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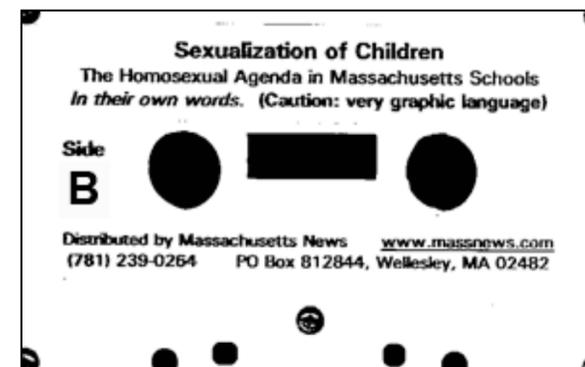


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Fisting Lessons For School Children

The quality of the tape recording reproduced here leaves a lot to be desired, but it was made "Bootleg" style on the fly.

This was around 2000, and since then the gadgets that we all use to do the recording have improved a great deal.

But it is still sufficiently clear enough to be able to follow the narrators, and the transcript on the other pages.

Although the subject matter is pretty mind blowing, to me, the real "BIG ISSUE" here, is how we "THE MAJORITY" are now under the Jackboot of some very odd "MINORITY" interests.

Anyone who still disputes that there certainly is a "MARXIST" conspiracy against western society, must have their heads stuck up a very dark place.

Be careful who you vote for, but above all, VOTE !!!

If you can't find anyone you like, vote for the one that you dislike the least, but VOTE !!!

The "MARXISTS" have engineered, and now depend, on your apathy to survive, and thrive.

MASSACHUSETTS NEWS

www.massnews.com
An Independent Viewpoint

P.O. Box 812844
Wellesley, MA 02482

June, 2000

Enclosed is a copy of the "Childrens' Sex Conference Tape" which you requested, and which has been discussed in all of the Massachusetts media.

Please be advised that this tape contains very graphic and explicit sexual language. You will hear State of Massachusetts employees working with children at a state-sponsored education conference, at which public school teachers received "state development credits" for attending.

These tapes were being distributed by the Parents Rights Coalition. But the "Gay and Lesbian Advocates and Defenders," a publicly funded group, has persuaded a judge to issue an unconstitutional injunction against the Parents Rights Coalition to keep them from informing the public about these workshops! They may not send out tapes to anyone.

We believe that the public has a right to know how its tax money is being used and what our Department of Education does to children under the cover of "tolerance" - and how parents are kept in the dark.

Others may receive one copy of this tape at no charge by sending their name, address and phone number in any of the following ways: For fastest response, email to Tapes@massnews.com. Requests may also be faxed to 781-239-1193, or mailed to Tapes, Massachusetts News, PO Box 812844, Wellesley, MA 02482.

Parents Rights Coalition is a volunteer organization. They are fighting to get the \$1.5 million that Governor Paul Cellucci has appropriated for these programs out of the state budget -- but they are up against the well-funded special interest groups who are determined to keep it in. They can be reached at (781) 433-7106 or at PO Box 175, Newton, MA 02466. Their web site is www.ParentsRightsCoalition.org. (They have been prohibited from distributing tapes, however.)

Sincerely,
The Editors

Note to Parents:

The following story contains graphic information of a sexual nature. While this material is troublesome to us and will be to others, it is important to realize that the State of Massachusetts deems this information appropriate for teenagers as young 14.

Kids Get Graphic Instruction In Homosexual Sex State sponsored conference featured detailed sexual material
For More information,
Contact.....

Scott Whiteman
The Parents' Rights Coalition of Massachusetts.
PO Box 175, Newton, MA 02466. (781- 433 - 7106)

www.parentsrightscoalition.org

Massachusetts News

A Massachusetts Department of Education employees described the pleasures of homosexual sex to a group of high school students at a state-sponsored workshop on March 25 at Tufts. "Fisting [forcing one's entire hand into another person's rectum or vagina] often gets a bad rap....[It's] an experience of letting somebody into your body that you want to be that close and intimate with...[and] to put you into an exploratory mode."

Last year a mother from the western suburbs joined some other parents and went to the State House to appeal to the Governor's office. She was becoming frantic. Her son at the local high school had been told by his musician friends how "cool" it was at the school's Gay/Straight Alliance club meetings. She soon found out that the club had watched at least one R-rated video of two boys having a love affair. She discovered some provocative handouts in his room. He became detached, and she suspected that he was experimenting with homosexual relationships.

The principal would not look into it, nor would any other officials. It was suggested that maybe she was homophobic.

No one from the Governor's office would speak to her or the other parents. A Department of Public Health official listened to them but afterwards would not return her calls. Later the Boston homosexual newspaper, Bay Windows, published a blistering article warning that bigoted, homophobic parents were trying to endanger the money for the state's gay school clubs.

