedicated to promoting all of our sexual rights.”

Review: What is The Kinsey Human Sexuality Model?

Remember, few parents understood the difficulties and dangers Kinsey would bring to their children in 1948. For that matter, few scholars knew exactly *what* Kinsey said, much less what he intended, because most professionals and others commenting on Kinsey's research generally quoted publicity releases but did not read the Kinsey reports. What Kinsey said in his Introduction to the 1948 Male Report is instructive to our purpose here:

An increasing number of persons would like to bring an educated intelligence into the consideration of such matters as sexual adjustment in marriage, the sexual guidance of children, the premarital sexual adjustments of youth, sex education, sexual activities which are in conflict with .. the forces of law¹....The present study, represents an attempt to accumulate an objectively determined body of facts about sex which strictly avoids social or moral interpretations of the facts. (Emphasis added)²

The Kinseyan view of human sexuality which "avoids social or moral interpretations" is as follows:³

1. "Tolerance": There is no abnormality and no normality. All sexual "outlets" are of equal value - whether between husband and wife, boy and dog, man and boy, girl, or baby.
2. "Child Sexuality": As the aim of coitus is orgasm, the more orgasms from any "outlet," at the earliest age- the healthier the person.
3. "Positive Masturbation": solo, duo, group, etc., masturbation is critical for sexual, physical and emotional health. It can never be excessive or pathological.
4. "Sexual Diversity": All sexual taboos and sex laws are routinely broken; thus all taboos and sex laws should be eliminated, including that of rape, unless serious "force" is used.
5. "Pre-Marital Sex is Healthy": All sexual experimentation before marriage will increase the likelihood of a successful long-term marriage, and venereal disease and other disorders will be reduced dramatically.
6. "Sexual Diversity": People are naturally bisexual. Religious bigotry forces people into heterosexuality and monogamy, and since sex can, and should, be shared with anyone and anything, jealousy is passé.
7. "Confidentiality": As children are potentially orgasmic from birth ('womb to tomb'), never harmed by adult/child sex, **even incest**, and often benefited, hence sex and sex education should begin early and all sex information must be "confidential" between the instructor and the child.
8. "Values Clarification": There is no medical or other reason for adult-child sex, or incest, to be forbidden, so authorities such as parents and sex laws are invalid.
9. "Sexual Positivism": Pornography (sexually explicit material) is a healthy educational form, hence it should be part of the early sexual experience.
10. "Outercourse": Homosexuals represent ten to thirty-seven percent of the population or more and all sodomy is natural and healthy, legitimizing all forms of sex, using any orifice of the body. Any activity which does not involve actual penetration of the penis into the vagina is considered as acceptable whether in marriage or not. This is usually taught in sex education classes as one of the "acceptable" contraception choices. Therefore, young people are encouraged to avail themselves without guilt of potentially dangerous heavy petting, etc., as an alternative to "intercourse."

¹ *A Guide to America's Sex Laws* (1996) Richard Posner and Katharine Silbaugh, University of Chicago, Chicago, Illinois.

² Kinsey, et al, *Sexual Behavior in the Human Male* (1948) and *Sexual Behavior in the Human Female* (1953).

³ Dr. Judith Reisman. et.al., *Kinsey, Sex and Fraud*, (Lafayette, Louisiana: Huntington House), 1990.

How to Check & Document Kinsey's Fraudulent and Criminally Derived Sexuality Model in Sex Ed & AIDS Prevention Curricula in Your State

NOTE: Maintain written records of all letters sent and phone calls including the names of your correspondents, dates and times you talked with them, as though you were preparing for courtroom testimony. Whenever it is feasible, record on video or audio tape your exchanges with agency heads, teachers, counselors, principals, students, and others involved. But, always make good written notes on any exchange you have with the authorities mentioned above and file them for later reference. If you want to only check your child's school curricula, skip to step seven.

