

CHAPTER THREE

“Stupid” Parents, “Enlightened” Kids

The fear of the religious right is that the schools of today will be the governments of tomorrow. And you know, they're right. If we do our jobs right, we're going to raise a generation of kids who don't believe the claims of the religious right.

—Speakers at the 1999 Gay, Lesbian, Straight Educational Network (GLSEN) conference.

One day, during his biology class, Kyle's teacher stated that homosexual behavior was genetic. Kyle immediately raised his hand to disagree. The teacher, a self-professed bisexual who had testified in support of civil unions in Vermont, immediately ridiculed and humiliated him in front of the entire high school class.

“What's the matter, Kyle?” she said mockingly. “Are you unsure of your sexuality? Did you know that the people who scream the loudest turn out to be gay themselves?”

The other students in the class, who had been subjected to homosexual indoctrination for years, laughed at him.

A few weeks later, in the middle of a discussion on genealogy, the teacher again digressed into the subject of homosexual behavior. Kyle asked again what homosexuality had to do with the subject.

The teacher again questioned his sexuality and implied that he might be covering up the fact that he was a homosexual. Kyle stood up and denied the accusation, stating that he had a girlfriend.

The class snickered at him. One classmate went as far to suggest that the girlfriend was a cover-up and that Kyle was a closet homosexual.

Devastated and humiliated, Kyle's grades dropped from a 3.70 grade point average to 2.10 in the months following the incident.¹

That story is just one of numerous examples of how the homosexual agenda is being pushed in public schools and how those who don't toe the line are being humiliated and punished.

Every fall, millions of parents drop their children off at taxpayer-funded public schools, assuming that their children's education will provide what they need to be successful in life: strong academics, civility, and responsibility.

Unfortunately, many of these same parents have little or no idea of what is happening to their children once they pass through the classroom door. Instead of learning the three Rs or how to be good citizens like many of us were taught, they are learning how to reject the common values that many of their parents have tried hard to instill in them, the values that built America. Sadly, many of these parents refuse to believe that this is happening, even when you produce evidence of how the radical homosexual activists are targeting children in public schools to accept, affirm, and be recruited into homosexual behavior.

On a daily basis, all across America (but more prevalent in some areas of the country than others), children as young as kindergarten are being told that their parents are “stupid” or “bigots” or “intolerant” if they do not accept and embrace homosexual behavior as normal, or even something to be celebrated. In some classes, children are even recruited to promote gay pride marches and events.²

For young children, the open promotion of homosexual behavior in the media and the classroom has led to preteen children announcing to their parents that they are homosexual. Why? Because they are taught that if you are a girl who doesn't like boys, you are a lesbian, and if you are a boy who doesn't like girls, you are a homosexual. Yet, for most eight-year-olds, members of the opposite sex have "cooties" or similar perceived afflictions. This is the time when children bond and form their identity as members of their own sex, and it is just a natural part of childhood. To introduce homosexual behavior at this stage of development is only confusing for children.

Finally, once they reach their teenage years, sexually confused teenagers are turned over to homosexual counselors who assist them in determining how they can come out to their families and friends.³

Homosexual activists know that the best time to reach children is during the earliest, most impressionable ages. Christian researcher George Barna has documented that the chance for an individual to make a personal decision to believe in Christ greatly diminishes after the age of fourteen.⁴ Just as children are more receptive to the gospel and religious instruction at an early age, they are also more susceptible to homosexual indoctrination. Is it any wonder why homosexual activists and their allies have tried so hard to keep the gospel out of and get homosexual indoctrination into the public schools?

In their private meetings, homosexual activists boldly proclaim their goal to get children to reject their parents' beliefs. At a 1999 Gay, Lesbian, Straight, Educational Network (GLSEN) conference in Atlanta, the following comments were made: "The fear of the religious right is that the schools of today are the governments of tomorrow. And you know what, they're right"⁵ and "If we do our jobs right, we're going to raise a generation of kids who don't believe the claims of the religious right."⁶

The Homosexual Activists' Willing Partner

A more than willing partner with the homosexual activists has been the National Education Association (NEA). While the NEA has been promoting the homosexual agenda for years,[†] its most blatant attempt was at its 2001 annual convention in Los Angeles. At that convention the NEA considered a resolution to implement promotion of full-scale indoctrination of children to accept and affirm homosexual behavior. The resolution read as follows:

The National Education Association recognizes the complex and diverse needs of gay, lesbian, bisexual, transgender, and questioning students; and gay, lesbian, bisexual, and transgender families and their children require the development of programs to promote a safe and inclusive environment:

- A. Development of curriculum and instructional materials and programs designed to meet the needs of gay, lesbian, bisexual, and transgender students.
- B. Involvement of gay, lesbian, bisexual, and transgender characters in developing educational material used in classroom instructions.
- C. Dissemination of programs that support gay, lesbian, bisexual, transgender, and questioning students and address the high dropout rate, suicide rate, and health risk behaviors.
- D. Recognition of the importance of gay, lesbian, bisexual, and transgender education employees as role models.
- E. Accurate portrayal of the roles and contributions of gay, lesbian, bisexual, and transgender education employees as role models.
- F. Dissemination of programs and information that include the contributions, heritage, culture, and history of gay, lesbian, bisexual, and transgender people.
- G. Coordination with gay, lesbian, bisexual, and transgender organizations and concerned agencies that promote the contributions, heritage, history, health, and care of gays, lesbians, bisexuals, and transgender people.⁸

This resolution was loaded with landmines for people who oppose homosexual behavior and could have dire consequences for an entire generation of children. After profamily groups, such as Focus on the Family, became aware of what the NEA was attempting to do, they blew the whistle, and a public backlash occurred. As a result, the NEA “tabled” the resolution and sent it to a committee for “study.” This means the organization will quietly implement it without member approval. In fact, that is exactly what the NEA is doing, and similar resolutions are showing up as official NEA policy in school districts nationwide.⁹

Former NEA president Bob Chase* openly admits to this strategy, stating, “Let me make it clear . . . in no way is the NEA backing down from the important issues raised by this resolution. . . . Some critics want the public schools to be an agent of moral doctrine, condemning children and adults when they are not in accord with Biblical precepts.”¹⁰ Interestingly, Chase is on the Board of Directors the Gay, Lesbian, and Straight Educational Network (GLSEN).