Each year, Governor Paul Cellucci budgets \$1.5 million for his "Governor's Commission for Gay and Lesbian Youth." Made up of homosexual activists from across the state since 1992, the Commission has used the "safe schools" mantra and state money to persuade over 180 schools in Massachusetts to accept the clubs. Parents and others who offer any criticism of the programs are regularly accused of homophobia and endangering students' safety. The Governor, who gets much support from the gay community, shields the GSA programs from scrutiny. The Commission does much of its work directly through the Massachusetts Department of Education and other state agencies.

The Commission also works closely with a national organization, the Gay and Lesbian and Straight Education Network (GLSEN) to give the clubs materials, movies, literature and funding for various activities. In all, there are over 700 GSA clubs in the country, many of them partially federally funded.

School officials use several arguments to deflect criticism of GSAs. In a Boston Herald article last month, Newton assistant superintendent Jim Marini brushed aside a parent's questioning of Newton's GSA activities. "This is not about sex. This is about human rights," he said. The school counselor, Linda Shapiro, added that, "the purpose is to make gay students feel safe..."

Sex is Taught

On March 25, the Massachusetts Department of Education, the Governor's Commission, and GLSEN co-sponsored a statewide conference at Tufts University called "Teach-Out." Among the goals were to build more GSAs in Massachusetts and expand homosexual teaching into the lower grades. Scores of gay-friendly teachers and administrators attended. They received state "professional development credits." Teenagers and children as young as 12 were encouraged to come from around the state, and many were bussed in from their home districts. Homosexual activists from across the country were also there.

To say that the descriptions below, of workshops and presentations of this state-sponsored event for educators and children, are "every parent's nightmare" does not do them justice. It is beyond belief that this could be happening at all. One music teacher who attended out of curiosity said that she could not sleep for several nights afterwards and had nightmares about it.

Queer sex for youth 14 - 21

In one well-attended workshop, "What They Didn't Tell You About Queer Sex & Sexuality In Health Class: A Workshop For Youth Only, Ages 14-21," the three homosexual presenters acting in their professional capacities coaxed about 20 children into talking openly and graphically about homosexual sex. The purpose appeared to be to train adults who are running the student clubs. The three presenters, who described themselves as homosexual, were:

. Margot E. Ables, Coordinator, HIV/AIDS Program, Massachusetts Dept. of Education . Julie Netherland, Coordinator, HIV/AIDS Program, Massachusetts Dept. of Education
. Michael Gaucher, Consultant, HIV/AIDS Program, Massachusetts Dept. of Public Health

The workshop syllabus included:

"What's it like to be young, queer and beginning to date? Are lesbians at risk for HIV? We will address the information you want about queer sexuality and some of the politics that prevent us from getting our needs met."

The workshop opened by the three public employees asking the children "how they knew, as gay people, whether or not they've had sex." Questions were thrown around the room about whether oral sex was "sex," to which the Department of Public Health employee stated, "If that's not sex, then the number of times I've had sex has dramatically decreased; from a mountain to a valley, baby." Eventually the answer presented itself, and it was determined that whenever an orifice was filled with genitalia, then sex had occurred. The Department of Public Health employee, Michael Gaucher, had the following exchange with one student, who appeared to be about 16 years old:

Michael Gaucher: "What orifices are we talking about?" Student: [hesitation]

Michael Gaucher: "Don't be shy, honey; you can do it."

Student: "Your mouth."

Michael Gaucher: "Okay."

Student: "Your ass."

Michael Gaucher: "There you go."

Student: "Your pussy. That kind of place."

But since sex occurred "when an orifice was filled," the next question was how lesbians could "have sex." Margot Abels discussed whether a dildo had to be involved; when it was too big or too small; and what homosexual resources students could consult to get similar questions answered.

Role playing and "carpet munching"

Then the children were asked to role-play. One student was to act the part of "a young lesbian who's really enraptured with another woman, and it's really coming down to the wire and you're thinking about having sex." The other student played the "hip GSA (gay, straight alliance) enrap advisor, who you feel you can talk to." The "counseling" included discussions of lesbian sex, oral-vaginal contact, or "carpet munching," as one student put it. The student asked whether it would smell like fish. At that point the session turned to another subject.

"A lesson in fisting?"

There was a five minute pause so that all of the teenagers could write down questions for the homosexual presenters. The first question was read by Julie Netherland, "What's fisting?"

A student answered this question by informing the class that "fisting" is when you put your "whole hand into the ass or pussy" of another. When a few of the students winced, the Department of Public Health employee offered, "A little known fact about fisting, you don't make a fist, like this. It's like this," forming his hand into the shape of a tear drop rather than a balled fist. He informed the children that it was much easier.

Margot Abels told the students that "fisting" is not about forcing your hand into somebody's "hole, opening or orifice" if they don't want it there. She said that "usually" the person was very relaxed and opened him or herself up to the other. She informed the class that it is a very emotional and intense experience.