STEP 1) Obtain the most recent sex/AIDS education laws in your state. Preferably working in groups of two or three, phone your state representatives, the state department of education and the state department of health to obtain copies of the latest laws addressing the teaching of issues dealing with sexuality and/or AIDS prevention. When you are sure you have the most recent law(s), duplicate copies of these for your action file on sex, or "family life" education, etc. Obtain copies of any past laws relating to these issues to note what changes were made, when, and by whom.

STEP 2) Examine state law(s) for language supporting or repudiating the Kinsey Model. Preferably working in groups of two or three, make duplicate copies of the relevant law(s). Have each member of your parent group study the law independently, and each write up a short report, working together to consolidate observations and to draft an assessment of the law and its requirements.

STEP 3) Obtain your state teacher's training manual(s) addressing Human Sexuality and/or AIDS. Preferably working in groups of two or three, phone your state representatives, the state department of education and the state department of health to obtain copies of the latest state approved teacher training manual(s) addressing issues of sexuality and/or AIDS prevention education. In the past, these documents have generally been hard to get. You may have to visit these departments and examine their materials directly. When you are sure you have the latest manual(s), duplicate copies for your action file on sex, or "family life" education, etc. Each member of your group should read through such manuals and materials to document information and ideas based on Kinsey's erroneous assumptions .

STEP 4) Obtain the recommended/suggested resources for teachers and/or students on Human Sexuality, Family Life Education, Values Clarification, Cultural Diversity, and/or AIDS. Preferably working in groups of two or three, phone your state representatives, the state department of education and the state department of health to obtain copies of all other resources, texts, films, videos, pamphlets which are cited in the teacher training manual(s) and/or which these departments suggest are valuable on sexuality and/or AIDS prevention. Visit these departments and

examine their materials directly. When you are sure this is the full spectrum of resource materials, secure copies for your file on sex, or “family life” education, etc. Obtain copies of any prior cited resources relating to these issues to note what changes were made, when, and by whom.

STEP 5) Ask, “Is this education ‘factually accurate’ and ‘age appropriate’ as required by Federal law?”

Kinsey’s equalization of all forms of “outercourse” (masturbation, whether alone or with others, etc.) and “intercourse” (that is, anal, oral, genital, marital, etc.) are present throughout most state curricula including manuals, texts, and teacher training materials and the manuals. Kinsey’s factually inaccurate findings dominate the semantics of most state sex ed and AIDS prevention information.

STEP 6) Study law, training manuals, texts and resources for the Kinsey Model language. As Kinsey’s Model identifies all sexual activity as equal and as harmless, certain words will be more common than others. Study the manuals or other materials (and, if possible, the recommended resource materials) and use the Curriculum Analysis to count the times the “Kinsey Model” words occur. “Abstinence” should be counted and all sentences surrounding that term identified on a separate page, with page citations, as “abstinence” increasingly appears to suggest children “abstain” from sexual intercourse without a condom, but not from sodomy or “outercourse,” until they “feel” “ready” for sex, not marriage. “Abstinence” is emerging as an adjustment to the Kinsey Model.

STEP 7) Record all data from training manuals, texts and resources on Curriculum Analysis Coding Instruments—The three measuring or “Coding Instruments” follow here: Coding Instrument 1—contains words reflecting the Kinsey Model, Coding Instrument 2—contains words reflecting the American, (pre-Kinsey) Model of sexuality, and Coding Instrument 3 contains examples to context both models.

FOR EXAMPLE: Dr. Reisman coded one state’s teacher’s training manual, where many state leaders and concerned citizens said they did not believe Kinsey was in their schools. However, Reisman found “marriage” appeared 5 times in about 200 pages of sexual curriculum—an average of once each 50 pages— while “sex” appears 510 times in these 200 pages. The number of times “marriage” appears (5 times) versus “sex” (510 times) becomes the “data” which can lead to a ruling, based on objective information, as to a bias in the curriculum. Final Reports must contain exact counts of words.