Think about that statement for a second. The NEA is condemning parents who object to homosexual behavior and believe that it should not be taught in public schools, accusing them of forcing their “moral doctrine” on children. And yet, groups such as the NEA, GLSEN, P-FLAG (Parents and Friends of Lesbians and Gays) and other prohomosexual groups are trying to do just that. They are trying to push a doctrine of homosexual behavior on young children while condemning and ridiculing those, including parents, who hold to biblical principles and to undermine the beliefs they are trying to instill in their children.

The NEA helped to publish a booklet, along with the American Academy of Pediatrics (which subsequently endorsed homosexual adoption),¹¹ the American Medical Association, and the American School Health Association, among others, titled Just The Facts about Sexual Orientation and Youth. This booklet, which was written to “combat the religious right,” effectively calls for the censoring of free speech rights of teachers and counselors who might be inclined to share the biblical perspective on homosexual behavior. It also calls for the wholehearted encouragement for schoolchildren to experiment with homosexual behavior. Consider this excerpt:

Sexual orientation is one component of a person’s identity, which is made up of many other components, such as culture, ethnicity, gender, or personality traits. . . . Someone does not have to be exclusively homosexual or heterosexual, but can feel varying degrees of attraction for both genders. . . . Many deeply religious people and a number of religious organizations are supportive and accepting of gay, lesbian, bisexual people. . . . A guidance counselor in a public school may not attempt to persuade a gay, lesbian, or bisexual student of the religious belief that homosexuality is a sin, or otherwise seek to impose a negative religious view on being gay, lesbian, or bisexual on the student. . . . School officials should be deeply concerned about the validity and bias of materials or presentations that promote a change to a person’s sexual orientation as a “cure” or suggest that being gay, lesbian, or bisexual is unhealthy.¹² [emphasis added]

Therefore, according to the NEA, GLSEN, and other organizations, Christians and other people of faith—and perhaps even experts on public health issues who may be teachers or counselors in the public schools—will not only be unable to share their religious views about homosexual behavior, they won’t be able to even mention individuals, such as John Paulk, who have overcome homosexual behavior. If this doctrine is imposed, more religious freedom of those teachers, counselors, and their students will be taken away. Tragically, millions of sexually confused children will be told they have no other choice but to accept the fact that they are homosexual.

“Questioning” Youth

Anyone who has ever lived through the teenage years knows that it is a time of a great deal of sexual confusion as bodies change and hormones rage. Many early adolescents go through this state of confusion regarding gender attraction and attachment. Almost all of them emerge as healthy heterosexual adults. The phrase “questioning students” specifically targets these sexually confused early teens, who, with the assistance of public funding, will be encouraged to pursue homosexual behavior.

Sadly, this is not a relatively new phenomenon. This has been happening for years, while millions of parents, including many Christian parents, have been blissfully ignorant about how radical homosexual activists are targeting their children in the public schools.

In 1993, Newsweek magazine ran an article titled “Tune In, Come Out.” In the piece, writer David Gelman chronicled the sexual confusion of adolescents and how they were being encouraged to engage in homosexual behavior. He wrote, “At high schools around the country, multiculturalism has begun to embrace multisexualism . . . more students seem to be coming out, and they’re coming out younger.”¹³

Gelman continued:

Some high schoolers are coming out homosexual, some bisexual. Others are admittedly confused [emphasis added]. “It’s very hard to figure out what you are in the core of your belly,” says one Boston teenager who thought she was a lesbian until she found herself enjoying a relationship with a man. Teens’ eagerness to experiment made bisexuality almost “cool” in some schools. “From where I sit, it’s definitely more chic,” says George Hohagen, 20, a Midwestern market researcher not long out of high school himself. “It’s trendy even to ask, ‘Do you think I am?’” At meetings of Boston Area Gay and Lesbian Youth, support group leader Troix Bettencourt, 19, a public health intern, has seen an increase in teenagers who identify themselves as bisexual. They don’t want to be penned into one type of behavior, he says. “It [saying you’re bisexual] just says that you’re not yet defined and gives you some freedom.” It’s also easier. “After all, you’ve still got the straight part,” says 18-year-old Jessica Byers . . . who came out as a lesbian.¹⁴

These quotes sadly illustrate what happens when teenagers are encouraged to question their sexuality and experiment. The teenage years are often a time of testing limits and experimenting with forbidden fruit. The lure of illegal drugs, alcohol, and pornography are extremely strong during these years.

Caitlyn Ryan, a researcher at San Francisco State University added: “Now that community resources are in place and public acceptance [of homosexual behavior] has increased, it’s more feasible for adolescents to come out during adolescence. What you’re getting in the LGBT community is the power of youth. It’s their expression and exuberance and energy and also their contribution to the culture.”¹⁵

This phenomenon was documented by Laura Sessions Stepp in the January 4, 2004 edition of *The Washington Post*:

“Move over Ellen DeGeneres, and make way for the younger girls. Way younger, actually, and way different from what most people think of as lesbians...You can see them in the hallways of high schools like South Lakes in Reston, Magruder in Rockville, or Coolidge in the District. In 2002 at Coolidge, a teacher got so fed up with girls nuzzling each other in class and other public places that he threatened to send any he saw to the principal’s office...A group of girls at a private school in Northwest Washington charge boys \$10 to watch the girls make out in front of them...

So are these girls bisexual? Perhaps. But they prefer descriptions like 'gayish,' questioning, even 'queer' – an umbrella description so broad...that it encompasses straights as well as gays...'I like women only right now,' says Cary Trainer...a self-defined lesbian since high school, 'But who knows where I'll be in 25 years?'

[David] Shapiro is head of the Edmund Burke School...in Northwest Washington. In 2002, Burke held a 'diversity day' assembly in which students and teachers stood together in a circle. An adult leader took the group through various exercises, and in one of those, participants were asked to move inside the circle if they defined themselves as gay or lesbian.

One female teacher stepped forward, but no students did.

Then the leader called for those who thought of themselves as bisexual – the broadest label offered. Out of the approximately 60 pupils in the group, 15 obliged; 11 girls and four boys. Shapiro said he was 'astounded' at the number of kids who stepped into the bisexual group. As he thought about it, he concluded that 'kids today know the difference between behavior and orientation. They say, 'I may be behaving in this certain way, but I'll make up my own mind about who I am in my own time.'

'Most of these girls aren't gay' [says one student]...'They're just doing it because their friends are doing it.'"¹⁶

Dr. Frances Scott, a professor of childhood development at Chicago's Erikson Institute, stated that teens are liable to experiment because they are still trying to figure out who they are. This problem is particularly pronounced for children who come from broken homes and do not have strong relationships with both parents. She said, "Teenagers are at that point in life where so many aspects of their identity are coming together. They're figuring out issues of sexual identity, occupational identity, and role identity. They're really asking the question, 'Who am I?'"¹⁷ This is one of the main reasons why homosexual activists have made a concerted effort to get into middle schools and high schools—they know that teenagers are likely to be receptive to their message as they try to figure out who they are.