At this point, a child of about 16 asked why someone would want to do that. He stated that if the hand were pulled out quickly, the whole thing didn't sound very appealing to him. Margot Abels was sure to point out that although fisting "often gets a really bad rap," it usually isn't about the pain, "not that we're putting that down." Margot Abels informed him and the class that "fisting" was "an experience of letting somebody into your body that you want to be that close and intimate with." When a child asked the question, "Why would someone do this?" Margot Abels provided a comfortable response to the children in order to "put them into an exploratory mode."

"Rubbing each others' clits."

Michael Gaucher presented the next question, "Do lesbians rub their clits together?"

Michael Gaucher and Margot Abels asked the kids if they thought it was possible and whether someone would do a "hand-diagram" for the class. No one volunteered, but a girl who looked about 15 or 16 then stepped up to the board and drew a three foot high vagina and labeled each of the labia, the clitoris, and "put up inside the 'G'-spot." While drawing, Michael Gaucher told her to use the "pink" chalk, to which Margot Abels responded, "not everyone is pink, honey." All of the children laughed.

After the chalk vagina was complete, the children remarked on the size of the "clit," and the presenters stated that that was a gifted woman. Then Margot Abels informed all of the young girls that indeed, you can rub your "clitoris" together, either with or without clothes, and "you can definitely orgasm from it." Michael Gaucher told the kids that "there is a name for this: tribadism," which he wrote on the board and told one girl who looked about 14 to "bring that vocabulary word back to Bedford." Julie Netherland informed the children that it wasn't too difficult because "when you are sexually aroused, your clit gets bigger."

"Should you spit after you suck another boy (or a man)?"

Michael Gaucher read the following from a card: "Cum and calories: Spit versus swallow and the health concerns." Gaucher informed the children that although he didn't know the calorie count of male ejaculation, he has "heard that it's sweeter if people eat celery." He then asked the boys, "Is it rude not to swallow?" Many of the high school boys mumbled "No," but one about the age of 16 said emphatically, "Oh no!" One boy, again about the age of 16, offered his advice on avoiding HIV/AIDS transmission while giving oral sex by not brushing your teeth or eating course food for four hours before you "go down on a guy," "because then you probably don't want to be swallowing cum."

Another question asked was whether oral sex was better with tongue rings. A 16 year old student murmured, "Yes," to which all of the children laughed. Michael Gaucher said, "There you have it" and stated something to the effect that the debate has ended.

Use a condom? It's your decision, really.

One often hears that there is an aggressive HIV/AIDS prevention campaign, but the session ran 55 minutes before the first mention of "protection" and safer sex came. In the context of the "safer sex" discussion, however, it was pointed out that these children could make an "informed decision" not to use a condom. Outside in the conference hall, the children could easily obtain as many condoms, vaginal condoms, and other contraceptive devices as they wished from various organizations which distribute such.

Well, yes, it really is about sex!

Another popular session was presented by the same three public employees in their professional capacity and was called, "Putting the 'Sex' Back Into Sexual Orientation: Classroom Strategies for Health & Sexuality Educators."

The workshop description included:

What does it mean to say "being gay, lesbian and bisexual isn't about sex"? How can we deny that sexuality is central for all of us? How do we learn to address the unique concerns of queer youth? This workshop is for educators to examine strategies for integrating sexuality education and HIV prevention content specific to gay, lesbian and bisexual students into the classroom and GSA's. additional strategies will be discussed.

The three presenters now assumed the task of teaching teachers how to facilitate discussions about "queer sex" with their students.

Tired of denying it

Margot Abels opened by telling the room full of teachers (and two high school students), "We always feel like we are fighting against people who deny publicly, who say privately, that being queer is not at all about sex. We believe otherwise. We think that sex is central to every single one of us and particularly queer youth."

Margot Abels, Julie Netherland and Michael Gaucher reviewed a few "campaigns" that have been used to demonstrate to queer youth how to best "be safe" while still enjoying homosexual sex.

The campaign, "Respect yourself, protect yourself," was thought to be good in getting the message to kids that they should use protection, but since it made children who didn't protect themselves feel bad, it ultimately was a poor message. Michael Gaucher pointed out that children "with an older partner that they are not feeling they can discuss things with, does that mean that they don't respect themselves?"

The campaign, "No sex, no problem," was ridiculed, as it assumed that children could opt not to have sex. Additionally, it made those children who had already had sex feel bad, or think they had a problem since they had had sex.

After reviewing a few of the campaigns, Margot Abels described the project she works on. The "Gay/Straight Alliance HIV Education Project" goes to five different schools each year conducting up to eight "HIV prevention sessions" in that school's gay club. These same presenters who just told a group of children how to properly position their hands for "fisting" were now telling a room full of educators that they would visit their schools and conduct their workshops for their students.