“Marriage” appeared first in the state-developed Curriculum mentioned above in a sex/death game. In this game, children learn to “feel” AIDS, saying they will die in “13 months to 3 years.” “How does it feel to hear your friends talk about the future—next summer? graduation? marriage?,” and “How does it feel to be told they don’t want you to come to school?” Marriage is first associated with this dire circumstance. Later, the word “parents” occur when the manual teaches children how to lie to their parents to get free contraceptives, recommending Norplant, a toxic contraceptive, to girls by saying, “an older person, not necessarily your mother” may help you get condoms. These kinds of statements are recorded on coding instrument #3.

The state-developed Curriculum directed students that “delaying” sex is a form of “abstinence,” and sexuality “games” were employed to change children’s sexual attitudes. There was no down side to sexuality activities. The hard data on sexual harm to children and the implication of early sexual activity is minimal. More importantly the theme is that children need, deserve and are entitled to sex. Finally, subtle Kinsey Model claims of homosexuals as “born” that way, victims of bigotry and as living the same love lives as normal heterosexuals are included in the curriculum’s last pages under “Sexual Orientation.” Dr. Reisman’s analysis stunned legislators, who had earlier passed this state’s hard won *Family Life Instruction Act*. Neither the letter or the spirit of the state law was implemented by the state’s Department of Education.

How to check for Kinsey's fraudulent and criminally derived sexuality model in your own child's classroom

Dr. Judith Reisman has written two books on Alfred Kinsey and has over 20 years of experience with a vast number of state and privately developed sex-ed/AIDS Prevention, Cultural Diversity curricula. She designed the Coding Instruments to establish evidence of a semantic bias, of one model over the other. These data become the "Evidence" that the Curriculum is, or is not, Kinseyan Based. Following are three frequency evaluation "instruments" or coding instruments to assist you in determining whether the materials being used in your child's classroom or, yes, all too often even in the Sunday School, are rooted in the inaccurate Kinseyan view or "model" of human sexuality. This view is not "accurate," thus it can never be "age appropriate" despite the use of "experts" cited as the authorities quoted or contained in the bibliography of the sex material(s) you are examining. Remember, the "educated" understanding of human sexuality taught to "experts" since 1948 in professional schools, universities and often even in seminaries, is rooted in the fraudulent, unscientific, and criminally-derived sexuality model of Dr. Alfred Kinsey.

While most school nurses, teachers, counselors, principals and others are well-meaning, too many have actually been taught that parents are "sexually illiterate." Thus, these professional educators, who think they only really know the truth about sex, may try discourage your inquiry into what your children are being taught about sexuality. They may say, "You are the first person to complain." This may, in fact, be true but if it is, you may be the only person to save the children from receiving fraudulent, damaging sex training—you may recapture a classroom. Or they may say, "The book (or video, or teacher's training manual, etc.) is not allowed to go home, it remains in school." While this makes it harder to procure the materials for evaluation, do not stop demanding these materials. Remember, *you have a right as a taxpayer and as a parent to know what the children are being exposed to and taught.*

Some parents are told, "We do not use these materials in our school, it is only a resource." This also can be a disingenuous claim. While these materials may not be used in direct contact with the students, they are definitely used to train the teachers themselves, and if used as "resource" material, shape the approach and information imparted by those teachers verbally and attitudinally. As noted, some teachers believe that parents are "sexually illiterate," that is, unaware or ignorant of the more enlightened "scientific" views of sexuality, with an old-fashioned view of what is "moral." (Commonly, this view and belief of teachers reflects exposure to Kinseyan-based information.) Remember Kinsey was a well-respected scientist, an author, the head of an Institute, whose face was on the cover of *Time* magazine. However, based *on the evidence*, further revealed in the August-September 1997 *New Yorker*, Kinsey was a *coercive sadomasochistic homosexual*, who did great harm. Do not be put off by the sex "experts" when it comes to what you know is best for children.