Sadly, too many lives have been destroyed by bad decisions made during the teenage years that had dire consequences for an individual's future. Many adults regret decisions they made during those years. And now, homosexual behavior has been added to the mix as well.

So what is the bottom line? According to the NEA and its allies, children must be taught that sexual orientation is fluid (which is an interesting contradiction since homosexual activists are intent on proving a genetic link to their behavior), that only "intolerant religions" do not affirm homosexual behavior, and that once you are entrapped in homosexual behavior, there is no escape. No dissenting views are permitted. Thus, the gospel is silenced, parental values are undermined, and an impressionable child is doomed to engage in behavior that will often result in his or her eventual self-destruction.

Targeting the Children

And how does this all play out in public schools? In some areas of the country where homosexual activists have had free rein for years, the indoctrination of children starts as early as kindergarten. At a Massachusetts GLSEN conference, there was a specific workshop on how to "incorporate gay, lesbian, bisexual, and transgender issues into the early elementary years."¹⁶ On the GLSEN website, there are elementary school lesson plans featuring the themes "What Is Boy/Girl?" and "Freedom to Marry?" along with books with titles such as "Queering Elementary Education."¹⁸

In the article "Gay-Ed for Tots," Debra Saunders chronicled the full implementation of homosexual indoctrination in the San Francisco Unified School District:

The San Francisco Unified School District has a lesson plan for teaching kindergartners and first-graders about homosexuality. It is called "My Family," and is disseminated through the district's Support Services for Gay, Lesbian, and Bisexual Youth Department. . . . The lesson includes definitions that are politically correct—and downright confusing to adults, never mind kids. Homosexuals are "people of the same sex who have feelings for one another in a romantic way." A family is a "unit of two or more persons, related either by birth or by choice, who may or may not live together, who try to meet each other's needs and share common goals and interests." . . . The lesson includes class exercises designed to reinforce the notion that all families should be validated . . . presumably including families with no dads, three dads, or a 14-year-old mom. . . .

This year, the Buena Vista School District went way beyond "My Family." As it had in past years, the school invited gay parents into the classroom to talk to elementary students. In a first-grade class, a gay man read to the children the district-approved book, "Gloria Goes to Gay Pride." But this year, students also worked on a rainbow banner for the gay pride parade, and they did so during class time. As a school missive explained, kindergartners "designed" the red stripe, first-graders the "yellow," and so on up to fifth grade. The rainbow banner, the message boasted, "reflects the creativity, love, and appreciation for diversity as expressed by the children of Buena Vista."¹⁹

In such an emboldened climate as the San Francisco Bay Area, homosexual activists make no bones about telling Christians and others who object to homosexual behavior to "get lost." For example, when asked about those parents who might have moral objections to the promotion of homosexual behavior in San Francisco schools, Lynn Lavin of the Gay-Lesbian Parents Group at Buena Vista school flippantly said, "If there are people who don't feel comfortable with [pro-homosexual] policies, they shouldn't be in public schools."²⁰

In her conclusion to the article, Saunders tied the indoctrination of schoolchildren to the argument used by the secular left that religion or equal access for Bible study or prayer groups should not be allowed in public schools because children are "easily persuaded." Saunders wrote, "Those who support pressing young children into making a gay banner have insisted that there is nothing political about it or the city's gay pride parade. Instead, they have equated the gay pride parade with Martin Luther King Day. That Buena Vista's proselytizing, forced on kids who aren't old enough to think critically, might be the equivalent of public school prayer, doesn't compute with them."²¹

As we mentioned before in our discussion of George Barna's findings on children and faith, it is quite obvious that homosexual activists and their allies have no problem with the indoctrination of children. It is a child's exposure to traditional religious teachings on issues of sexuality and marriage that gets in the way of their objectives. It is that, according to homosexual activists and their allies, that must be eliminated during a child's formative years. Therefore, while they might make the statement that parents who believe homosexual behavior is wrong have no place in the public schools, it frustrates them to no end when parents come to that realization and either place their children in private schools or home school them. Thus, according to NEA resolutions, they want control over the curriculum parents and private schools teach.²² Their fear of not being able to get to these children is best summed up by a first-grade teacher in Madison, Wisconsin (another prohomosexual hotbed), "If parents are allowed to have their children opt out of gay and lesbian units, what will happen when we teach about Dutch culture or African-American history? It scares me."²³

(In fact, homosexual activists in California have begun to come up with ways to force private schools to adopt prohomosexual curriculum. In September 2001, former Governor Gray Davis signed a bill that forces private schools that wish to compete with public schools in interscholastic sports to have an antidiscrimination policy that includes sexual orientation.)²⁴

If you're thinking of moving your family north of the border to escape all of this, don't. The situation is worse in Canada. At a recent convention, the Elementary Teachers Federation of Ontario voted 50-1 in support of introducing pro-homosexual curriculum into elementary school classrooms. The motion, according to the Canadian Press, "allows the union to 'encourage'

school boards to establish funding for schools, upon request, for 'materials for student use which reflect lesbian, gay, bisexual, and transgender realities.'" ²⁵

GLSEN: The Gay, Lesbian, and Straight Educational Network

One of the most vocal pro-homosexual groups is the Gay, Lesbian, and Straight Educational Network (GLSEN). Its efforts to indoctrinate children are relentless. On April 10, 2002, GLSEN staged a Day of Silence in public schools nationwide.* Students were encouraged to remain silent throughout the day and not respond to their teachers or school administrators. If asked to speak, the students were told to hand their teachers a card that read: "Please understand my reasons for not speaking today. I am participating in the Day of Silence, a national youth movement protesting the silence faced by lesbian, gay, bisexual, and transgender people and their allies. My deliberate silence echoes that silence, which is caused by harassment, prejudice, and discrimination. I believe that ending that silence is the first step toward fighting these injustices. Think about the voices you are not hearing today. What are you going to do to end the silence?"