Bringing homosexuality into the middle school

One participant remarked half-way through that Margot Abels just wasn't "talking to" her, since she, the participant, was a lesbian, middle school teacher. She wanted to know specifically what she could do to facilitate discussions about homosexuality in middle school. This was solved in another session entitled, "Struggles & Triumphs of Including Homosexuality in a Middle School Curriculum." Christine L. Hoyle, Special Education Teacher and workshop presenter, told the story of how she turned the holocaust portion of her curriculum into a gay affirming section. Ms. Hoyle allowed the group at the conference to watch a video which she had her students produce and which was narrated by a seventh grade girl. This girl told the audience that ancient Greeks "encouraged homosexuals; in fact, it was considered normal for an adolescent boy to have an older, wiser man as his lover." Thus, this teacher informed her adolescent students that it is okay if an older man approaches them for sexual gratification.

Finally, the handouts

An enormous amount of very disturbing material, most of it aimed at children, was distributed at the conference. Much of it encourages young children to become actively engaged in homosexual activities. The Sidney Borum Community Health Center table was giving out a cassette sized "pocket sex" kit, which included two condoms, two antiseptic "mist" towelettes, and six bandages, which were for "when the sex got really rough" according to the high school aged volunteer behind the desk. There was a countless supply of condoms supplied by both Sidney Borum and Planned Parenthood, all of which were for the taking by any child who wanted them. One could see children as young as 12 or 13 at the conference participating and receiving "information" and materials.

Some of the other workshops at this taxpayer-funded conference for educators are more unusual.

For instance: Ask the Transsexuals

Early childhood educators: How to decide whether to come out or not

Getting Gay Issues Included in Elementary School Staff

Development, Curriculum Development, and the PTA

Lesbian Avengers: How to Promote Queer Friendly Activism in Your Schools and in Your Lives

Strategies and Curriculum Ideas for Addressing GLBT Issues in a High School English Curriculum

The Struggles and Triumphs of Including Homosexuality in a Middle School Curriculum

Teachers Coming Out

Youth Coming Out in High School

Diesel Dykes and Lipstick Lesbians: Defining and Exploring Butch/Femme Identity

The Religious Wrong: Dealing Effectively with Opposition in Your Community

A Strategy to Educate Faculty: Lexington HS's GSA Presentation to Faculty

From Lesbos to Stonewall: Incorporating Sexuality into a World History Curriculum

Starting a Gay/Straight Alliance in Your School

For More information,
Contact.....
Scott Whiteman
The Parents' Rights Coalition of Massachusetts.
PO Box 175, Newton, MA 02466. (781- 433 - 7106)

www.parentsrightscoalition.org



The Commonwealth of Massachusetts Department of Education

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Telephone (781) 338-3000
TTY N E T Relay 1-800-439-2370

David P. Omscoll
Commissioner of Education

March 2000

Dear Participant:

I am proud that Massachusetts has taken a leadership role in creating safer schools for gay, lesbian and bisexual students. More than at any other time, through the efforts of community-based organizations such as GLSEN and PFLAG, Massachusetts students, educators and parents are participating in Safe Schools programs that make a positive difference. However, much remains to be done.

It is vital to continue supporting activities and programs that help ensure all students' right to be free from harassment and discrimination in school. Students who feel safe and protected are more likely to have greater success in school, and I am delighted that the Safe Schools program helps.

Sincerely,

A handwritten signature in cursive script, appearing to read "David P. Omscoll".

David P. Omscoll
Commissioner of Education

Banned in Boston

Better not complain about the gay agenda for Massachusetts schools. BY ROD DREHER

YOU ARE BY NOW AWARE of the war gay activists are waging on radio talk show host Dr. Laura Schlessinger, whose opposition to homosexuality has made her Public Enemy No. 1 of the lavender lobby. Few outside of Massachusetts, however, have heard of Brian Camenker and Scott Whiteman, two suburban fathers who are enduring public vilification, potential financial ruin, and possible jail time for protesting the gay agenda in the state's public schools.

Dr. Laura's struggle to get her syndicated television show on the air is of great symbolic importance. But the situation in which Camenker and Whiteman find themselves embroiled is far more significant to average people. Countless parents, after all, could face the onslaught now directed against the Massachusetts dads if they, too, were to raise their voices against public school officials' collusion with gay activists to mainstream homosexuality in the classroom.

Camenker and Whiteman, who live in the Boston suburbs, head a Bay State grass-roots organization called the Parents' Rights Coalition. For years, the PRC has been complaining to Massachusetts officials that radical homosexuals are introducing grossly objectionable material to children and seeking to undermine parental authority over the moral instruction of their kids. Time and time again, members of the Parents' Rights Coalition took evidence backing their concerns to school and state officials, to no avail, they say.

Indeed, Paul Cellucci, the state's Republican governor, has continued

Rod Dreher is a columnist for the New York Post.

to budget \$1.5 million for the Governor's Commission for Gay and Lesbian Youth. The commission oversees the creation and support of "Gay/Straight Alliances"—student clubs organized around gay issues.