“Content Analysis” as a Scientific Method

The following coding instruments allow you to use a scientific method known as Content Analysis. This method helps you to analyze the content of the material you are evaluating. Content Analysis works like this:

- The “frequency” with which words appear in a curriculum, a book, a movie, pamphlet, etc., can be counted to objectively evaluate the sexuality model being taught to your child so that you as a parent or concerned citizen, can speak confidently to a teacher or other authorities about your concerns in definite and measurable terms.
- Determining if Kinsey is being taught to your children can be measured by counting how many times words like “love,” “fidelity,” “chaste” and “innocence” appear in the materials or how many times “masturbation,” “outercourse,” “oral sex” and “condom” appear in the materials. If the bias is toward a moral or Biblical model of sexuality, then words like “love,” “fidelity,” “chaste” and “innocence” will appear frequently. If these latter words, “masturbation,” “outercourse,” “oral sex” and “condom” appear with greater “frequency,” then the bias is generally toward Kinsey’s model of sexuality.
- The three coding instruments contain a list of the words most likely to appear if the Kinsey sexuality model is present and being conveyed to the children, or the words most likely to appear if the instructional materials are grounded in the moral understanding of marriage and family. “Adding up” the number of times the groups of words in Coding Instrument 1 and 2 appear, you may simply present the total frequencies to your child’s teacher, school principal or your community school board, etc., and let these comparisons speak for themselves. The supplementary data from Instrument 3, provides more evidence of one or the other model.
- If you need assistance with evaluating your findings or need a more official summary call the RSVP Campaign at 1-800-837-0544 or CWA at 1-800-458-8797. You will be asked to send your completed coding instrument, and the document or text, film, video, teacher’s training manual, etc..

Coding Directions

CODING INSTRUMENTS 1 & 2.

- Make ten copies of each Coding Instrument. You will probably not need that many, but it is good to have them on hand. You will need a pristine copy of each Coding Instrument to tally the results of your analysis.
- Find a “co-frequency evaluator” or a friend to be your coding partner. It is best to find someone who shares your concerns.
- Collect the documents you need to evaluate; (text, film, video, teacher’s training manual, etc) and some dark, well-sharpened pencils with erasers.
- Place the two coding instruments alongside the text book, manual, etc., or begin viewing the video with the coding instruments in front of you.
- Fill out the general information at the top: the name of the resource; school; publication date;

date analyzed, and your name and that of your partner as those doing the analysis. Note whether the pages were paginated or not. If paginated, note the number at the beginning and the final page number. If not, insert your own pagination so that you will be able to reference the information to be found again.

- The words cited on the first chart may or may not be the total number of words which you find that are relevant to the sex information provided to the children in the curriculum under analysis. On another sheet, add any relevant words you find repeated often.
- As your partner reads the text aloud, the relevant words will be heard. As she/he reads out abstinence, love, sex, baby, abortion, etc., put a “tick” or a check beside that word on the coding instrument. After four checks, cross the four with a line for the fifth word and start a new section of fives.
- Use another copy of the coding instrument if the ticks fill up the entire space by the word.
- Take breaks if you begin to tire, perhaps on the hour, and try switching duties with one reading and the other marking the “ticks.” When you have completed the first two coding instruments go to Coding Instrument 3.
- When coding is complete, switch places with your partner and verify your “ticks,” to insure that you have accurately counted the words. Happy Coding!!!

CODING INSTRUMENT 3

- Start at the beginning of the curriculum and go back over it to locate the answers requested on Coding Instrument 3. Identify the answers by sentence and by page number.
- For example, does the curriculum give the facts or not regarding condom use rates and failure rates, etc? Cite statements and page numbers.
- Does the curriculum differentiate between what is sexually legal for adults to do and what is sexually legal for youths to do, by sentence and page number?
- Does the curriculum speak about vaginal sex, oral or anal sodomy? If yes, how and on what pages?
- Similarly, the questions on Abortion, Marriage, Pornography, Sexual “Orientation,” and Parental Authority require complete sentences and page numbers for references.