Organizers of the event told children that they should "brainstorm" a list of people "who are likely to stand in your way." Those people included teachers, counselors, and administrators who have "denied you their support in the past, or who've expressed bias against (lesbian, gay, bisexual, and transgendered) people." It is also suggested that the list include other children, school board members, people in the community, and relatives "who have shown intolerance" of homosexuality. The organizing manual notes that "people who oppose you on your issue are known as, you guessed it, your opponents."^{26†}

So, GLSEN is telling little children that their relatives are the "enemy" if they oppose homosexual behavior. Our question (and we are afraid of the answer): Does "relatives" include Mom and Dad? Indeed, we will see that this is exactly what GLSEN means. It does mean Mom and Dad.

It was not just Catholics and evangelical, conservative Christians who were outraged by GLSEN's Day of Silence. Rabbi David Eidensohn of the National Non-Sectarian Council of Pro-Family Activists said, "This is an assault on our school system by terrorists. The financial damage due to lost school time throughout the country will be enormous. We cannot, however, talk about money alone. The disruption of a school atmosphere, especially towards the end of the year, when discipline in schools is a challenge, could kill a year of learning for many students. Precisely when students should be concentrating on finals, they are told by GLSEN homosexual activists to refuse to speak in class and to disrupt school with activism. Students who should be learning to get along with others are making a 'hit list' of teachers and students who are Biblical or who refuse the homosexual agenda."²⁷

However, to radical homosexual activists, the pushing of their agenda trumps academics. Keith Jennings, the executive director of GLSEN, told a church audience in New York City on March 20, 2000, about GLSEN's plan to deal with those who have biblical objections to homosexual behavior: "Twenty percent of people are hard-core fair-minded [pro-homosexual] people. Twenty percent are hard-core [anti-homosexual] bigots. We need to ignore the hard-core bigots, get more of the hard-core fair-minded people to speak up, and we'll pull that 60 percent [of people in the middle] . . . over to our side. That's really what I think our strategy has to be. We have to quit being afraid of the religious right. . . . I'm trying to find a way to say this. I'm trying not to say, '[Expletive deleted] 'em,' which is what I want to say, because I don't care what they think! Drop dead!" ²⁸

Jennings also talked about GLSEN's strategy in a speech at a 1997 conference: "I'd like five years from now for most Americans when they hear the word GLSEN to think, 'Ooh, that's good for kids.' . . . Sane people keep the world the same [expletive deleted] old way it is now. It's the [crazy] people who think, 'No, I can envision a day when straight people say, "So what if you're promoting homosexuality?" or [when] straight kids say, "Hey, why don't you and your boyfriend come over before you go to the prom and try your tuxes on at my house."' . . . If you believe that can happen, we can make it happen. The only thing that will stop us is our lack of faith that we can make it happen. That is our mission from this day forward."²⁹

GLSEN, at its conferences like the one that Jennings spoke at above, is very overt when it comes to its goal of indoctrinating even the youngest of schoolchildren. At a 1997 GLSEN regional conference, New York teacher and GLSEN activist Jaki Williams taught a workshop entitled "Inclusive Kindergartens." Here is just a sample of what she said: "Children in the kindergarten age are 'developing their superego.' . . . That's when the saturation process needs to begin. . . . Five-year-olds are very interested in the big questions. They're very interested in sex, death, and love, and they ask those questions, and they talk about them. And we want to help them find the answers . . . on their level."³⁰

Williams added that she read to her class books such as *Heather Has Two Mommies and One Dad*, *Two Dads*, *Brown Dads*, *Blue Dads*.

At a 1999 conference, a retired lesbian gym teacher talked about how she discussed her sexuality with her kindergarten gym class. Peter LaBarbara, then with the Family Research Council and currently with Concerned Women for America, who witnessed her talk, filed the following report:

[She] explained that at her school she was "out" as a lesbian to the principal and to most of the teaching staff, and that it was important for her to be "authentic" about her sexual identity. According to [her], one day a student in her gym class asked if she had a husband. She said no, and then another student asked if she had a boyfriend. [She] said no, "As a matter of fact . . . I have a girlfriend." After some of the children said, "Ohhhh!" as if shocked, they asked if she kissed her girlfriend. [She] said she did.

[She] responded: "Some people think it's OK, and some people think it's not OK." . . .

Then the gym teacher asked one of the boys in her class, "Do you ever kiss your father goodnight?" He replied, "Yes." [She] asked one of the girls, "Do you ever kiss your sister to show her that you love her?" "Yes," the girl responded. [She] then used the analogy between those kisses and her lesbian kisses as she told the children, "Some people will tell you that you shouldn't love some people [but] . . . your heart tells you who to love." . . .

"This was a very teachable moment. . . . I was not in any way going to lie to my students," [she said of her conversation with the kindergarten gym class]. "At the elementary school level, the teachable moments are the really critical ones."³¹

GLSEN put out a student organizing manual titled "Make It Real," to be used for the implementation of California's AB537, the California Student Safety and Violence Prevention Act of 2000, which does not obligate schools to inform parents about classroom instruction that conflicts with their religious or moral beliefs, nor allows parents to opt their children out of such instruction. Here are just a few excerpts from the manual:

"Imagine a school where two girls or two guys can hold hands, dance together, or even make out, and nobody notices." (pg. 5)

"Ask your principal if he or she will respect students' wishes not to notify parents...Some parents force them to undergo 'therapy' to 'change' them...Once they are educated about the risks as well as their legal obligations, many principals will understand and respect a student's legal right to keep complaints confidential from their parents." (pg. 19).

"Here's how you can use testers in your school: train pairs of students to pretend to be couples...Half of the couples should be same-sex couples, and half of the couples should be opposite-sex couples. Create a list of public displays of affection (holding hands, hugging, walking arm-in-arm, dancing together, kissing hello, or goodbye, making out) and very clear about the limits at each level. Try to include a variety of places, so that the widest number of people might potentially react. Make sure you definitely list a place where a school administrator is likely to view the display of affection." (pg. 44)

“Anyone with two or more parents or stepparents understands the time-honored strategy of carefully choosing which parent to ask which question. If one parent is paranoid about your driving, ask the other if you can borrow the car. This is a basic form of ally building” (pg. 50).³²

From this manual, it is very clear that GLSEN believes that teenagers should conceal information from their parents and undermine parental authority by playing one parent off for another. Parents, to GLSEN, are just something else to be manipulated to reach their goal of recruiting impressionable youth into homosexual behavior.

Soon after the Massachusetts State Supreme Judicial Court decision finding a new “right” to same-sex “marriage,” GLSEN jumped at the opportunity to push their agenda even further in the public schools. Even before the decision was reached, GLSEN had prepared a curriculum guide which featured lesson plans that discussed the “historical parallels” to same-sex “marriage”, (equating the legitimate struggle for civil rights by black Americans to the effort for same-sex “marriage”), books about homosexual behavior, and asked students to “consider” what it would be like to be in a same-sex “wedding.”