Furthermore, Whiteman was called a "slanderer" by a member of the Board of Education, he says. "I knew I wasn't lying. I knew I wasn't making it up. I knew I wasn't an alarmist."

Frustrated by official indifference, Whiteman secretly took his tape recorder along to the 10th annual conference of the Boston chapter of GLSEN, the Gay, Lesbian and Straight Education Network, at Tufts University on March 25. GLSEN (pronounced "glisten") is a national organization whose purpose is to train teachers and students and develop programs to, in the words of its Boston chapter leader, "challenge the anti-gay, hetero-centric culture that still prevails in our schools."

The state-sanctioned conference, which was open to the public but attended chiefly by students, administrators, and teachers, undercut the official GLSEN line—that their work is aimed only at making schools safer by teaching tolerance and respect.

The event, backed by the state's largest teachers' union, included such workshops 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" (with suggestions for including gay issues when teaching the Holocaust), "From Lesbos to Stonewall: Incorporating Sexuality into a World History Curriculum," and "Creating a Safe and Inclusive Community in Elementary Schools," in which the "Rationale for integrating glbt [gay, lesbian,

bisexual, and transgender] issues in the early elementary years will be presented."

Whiteman sat in on a "youth only, ages 14-21" workshop called "What They Didn't Tell You About Queer Sex & Sexuality in Health Class." If "they" didn't tell you about this stuff, it's probably because "they" worried they'd be sent to jail.

The raucous session was led by Massachusetts Department of Education employees Margot Abels and Julie Netherland, and Michael Gaucher, an AIDS educator from the Massachusetts public health agency. Gaucher opened the session by asking the teens how they know whether or not they've had sex. Someone asked whether oral sex was really sex.

"If that's not sex, then the number of times I've had sex has dramatically decreased, from a mountain to a valley, baby!" squealed Gaucher. He then coaxed a reluctant young participant to talk about which orifices need to be filled for sex to have occurred: "Don't be shy, honey, you can do it."

Later, the three adults took written questions from the kids. One inquired about "fisting," a sex practice in which one inserts his hand and forearm into the rectum of his partner. The helpful and enthusiastic Gaucher demonstrated the proper hand position for this act. Abels described fisting as "an experience of letting somebody into your body that you want to be that close and intimate with," and praised it for putting one "into an exploratory mode."

Gaucher urged the teens to consult their "really hip" Gay/Straight Alliance adviser for hints on how to come on to a potential sex partner. The trio went on to explain that lesbians could indeed experience sexual bliss through rubbing their clitorises together, and Gaucher told the kids that male ejaculate is rumored to taste "sweeter if people eat celery." On and on like this the session went.

Camenker and Whiteman transcribed the tape and wrote a lengthy report for *Massachusetts News*, a conservative monthly. Then they announced that copies of the recorded

sessions would be made available to state legislators and the local media. GLSEN threatened to sue them for violating Massachusetts' wiretap laws and invading the privacy of the minors present at one workshop.

The tapes went out anyway and became a talk radio sensation. On May 19, state education chief David Driscoll canned Abels and Netherland and terminated Gaucher's contract. But Driscoll also insisted that the controversial workshop was an aberration that shouldn't be allowed to derail the entire program. Abels fumed to the press that the education department had known perfectly well what she had been doing for years and hadn't cared until the tapes had surfaced. Camenker, ironically, agreed.

That same weekend, a day after the *Boston Globe* editorial page editorialized against Camenker and Whiteman, thousands of New England homosexual youths marched on the Massachusetts State House in a scheduled "pride" rally. David LaFontaine, chairman of the Governor's Commission on Gay and Lesbian Youth, denounced Camenker and Whiteman: "The hatred we've heard on the radio and smeared across the TV in the last week . . . is the prejudice that simmers beneath the surface [which] has now bubbled up into the open in all of its ugliness."

Then, state Superior Court judge Allan van Gestel issued a gag order prohibiting the Parents' Rights Coalition, the news media, and the entire state legislature from disseminating or even discussing the tapes—though the conference had been in part sponsored by the state, and had been conducted by and attended by state employees. One might think lawmakers and the local media would have been outraged.

Not in Massachusetts. Nary a peep of protest issued from the legislature, and aside from a *Boston Herald* editorial denouncing the move, the news media were as silent as the grave. Harvard law professor Alan Dershowitz, a gay-rights supporter who is not most people's idea of a conservative, took to the airwaves to blast the ruling and

the establishment's indifference to it.

"Sometimes civil libertarians become ambivalent when the First Amendment clashes with their liberal agenda. I've been fighting that for years," Dershowitz told me. "It's a situation where the political correctness of the Boston news media has caused it to take a back seat," says Boston civil liberties lawyer Harvey Silverglate. "Of course, what will happen is, in some other case in which the news media will have more of an interest, where one of their darlings will get restrained, then suddenly they will find they've allowed a precedent to be set. It's a perfect example of the news media not rushing in and protecting [free speech] no matter whose ox is

When the Superior Court judge issued a gag order prohibiting discussion of the tapes, the news media were as silent as the grave.

being gored."