TALLY UP THE TICKS ON THE CODING INSTRUMENTS

At the end of Coding the Three Instruments: Add up all of the ticks on each line. Take one pristine copy from the ten copies of the Coding Instrument you made at the beginning on which to summarize the frequencies.

- High frequencies on Coding Instrument 1 will reflect a Kinsey Model in your curriculum and high frequencies on Coding Instrument 2 will reflect a traditional American marriage and family model.
- The frequency comparison on the two instruments, and the responses and page citations from Coding Instrument 3, are usually all that is necessary to prove the nature of the curriculum.

WHAT TO DO IF KINSEY IS IN THE CURRICULUM?

- **RSVP America**, is a campaign to de-fund publicly supported Kinseyan-based sexuality programs and to provide parents with information on Kinsey’s fraudulent, inaccurate and “inappropriate at any age” view of human sexuality. For informational products call 1-800-837-0544.
- **Concerned Women for America (CWA)**, the largest women’s organization in America, is promoting the RSVP America campaign. CWA’s 500,000 members in every state across America are prepared to move against Kinseyan based ideas from every classroom in America. CWA’s ladies are activists. They know how to help you to take action to stop Kinseyan base information from reaching your children. To locate a local leader in your area or if you need assistance with evaluating your findings or need a more official summary call 800 458-8797.

Coding Instrument #1:

EVIDENCE OF The “Kinsey Model” in _____ School _____

Title Resource Studied _____ Type _____

Resource Author(s) _____ Total Pgs _____

Paginated? __Y__N__ Publication Date _____ Date Analyzed _____ Analyzed by _____

1. abstinence	1. options
2. abortion	2. orgasm (or climax)
3. AIDS	3. outercourse
4. anonymous	4. outlet
5. anal	5. partner(s)
6. bisexual	6. penis
7. body fluids	7. peer (sex play, etc.)
8. choice/chose	8. pleasure
9. confidential(ity)	9. power
10. clitoris	10. prevention
11. condoms	11. ready
12. contraception (list types)	12. risk
13. consent	13. rubber
14. dental dam	14. sadism
15. disease	15. sadomasochism
16. drugs	16. safe sex
17. ejaculate(ion)	17. safer sex
18. equality	18. seductive
19. fantasizing	19. self-esteem
20. fetus	20. semen
21. game	21. sensual
22. gay	22. sexual
23. glands	23. sexual slang words
24. heterosexual	24. sex - sexy
25. HIV/AIDS	25. sexually explicit materials
26. homosexual	26. sperm
27. immune system	27. spermicide
28. immunodeficiency	28. straight
29. individuals	29. testes
30. infection	30. testing
31. intercourse	31. tolerance
32. intravenous	32. transgendered
33. latex	33. transexual
34. lover	34. treatment
35. lubricant	35. undecided
36. lubrication	36. vagina
37. masochism	37. values clarification
38. masturbation (single, mutual, etc.)	38. Vaseline
39. needles	39. vulva
40. negative	40. wellness

KINSEY CURRICULA, TOTAL KINSEY MODEL WORDS _____

Coding Instrument #2:

EVIDENCE OF PRE-KINSEY MODEL

1. adultery	1. judgement
2. age of consent	2. just
3. baby	3. juvenile
4. bad	4. law
5. birth	5. legitimacy
6. boy	6. love
7. chastity	7. marriage
8. children	8. marriage act
9. Christianity	9. marry
10. civility	10. minor
11. commitment	11. monogamy
12. common sense	12. morality
13. criminal/crime	13. morals
14. decency	14. mother
15. dignity	15. nursing
16. engagement	16. obscenity
17. esteem	17. parents
18. ethical	18. perversion(s)(ed)
19. evil	19. pornography
20. family	20. pregnancy
21. father	21. principle
22. felony	22. purity
23. fidelity	23. respect(able)
24. fornication	24. reverence
25. girl	25. right
26. God	26. sacred
27. gonorrhea	27. sanctity (of life)
28. good	28. self-respect
29. grandparents	29. sin(ful)
30. hepatitis	30. sodomy
31. honeymoon	31. statutory rape
32. honor	32. sterility
33. husband	33. syphilis
34. illegal	34. venereal disease
35. illegitimacy	35. virtue
36. infant	36. wisdom
37. innocence	37. wife
38. integrity	38. youngsters
39. Judaism	39. youths
40. Judeo-Christian	40. wrong

TOTAL American Founding Moral Order (Pre-KINSEY MODEL) WORDS _____

TOTAL KINSEY MODEL WORDS _____

Coding Instrument #3

EVIDENCE OF KINSEYAN-BASED IDEAS IN CURRICULA

Statements on the following Subjects should be written down on a separate paper. Please quote exactly and provide page numbers.

ABORTION

as dangerous

abortion as easy

abortion as causing infertility, etc

danger of sex and cervical cancer

breast cancer

multiple partners as harmful, helpful, neutral

virginity, chastity as ideal

children need/deserve sex

MARRIAGE

for love and life

to be parents

as economic option

SEXUALLY EXPLICIT MEDIA (PORNOGRAPHY) as neutral

harmful

helpful

contributes to sexual abuse by and of juveniles and children

SEXUAL "ORIENTATION"

HOMOSEXUALITY as genetic

harmless, normal, harmful

BiSexuality as genetic

harmless, normal, harmful

TRANSEXUALITY as genetic

harmless, normal, harmful

HETEROSEXUALITY as genetic

harmless, normal, harmful

BESTIALITY

harmless, normal, harmful

PARENTAL AUTHORITY

SUICIDE higher among homosexuals? Due to:

religious bigotry

inherent disorder

parents as bigoted

early sex abuse or neglect

What Information is given regarding: Condom Use and Failure Rates

vaginal sex Pgs.

oral sodomy Pgs.

anal sodomy Pgs.

dental dams Pgs.



The results of Dr. Alfred Kinsey's sex research are still alive and strong today. Reisman explores the accuracy of the findings and ways of research. Kinsey wrested human sexuality from the human constraints of marriage in order to advance the grand scheme to move America and the world toward the eugenic future envisioned by the elite scientists of the "new biology." Other questions are raised, such as where Kinsey gathered his research on child sexuality.



Judith A. Reisman, Ph.D.

Dr. Judith Reisman received her Ph.D. from Case Western Reserve University. Dr. Reisman's advice and analysis is sought the world over to lecture, testify and counsel organizations, parliaments, legislatures and courts. She conducts content analysis studies of written and visual media. The special emphasis of Dr. Reisman's work has been, and continues to be, the influence of these media upon the health and well-being of children.

Dr. Reisman is the president of The Institute for Media Education. An author and lecturer, Dr. Reisman has been a consultant to three U.S. Departments of Justice administrations; Education; and Health and Human Services. Dr. Reisman has consulted with members of the U.S. Joint Chiefs of Staff and is listed in numerous Who's Who biographies such as; *Who's Who in Science & Engineering*, *International Who's Who in Education*, *International Who's Who in Sexology*, *Who's Who of American Women*, *The World's Who's Who of Women*, etc. Dr. Reisman's scholarly discoveries have had international legislative and scientific import, e.g., *The German Medical Tribune* and the British medical journal, *The Lancet* demanded Kinsey's reports be investigated, saying that in her previous book:

Dr. Judith A. Reisman and her colleagues demolish the foundations of the two reports . . . Kinsey . . . has left his former co-workers some explaining to do.

The Lancet, (Vol. 337: March 2, 1991; 547)

To schedule Dr. Reisman for speaking, consulting and to order books and research materials see her website **drjudithreisman.org**