The curriculum also states: “When discussing this issue, help students to move past preoccupations with the ‘rightness’ or ‘wrongness’ of same-sex coupling or homosexuality in general. Place the debate over marriage within the context of human rights, thereby expanding the dialogue beyond the realm of morality.”³³ As in other instances, GLSEN is undermining parental authority and coercing children to reject the beliefs of their parents.

At a GLSEN conference for educators in Massachusetts, workshops such as “Ask the Transsexuals,” “Early Childhood Educators: How to Decide Whether to Come Out at Work or Not,” “The Struggles and Triumphs of Including Homosexuality in a Middle School Curriculum,” “From Lesbos to Stonewall: Incorporating Sexuality into a World History Curriculum,” and “Creating a Safe and Inclusive Sexuality in Elementary Schools” were held. The last workshop is described as providing the “rationale of integrating GLBT [gay, lesbian, bisexual, and transgender] issues in the early elementary years.”³⁴

It's Elementary?

In addition to its conferences, GLSEN, working with lesbian activists and filmmakers Helen Cohen and Diana Chasnoff, has developed and promoted the video *It's Elementary* to train teachers and administrators on how to push the homosexual agenda in public schools.* The video openly promotes homosexual behavior and ridicules and defames anyone who would object to it. One fifth-grade boy, who has obviously had years of homosexual indoctrination already, says in the video, “Some Christians believe that if you're gay, you'll go to hell, so they want to torture them and stuff.”³⁵ There is no rebuttal. An eighth-grade girl defends the teaching of homosexual behavior, stating, “If kids are too young to be taught about homosexuality, then they are too young to be taught about heterosexuality. . . . [If] children are reading *Cinderella* then they should read about a prince and a prince, or a princess and a princess.”³⁶

But perhaps the most alarming portion of the video involves a teacher lavishing praise on an essay written by an eight-year-old girl about her lesbian “parents.” The teacher encourages the little girl to read her essay to her entire class, and the girl states that those who believe what the Bible has to say about homosexual behavior are stupid. The teacher then announces at the end of the class that this essay has won an award!³⁷

We don't know about you, but if we had characterized someone's sincere beliefs as stupid in an essay we had written during our school days, we probably would have been disciplined or at least forced to write the essay over again. But this is the perfect example of how children are being taught disdain for biblical values in our public schools.

It May Be Happening in Your Child's School

Here are just a few more quick examples of how the homosexual agenda is being pushed to elementary school children:

- In Boulder, Colorado, a new curriculum has been proposed that would require students to “demonstrate” their acceptance of homosexual behavior. Students would have to show they can “provide peer support” for homosexual classmates and demonstrate they can “advocate for a school environment free of...homophobia.” Other standards require students to explain the health consequences of “heterosexism.”³⁸
- A Southern California prep academy hosted a forum entitled: “A Queer State of the Union.” The school, Crossroads School for the Arts and Sciences, is attended by numerous children of Hollywood celebrities. The school has a “sexual orientation curriculum” that instructs kindergartners through fifth-graders about how “there are different kinds of families, which include families with two mommies and two daddies. The school also staged a play, “Everything Possible: A Gay Odyssey” that featured two teenage boys kissing. Faculty member Adam Berhman said: “One thing I’m starting to notice in the last year or two...which is really, really cool, not just at Crossroads, but other places, that it’s becoming more and more OK for people who are probably largely toward the straight end of the spectrum to really think about, ‘You know, maybe I’m bisexual...maybe I don’t have to limit myself, what I am shutting myself off to?’” Berhman went on to add that 13 and 14 year olds are “exploring bisexuality.”³⁹
- In Ithaca, New York, school officials are requiring that first and second graders be graded on tolerance. The kids will receive grades based on how well “they respect others of varying cultures, genders, experiences, and abilities.” The grade will appear on their report cards under “Lifelong Learning Skills,” before social studies, science, writing, and reading.⁴⁰ Thus, how a child views homosexual behavior is more important than the fundamentals he or she will need to succeed in life.
- In Provincetown, Massachusetts, the school board voted to begin teaching pre-schoolers about homosexual behavior and backed affirmative action for “sexual minorities.” “We are on a trailblazing path,” said Susan Fleming, superintendent of Provincetown schools.⁴¹
- In St. Louis, Missouri, Debra Loveless requested her right to exempt her daughter from a GLSEN seminar at her daughter’s public school. Her request was granted, but she also wanted to see what was being presented at the seminar. When she arrived, an armed security guard told her that school officials wanted her to leave the school grounds. An ADF ally has come to the defense of her right to view what is being taught at the seminar, stating that school cannot prohibit parents from viewing the content of school seminars, whether or not their child is attending.⁴²
- In Ann Arbor, Michigan, a local high school held a so-called Diversity Week that included student speeches on the topics of race, religion, and homosexuality at an all-school assembly. When one student wished to give a talk on the biblical position with regard to homosexual behavior, school officials censored her speech, claiming that her religious view toward homosexual behavior was “negative” and would “water down” the “positive” religious message they wanted to convey. That “positive” message was that homosexual behavior and religion are compatible and that homosexual behavior is not sinful. School officials also created written guidelines that prohibited “targeting” someone’s “sexual orientation.”⁴³

When a religious view is to be presented in the public schools, it is a liberal version that affirms homosexual behavior* (however, if a conservative view were being presented, you can be assured that the squawk of "separation of church and state" would be loud and clear). One of the Alliance Defense Fund's allied attorneys testified to an example of this occurring in Los Angeles public schools: "We are arguing the case of *Park v. Los Angeles Unified School District*. This is a class action suit challenging the school district's policy of inviting pastors into the schools to teach from the Bible. The pastors invited for assemblies during Gay and Lesbian Pride Month every June preach from the Bible that God approves of homosexuality. [Note: Los Angeles city schools have turned an entire month over to the promotion of the homosexual agenda.] They cite various Scripture verses supporting their sermons and distribute booklets citing Bible verses with the conclusion that homosexual behavior is not a sin. Additional materials posted for display to the students (elementary through high school) include full frontal and female nudity . . . explicit descriptions of sexual acts between homosexuals and claims that Abraham Lincoln and King David were homosexuals."⁴⁴

Harking back to the NEA brochure "Just the Facts about Sexual Orientation and Youth," it is not the promotion of a religious viewpoint on homosexual behavior that is offensive to the NEA and homosexual activists. It is the promotion of the wrong viewpoint that does not affirm homosexual behavior that is problematic for the NEA. Thus, the NEA promotes the religious freedom of those who affirm homosexual behavior, but it advocates censoring the religious freedom for those who would disagree. One viewpoint is "enlightened," the other, in the words of the fourth-grade girl in *It's Elementary*, is "stupid."