Days later, van Gestel held a hearing to reconsider his gag order. Says Camenker, "The only news organization that showed up to demand their First Amendment right to play the tape was the Fox News Channel." Van Gestel relented somewhat, lifting the gag on everyone but Camenker and Whiteman.

Meanwhile, a legal aid group called Gay & Lesbian Advocates & Defenders (GLAD) filed suit against the two men on behalf of the workshop students. They are still threatening to press criminal charges.

Silverglate, a gay-rights supporter who calls "a huge mistake" homosexual activists' habit of labeling "hate speech" any opinion they don't like, warns that the Bay State's liberal legal culture will make a fair trial for Camenker and Whiteman a near-impossibility.

"This is the state, remember, that

brought you the St. Patrick's Day Parade case, in which all three layers of the Massachusetts court system found that the court had the power to force the Irish war veterans to allow a gay Irish group to march under their own banner."

The U.S. Supreme Court ultimately ruled 9-0 in favor of the war veterans, who were represented by conservative Boston lawyer Chester Darling, now serving as Whiteman's attorney.

"Nine to nothing—that tells you it was an easy case, but you would never know it from reading the *Boston Globe* and observing the conduct of the legal profession," Silverglate says. "This state has some serious problems."

Though Camenker and Whiteman expect to triumph, if not in Massachusetts courts then at the federal level, neither man has deep pockets. Both estimate their defense costs will meet or exceed \$80,000, and money is trickling in to a legal defense fund. Whiteman, 26, is a law student whose wife just gave birth to their first child. Camenker, 47, owns his own software business, which he says is suffering.

"I could lose everything," he says. "My business could go down the tubes. And if this criminal stuff actually goes down, I could go to jail."

As their story becomes more widely known, the men find themselves doing more interviews on talk radio around the country.

"The whole idea that [gay activists] have been trying to suppress this has been helpful. Nobody listened to us beforehand," says Whiteman. "Everybody thought we were making it up. The fact that they're trying to cover it up proves that they have something to cover up. We've caught them red-handed."

But will their exposé ultimately make a difference? GLSEN/Boston boasts the most advanced programs of its kind in the nation. As goes Massachusetts, in time, so may go the rest of America. Camenker and Whiteman are on the front lines of a battle likely to spread to school districts from coast to coast, as the powerful GLSEN organization, with sponsorship money from American Airlines, Dockers

Khakis, and Kodak, presses its radical agenda under the innocent-sounding guise of “safety,” “human rights,” and “suicide prevention.”

“That money goes down a rathole to fund gay clubs in schools, and gay rallies and conferences,” fumes Camenker. “None of the people who get the money are legitimate suicide prevention groups. They’re all these gay groups.”

GLSEN will be holding its annual leadership training conference next month in San Francisco, to be preceded by a two-day workshop teaching students and educators how to push the gay agenda in local schools—even

at the kindergarten level—as a human rights issue. Books available from the GLSEN website include *Queering Elementary Education* and *Preventing Prejudice*, a collection of elementary-school lesson plans built around themes such as “What Is a Boy/Girl?” and “Freedom to Marry.”

Schools’ surreptitiously introducing this material to students, says Whiteman, “puts kids at risk and puts parents completely out of the loop with the sexual identities of their children. The schools take this elitist attitude that they know best.”

The point of this activist drive, warns Camenker, is to desensitize children to gay sex at a very young age and counteract moral instruction to the contrary given by their parents and religious leaders. If you protest,

he warns, be prepared to be stonewalled and sneered at by school officials, smeared in the press, and denounced as a hatermonger and a bigot by gay activists.

Yet what choice is left to parents but to fight? “We’re facing an incredible evil here. It chills you to the bone,” says Camenker, an Orthodox Jew brought closer to his faith by this struggle. “The only way we’re not going to get run over is if people wake up to what’s happening to our children.”

“These people are bullies,” he continues. “People are afraid of them, afraid of being called homophobes. I don’t enjoy this, but this is America, and I’m not going to run away.” ♦

Massachusetts Gov. Cellucci's deception of parents

Funded by the Legislature
and covered by local school officials.

The gay community "having its way" with schoolchildren

by Brian Candenker and Scott Whiteman
Massachusetts News

"Fisting (forcing one's entire hand into another person's rectum or vagina) often gets a bad rap. It usually isn't about the pain, not that we're putting that down...[It's] an experience of letting somebody into your body that you want to be that close and intimate with...[and] to put you into an exploratory mode."

Massachusetts Department of Education employees describing the pleasures of homosexual sex to a group of high school students at a state-sponsored workshop. March 25, 2000.

Last year a mother from the western suburbs joined some other parents and went to the State House to appeal to the Governor's office. She was becoming frantic. Her son at the local high school had been told by his musician friends how "cool" it was at the Gay-Straight Alliance (GSA) club meetings. She soon found out that the club had watched at least one R-rated video of two boys having a love affair. She discovered some provocative handouts in his room. He became detached, and she suspected that he was experimenting with homosexual relationships.

The principal would not look into it, nor would any other officials. It was suggested that maybe she was homophobic.

No one from the Governor's office would speak to her or the other parents. A Department of Public Health official finally listened to them, but afterwards would not return her calls. Later the Boston homosexual newspaper, "Bay Windows" published a blistering article warning that bigoted, homophobic parents were trying to endanger the money for the state's gay school clubs.

Each year governor Paul Cellucci budgets \$1.5 million for his "Governor's Commission for Gay and Lesbian Youth." Made up of homosexual activists from across the state, since 1992 the commission has used the 'safe schools' mantra and state money to persuade over 180 schools in Massachusetts to accept the clubs and their activities. Parents and others who offer any criticism of the programs are regularly accused of homophobia and endangering students' safety. In addition, the Governor, who gets much support from the gay community, shields the GSA programs from scrutiny. The Commission now does much of its work directly through the Massachusetts Department of Education and other state agencies.

The Commission also works closely with a national homosexual activist organization, the Gay and Lesbian and Straight Education Network (GLSEN) to give the clubs materials, movies, literature and funding for various activities. In all, there are over 700 GSA clubs in the country, many of them partially federally funded.

School officials use several arguments to deflect criticism of GSA's. In an April 5 Boston Herald article, Newton assistant superintendent Jim Marini brushed aside a parent's questioning of Newton's high school GSA activities. "This is not about sex. This is about human rights," he said. The school counselor, Linda Shapiro added that, "the purpose is to make gay students feel safe..."

On March 25, the Massachusetts Department of Education, the Governor's Commission, and GLSEN co-sponsored a statewide conference called "Teach-Out." Among the goals were to build more GSA's in Massachusetts and expand homosexual teaching into the lower grades. Scores of gay-friendly teachers and administrators attended. They received state "professional development credits." Teenagers and children as young as 12 were encouraged to come from around the state and many were transported by bus from their home districts. Homosexual activists from across the country were also there.

To say that the descriptions below- workshops and presentations of this taxpayer-sponsored event for educators and children-are "every parent's nightmare" does not do them justice. It is beyond belief that this could be happening at all. One music teacher who attended out of curiosity said that she could not sleep for several nights afterwards and had nightmares about it.

"Queer sex for youth 14-21"

In one well-attended workshop, "What They Didn't Tell You About Queer Sex & Sexuality In Health Class: A workshop For Youth Only ages 14-21," the three homosexual presenters acting in their professional capacities coaxed about 20 children into talking openly and graphically about homosexual sex. The workshop seemed to be intended for adults who advise the GSA's in the schools. The three presenters, who described themselves as homosexual, were:

Margot E. Abels, Coordinator, HIV/AIDS Program,
Massachusetts Dept of Education

Julie Netherland, Coordinator, HIV/AIDS Program,
Massachusetts Dept of Public Health

Michael Gaucher, Consultant, HIV/AIDS Program,
Massachusetts Dept of Public Health

The workshop syllabus included:

What's it like to be young, queer and beginning to date? Are lesbians at risk for HIV? ... We will address the information you want about queer sexuality and some of the politics that prevent us from getting our needs met.

The workshop opened by the three public employees asking the children "how they knew, as gay people, whether or not they've had sex." Questions were thrown around the room about whether oral sex was "sex," to which the Department of Public Health employee stated, "If that's not sex, then the number of times I've had sex has dramatically decreased; from a mountain to a valley, baby." Eventually the answer presented itself, and it was determined that whenever an orifice was filled with genitalia, then sex had occurred. The Department of Public Health employee, Michael Gauche, had the following exchange with one student, who appeared to be about 16 years old.

Michael Gaucher: "What orifices are we talking about?"

Student: [hesitation]

Michael Gaucher: "Don't be shy, honey: you can do it."

Student: "Your mouth."

Michael Gaucher: "OK."

Student: "Your ass."

Michael Gaucher: "There you go."

Student: "Your pussy. That kind of place."

But since sex occurred "when an orifice was filled," the next question as how lesbians could "have sex." Margot Abels discussed whether a dildo had to be involved: when it was too big or too small: and what homosexual resources students could consult to get similar questions answered.

Role playing and "carpet munching"

Then the children were asked to role-play. One student was to act the part of "a young lesbian who's really enraptured with another woman, and it's really coming down to the wire and you're thinking about having sex." The other student played the "hip GSA (gay, straight alliance) lesbian advisor, who you feel you can talk to." The "counseling" included discussions of lesbian sex, oral-vaginal contact, or "carpet munching," as one student put it. The student asked whether it would smell like fish. At that point the session turned to another subject.