Where the Homosexual Activists Are Strongest

We could go on and on with numerous other examples of how homosexual behavior is being promoted in elementary schools, but it is time to turn our focus to middle schools and high schools, where the indoctrination by radical homosexual activists is even more intense.

While homosexual activists have made inroads in practically every state of the country, they have made the most progress in states such as Massachusetts and California, where the left-leaning political environment, coupled with large homosexual population centers and the lack of traditional religious influences, has led to public schools that seemingly do little else but teach about homosexual behavior.

Massachusetts has thrown open the school doors to sexual activists and then has locked the doors to keep parents out. They have let homosexual activists have carte blanche to advance their agenda. Teachers and counselors have received special state-funded training for dealing with gay and lesbian students, school libraries are stocked with books and films on homosexual issues, and support groups for sexually confused adolescents are conducted to convince them they are homosexual.⁴⁵

For example, in Framingham, Massachusetts, students were forced to answer a questionnaire that openly challenged the validity of their heterosexuality. Here are some of the questions they were asked:

1. What do you think caused your heterosexuality?
2. When did you first decide you were heterosexual?
3. Is it possible heterosexuality is a phase you will grow out of? [Of course, the flip side of this question is not asked: Is it possible that homosexuality is a phase you will grow out of?]
4. Is it possible you are heterosexual because you fear the same sex?
5. If you have never slept with anyone of the same sex, how do you know you wouldn't prefer it?
6. To whom have you disclosed your heterosexuality? How did they react?
7. Why are heterosexuals so blatant, always making a spectacle of their heterosexuality? Why can't they just be who they are and not flaunt their sexuality by kissing in public, wearing wedding rings, etc?⁴⁶

Notice how heterosexuality is portrayed as the abnormal behavior? If you substituted the words “homosexuality” and “opposite sex” into many of the questions, there would be a howl of protests from radical homosexual activists and their allies.

This questionnaire is just the beginning . . . it gets worse.

- In Newton, Massachusetts, the homosexual rainbow flag is flown proudly at many schools. Many of the same schools have chosen to ignore the Massachusetts law that the American flag be displayed on school grounds.⁴⁷
- In Silver Lake, Massachusetts, a freshman health text says: “Testing your ability to function sexually and give pleasure to another person may be less threatening in your early teens with people of your own sex. . . . You may come to the conclusion that growing up means rejecting the values of your parents” [emphasis added].⁴⁸ This statement blatantly acknowledges the agenda of the radical homosexual activists: convince early teenagers to experiment with homosexual behavior and to reject the values of their parents. The students who received this text were told that they could not take it home.⁴⁹
- In another instance, a parent removed a child after discovering the content of a four-day “sexual harassment” program dealt with homosexual behavior (it replaced algebra). The teacher told the student to return, stating: “Your parents don’t have to know.”⁵⁰

And what happens when children start to reject their parents’ beliefs after being indoctrinated in the public schools? After a week of mandatory Homophobia Week assemblies in Beverly, Massachusetts, a fourteen-year-old girl told her father that he was a homophobe.⁵¹

In their efforts to keep parents out of the public schools, homosexual and safe-sex advocates are doing everything they can to lock kids in. In Chelmsford, Massachusetts, high schoolers attended a mandatory assembly called “Hot, Safer, and Sexy” held by AIDS “educator” Suzi Landolphi. Parents were not notified about this assembly that was filled with graphic sexual information.

Landolphi started the assembly by telling the students, “What we’re going to do is to have a group sexual experience here today. How’s that? Is that good? With audience participation!”⁵² Cheryl Wetzstein, in the Washington Times, described the rest of Landolphi’s performance:

She giggled and she strutted. They laughed and they cheered—especially when Dr. David Evans [of the American Medical Student Association] blew the condom on his head into King Kong proportions. . . .⁵³

The students [who filed the lawsuit] . . . were offended when she “simulated masturbation,” used lewd and lascivious language for body parts and excretory functions, and closely inspected a male student’s “butt,” according to the court papers . . . For example, Miss Landolphi asked a student to participate in a demonstration, and, holding a condom on one hand, she handed another condom to him. She licked the condom and asked him to do the same. Then, saying, “I don’t want to waste this condom,” she invited a teen-age girl to come down. Miss Landolphi told the boy to kneel and instructed the girl to take the condom and place it over the boy’s head.⁵⁴

The performers continued to attack Christianity stating: “...you are gay – that is your sexual orientation, and you happen to be proud of it. My name is not God. I was never given the right to judge another human being...And I’ll be [profanity] if I’ll judge anyone by their...gender, their religion or their sexual orientation.”

One teenage girl, who had attended the session, stated, “This was definitely the best assembly in four years. She wasn’t lecturing us like a parent. She was telling us something we need to hear. . . . Parents don’t realize that the message she was getting across is important.”⁵⁵

The Alliance Defense Fund helped two former Chelmsford High School students in an appeal of their unsuccessful challenge to the school district over the performance. Unfortunately, the U.S. Supreme Court eventually rejected an appeal from the U.S. District Court of Appeals for the First Circuit, which had ruled against the students.⁵⁶

At a special session for teenagers at a Massachusetts GLSEN conference, two officials from the state Department of Education and an AIDS educator taught a seminar titled "What They Didn't Teach You about Queer Sex and Sexuality in Health Class." The three adults took questions from the audience. When one of the students inquired about "fisting," (a practice in which a person inserts his or her hand and forearm into the rectum of a partner), the AIDS educator demonstrated to the teens the proper hand position for the act. One of the Department of Education officials chimed in, stating that fisting was "an experience of letting somebody into your body that you want to be close and intimate with."⁵⁷ The AIDS educator then urged the teens to consult their "really hip" Gay/Straight Alliance adviser at school for hints on how to "come on to a potential sex partner."⁵⁸ While one of the Department of Education employees was fired for the presentation, she was quietly rehired later after a decision in her favor by an arbitrator—with back pay dating back to May 2000.⁵⁹

This is just the tip of the iceberg in regards to the graphic sexual information that was shared with the teen audience. The conference was sponsored by the state of Massachusetts and was reportedly underwritten by corporate donations from American Airlines, Levi Strauss, and Eastman Kodak.

What comes through loud and clear in Massachusetts and in California is the wholesale encouragement for children to reject their parents' and America's common values. No dissent to the homosexual agenda is allowed, or if it is, it is severely limited and pushed to the fringes.

Consider this account from an attorney of what happened at Santa Rosa High School in Santa Rosa, California (where Craig graduated from high school more than two decades ago).

Santa Rosa High School is one place where this [homosexual education] agenda has been fully implemented. I was privileged to be one of a panel of experts opposed to the "gay" agenda who had been allowed to make one 50-minute presentation during the first day of Diversity Week at school.

The principal, Mr. Waxman, considers this single slot sufficient to provide "balance" in a weeklong program that included more than 20 hours of prohomosexual indoctrination of students. The requirement of balance had been imposed on the school by the school board following a parental revolt the prior year, when a single "Day of Diversity" at another high school in the district failed to include opponents of the homosexual political agenda.

What I learned during the course of that day [the first day of Diversity Week at Santa Rosa High School] was astonishing, even to a veteran profamily leader like myself. We [concerned parents and the attorney] discovered a comprehensive program for promoting homosexuality to the student population, complete with a taxpayer-funded staff facilitator and the approval of the administration.

The paid facilitator is a veteran “gay” activist named Jim Foster . . . [who] runs an off-campus community center called “Positive Images” where “gay” teens can mingle with older homosexuals. . . . This week’s schedule included at least four sessions on “homophobia,” and many additional hours devoted to gender issues, transsexualism, and other topics dear to the “gay” movement. . . . I took the opportunity to sit in on a “Panel on Homophobia.” It was worse than I expected. Seven or eight people sat in rows or tables at the head of the room and addressed a standing-room only crowd of their peers. The young activists took turns giving personal testimonies about how joining the “gay” movement has changed their lives from misery to bliss. Each one began by reciting his or her credentials as a victim of “homophobia,” then explained how he or she had “come out” as “gay,” lesbian, bisexual, or transgendered. Each finished by reciting how much he or she now felt loved and accepted in the “gay” movement. Frankly, the only comparable experience I have ever had to this has been in the church settings where people have testified as to how Christ changed their lives. Only here, the “savior” was identified as the “gay” community. . . .

I was confronted by a teenage girl who announced that she was head of the “Gay-Straight Alliance” club on campus. Her overt purpose in addressing me was to gloat that the new club had over 40 members and was making huge strides in converting students to the “gay” cause. She searched my eyes as she told me and was visibly pleased that I was pained by the news. As she walked away, one of her companions said aloud, “I hope he dies.” Later, as I was leaving the campus, one of the parents called to me from across the parking lot and gestured over to a car parked near the office. As I approached, I saw that its license plates read “Pos Imag.” It was Jim Foster’s car. “Look at the seat,” said the parent. There, as if placed to be noticed by passer-bys was a black and white poster. It was a picture of young boys around the age of puberty sitting together on some front porch steps. In big block letters at the bottom of the page read the message, “INCITE QUEERNESS.”⁶⁰

Despite ever-present denials by homosexual activists, the link to child sex (adults promoting sex with young boys) and homosexual behavior is alarming. At a 2002 Columbia University conference (sponsored by the New York City Department of Health) for “Lesbian, Gay, Bisexual, and Transgender Youth,” one of the workshops was titled “Adult/Teen Sex.” This seminar was described as follows: “This workshop is a discussion that will address adult-teen relationships and the controversies surrounding the issue. Some questions that the workshop will attempt to answer: Why are teens attracted to older adults? Why are older adults attracted to teens? What does the law say? What are some gray areas in adult-teen relationships?”⁶¹

We will read in a subsequent chapter about pedophilia and how it is now being promoted in the academic world as just another alternative lifestyle that is in some ways “beneficial” to children. In addition, we will look at the issue of adult/teen sex in the context of the controversies surrounding the Catholic Church and the Boy Scouts of America. This is the dangerous path that many radical homosexual activists are taking us, and our children, on.

In Visalia, California, not exactly an urban center like San Francisco or Los Angeles, the school district agreed to implement antiharassment programs conducted by GLSEN and aimed at all students and staff, after being sued by the ACLU. The settlement called for mandatory training for all school staff and high school students. The student training was described as being “peer to peer,” meaning students who do not agree with homosexual behavior will be pressured by their fellow classmates to comply. In addition, the district will name “compliance coordinators” to “help parents, students and teachers with incidents of discrimination.”⁶² Big Brother is alive and well in Visalia, California, and he is watching you and your kids.

The Influence Is Pervasive

The indoctrination that takes place in our public schools has definitely had an effect in shaping teens' attitudes toward homosexual behavior. In 2001, Zogby International released a poll that found that 85 percent of high school seniors thought homosexual men and lesbians should be accepted by society; 68 percent said homosexual couples should be allowed to adopt children; 88 percent supported so-called hate-crimes legislation, which in many of its forms has nothing to do with "hate" at all; and two-thirds thought same-sex marriage should be allowed. Even 80 percent of evangelical Christian students supported hate-crimes legislation, which in its many proposed forms, will be used to silence religious speech about homosexual behavior.⁶³ The researchers also were surprised that some of the most liberal views on homosexual behavior came from Catholic students. For instance, 80 percent of Catholic students supported homosexual marriage,⁶⁴ despite the Roman Catholic Church's unequivocal position in opposition.

As if indoctrinating children isn't enough, radical homosexual activists are busy re-writing history, with little or no evidence, to support the assertions that they pass along as absolute truth to impressionable schoolchildren to convince them that scores of significant people, including biblical figures such as King David and the apostle Paul were homosexual. With the NEA resolution on homosexual behavior being quietly implemented into school curricula nationwide, more and more children will be taught these distortions of biblical and world history.

For example, some activists have declared that Leonardo da Vinci was homosexual.⁶⁵ In addition, they have also added Eleanor Roosevelt,⁶⁶ Alexander Hamilton,⁶⁷ and even Abraham Lincoln to their list.⁶⁸ In Lincoln's case, they claim that he shared a room with a man for a two-year period, thus that automatically made him homosexual.⁶⁹ If that is the case, every college freshman who has shared a dorm room or an apartment with someone of the same sex is homosexual as well! Yet such nonsense goes unquestioned. In fact, as mentioned earlier, many Los Angeles city schools devote an entire month of the school year to teaching gay history, which includes items such as this.⁷⁰

While children are being told that Abraham Lincoln is homosexual, they are not learning true American history. A recent poll of American high school students found that 22 percent believed that we fought the Revolutionary War against France, 13 percent said that we battled England in the Civil War, 15 percent had no idea of what happened on July 4, 1776, and 10 percent did not know that George Washington was the first president under the Constitution.⁷¹ Educators are more concerned about Honest Abe's sexual orientation than they are of the significance of the Civil War.

The Teen Suicide Myth

Why has such indoctrination and rewriting of history taken place? One reason is that homosexual activists have been enormously successful in convincing educators and the general public that homosexual teenagers are more susceptible to dropping out of school and committing suicide because they are "harassed." However, this argument turns out to be a Trojan horse to get educators to open the doors for homosexual activists.

Marilyn Elias, in USA Today, wrote:

Gay and lesbian teenagers are only slightly more likely than heterosexual kids to attempt suicide, contrary to past studies that suggest gay youths have about triple the rate of trying suicide, says a Cornell University psychologist. . . . Studies finding that about 30% of gay adolescents have attempted suicide exaggerated the rates because they surveyed the most disturbed youngsters and didn't separate thought from action, says Ritch Savin-Williams. Nearly all research on this topic has drawn teens from support groups or shelters, where the most troubled gather, and has taken at face value the claim of a suicide attempt, he says. Savin-Williams' own two studies . . . focus on 349 students ages 17 to 25. When they said they had tried to kill themselves, he asked what method they used. He also separated out the small minority who attended support groups. . . . Over half of reported suicide attempts turned out to be "thinking about it" rather than trying anything. . . . The other study of 266 college men and women found that gay youths were not significantly more likely than straight classmates to have tried to take their own lives. Again, the homosexual students were more likely to report "attempts" that further questioning revealed as thoughts. . . . Poorly designed studies that exaggerate the suicide risk "pathologize gay youth, and that's not fair to them," he says.⁷²

Please let us make it clear that any act that takes a promising young life, whether it is suicide or murder, is tragic and grieves God. However, to deliberately manipulate such a tragedy for political gain and to entrap more children in a dangerous behavior is reprehensible. Radical homosexual activists use many questionable research methods to push their agenda (like the much-disputed and widely discredited claim of Alfred Kinsey that 10 percent of the adult population is homosexual). This ties directly into Madsen's and Kirk's policy that it makes no difference whether such claims were truth or lies, as long as the lies work to promote their political agenda.

P-FLAG (Parents and Friends of Lesbians and Gays) received a \$250,000 grant to push homosexual indoctrination in public schools, based on the unproven claim that homosexual teens are far more likely to commit suicide.⁷³ GLSEN is given full access to school facilities (which many Christian groups are still denied despite Supreme Court decisions to the contrary) to set up so-called safe zones for "questioning" youth, and to promote their agenda without question.⁷⁴

So what can a parent do? How can families protect their children when they have no other option than the public schools for their children? It is not easy, because homosexual activists have learned that intimidation and stonewalling work wonders in helping them to achieve their aims.

Mary Clossey, who had children in the Newton, Massachusetts, public schools, illustrates the problem. When her son brought home *The Perks of Being a Wallflower*, she was alarmed at the graphic homosexual content. She decided to complain to school officials and to the mayor of Newton. She found that the mayor's office refused to return her call. When she called school officials, she experienced "arrogant disrespect for parents." With the support of other furious parents, she went to the local prosecutor, who had been warned that she was coming. As a result, the receptionist would not allow her to see him, and she was continually stonewalled by other public officials when she tried to air her objections to the book.⁷⁵

Back in the late 1980s, a young woman, who was Craig's friend, worked in the public policy division at Focus on the Family. "Linda" (a pseudonym) stood up to the homosexual activists in Los Angeles City schools as they attempted (and eventually) succeeded in implementing their agenda into the school system. Linda had to deal with her car being vandalized while she was attending school board meetings, as well as enduring death threats from radical homosexual activists.

However, we cannot allow the intimidation of homosexual activists to silence Christians in the public schools. While many Christian families have chosen to either home school or enroll their children in private schools (at great personal expense) to avoid the indoctrination of their children by radical homosexual activists, public schools remain the only option for millions of Christian families. If you have a child in public schools, it is vital that you know what is going on. It will require great diligence on your part, but your efforts are crucial if the radical homosexual activists are to be stymied. You will need to review curriculum, especially anything that falls into the categories of "family life education," "diversity," or "respecting differences." This will not be easy. You may be stonewalled, you may face threats, and you may be labeled a troublemaker. But it is your right as a parent to know what is being taught to your child.

Your chances are also better if you are organized with other concerned parents, rather than fighting the school administration alone. Network with other Christian parents in your child's school. Then, when something troublesome comes up, you can go as a group to protest to the school board and administration. There is strength in numbers.

An example of this happened in Fairfax County, Virginia, where a large group of parents objected to the implementation of a new so-called antidiscrimination policy that included sexual orientation. More than two hundred parents rallied before the school board vote on the new policy, and their actions blocked the door's opening to pro-homosexual curriculum in their public school system.

And, if you still find yourself stonewalled, you can call the Alliance Defense Fund at 1-800-TELL-ADF or send an e-mail to info@telladf.org, and we will be able to provide you with information on the legal recourse you may have with your local school district to force it to show you what your child is being taught.

Finally, if your school system continues to persist in offering a pro-homosexual curriculum, you may need to pray for the Lord's direction in seeking an alternative from the public schools for your children. As difficult as this may be for some, it may be the only recourse to save your children from homosexual indoctrination.

One of parents' key religious freedoms is the ability to raise their children to accept Jesus Christ into their lives and to train them to hold biblically based beliefs. In our public schools today, this religious freedom is under daily assault. Sad to say, large numbers of children may have already been lost to the prohomosexual efforts that have been quietly implemented in our public schools over the past decade. But harm to future generations can still be prevented. Confused children can still be redeemed. However, it is going to take an army of parents, not just one individual here and there, who will rise up in righteous anger over what is happening to our children. If concerned parents are educated and organized, rather than just being stray voices in the wilderness against the onslaught of homosexual activism, they will have a greater chance of not only stopping the advancement of the homosexual agenda in public schools, but of reversing it as well.

To talk about everything that is happening in the public schools regarding the homosexual agenda would require an entire separate book, but hopefully this chapter has given you a glimpse of how children are being taught to reject biblical values and embrace homosexual behavior. The day when we can trust our public school system to affirm America's traditional values is over. It is time to take back our schools from the radical homosexual activists for the sake of our children.

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