"A lesson in fisting?"

There was a five-minute pause so that all the teenagers could write down questions for the homosexual presenters. The first question was read by Julie Netherland. "What's fisting?"

A student answered this question by informing the class that "fisting" is when you put your "whole hand into the ass or pussy" of another. When a few of the students winced, the Department of Public Health employee offered, "A little known fact about fisting, you don't make a fist, like this. It's like this," forming his hand into the shape of a teardrop rather than a balled fist. He informed the children that it was much easier.

Margot Abels told the students that "fisting is not about forcing your hand into somebody's "hole, opening or orifice" if they don't want it there. She said that "usually" the person was very relaxed, and opened him or herself up to the other. She informed the class that it is a very emotional and intense experience.

At this point, a child of about 16 asked why someone would want to do that. He stated that if the hand were pulled out quickly, the whole thing didn't sound very appealing to him. Margot Abels was sure to point out that although fisting "often gets a really bad rap," it usually isn't about the pain, "not that we're putting that down." Margot Abels informed him, and the class, that "fisting" was "an experience of letting somebody into your body that you want to be that close and intimate with." When a child asked the question, "Why would someone do this?" Margot Abels provided a comfortable reason: "to put you into an exploratory mode."

"Rubbing each others' clits..."

Michael Gaucher presented the next question, "Do lesbians rub their clits together?"

Michael Gaucher and Margot Abels asked the kids if they thought it was possible, and whether someone would do a "hand-diagram" for the class. No one volunteered, but a girl who looked about 15 or 16, then stepped up to the board, drew a three-foot high vagina, labeled each of the labia, the clitoris, and "put up inside the 'G' -spot." While drawing,

Michael Gaucher told her to use the "pink" chalk, to which Margot Abels responded, "not everyone is pink, honey." All of the children laughed.

After the chalk vagina was complete, the children remarked on the size of the "clit," and the presenters stated that that was a gifted woman. Then, Margot Abels informed all of the young girls that indeed, you can rub your "clitori" together, either with or without clothes, and "you can definitely orgasm from it." Michael Gaucher told the kids that "there is a name for this: tribadism," which he wrote on the board, and told one girl who looked about 14 to "bring that vocabulary word back to Bedford." Julie Netherland informed the children that it wasn't too difficult, because "when you are sexually aroused, your clit gets bigger."

"Should you spit after you suck another boy (or a man)?"

Michael Gaucher read the following from a card: "Cum and calories: Spit versus swallow and the health concerns." Gaucher informed the children that although he didn't know the calorie count of male ejaculation, he has "heard that it's sweeter if people eat celery." He then asked the boys, "Is it rude not to swallow?" Many of the high school boys mumbled, "No," but one, about the age of 16, said emphatically "Oh no!" One boy, again about the age of 16 offered his advice on avoiding HIV/AIDS transmission while giving oral sex by not brushing your teeth or eating coarse food for four hours before you "go down on a guy." "because then you probably don't want to be swallowing cum."

Another question asked was whether oral sex was better with tongue rings. A 16-year-old student murmured, "yes" to which all of the children laughed. Michael Gaucher said, "There you have it," and stated something to the effect that the debate has ended.

Use a condom? It's your decision, really.

As often as one hears that there is an aggressive HIV/AIDS prevention campaign, the session ran 55 minutes before the first mention of "protection" and safer sex came. In the context of the "safer sex" discussion, however, it was pointed out that these children could make an "informed decision" not to use a condom. Outside in the conference hall, the children could easily obtain as many condoms, vaginal condoms, and other contraceptive devices as they wished from various organizations, which distribute such.

Well, yes...it really is about sex!

Another popular session was presented by the same three public employees in their professional capacity and was called, "putting the 'Sex' Back Into Sexual Orientation: Classroom Strategies for Health & Sexuality Educators."

The workshop description included:

What does it mean to say, "being gay, lesbian and bisexual isn't about sex?" ... How can we deny that sexuality is central for all of us? How do we learn to address the unique concerns of queer youth? ... This workshop is for educators to examine strategies for integrating sexuality education and HIV prevention content specific to gay, lesbian and bisexual students into the classroom and GSA's... additional strategies will be discussed.

The three presenters now assumed the task of teaching teachers how to facilitate discussions about "queer sex" with their students.

Tired of denying it

Margot Abels opened by telling the room full of teachers (and two high school students) "We always feel like we are fighting against people who deny publicly, who say privately, that being queer is not at all about sex. ... We believe otherwise. We think that sex is central to every single one of us, and particularly queer youth."

Margot Abels, Julie Netherland and Michael Gaucher reviewed a few "campaigns" that have been used to demonstrate to queer youth how to best "be safe" while still enjoying homosexual sex.

The campaign, "Respect yourself, protect yourself," was thought good in getting the message to kids that they should use protection, but since it made children who didn't protect themselves feel bad, it ultimately was a poor message. Michael Gaucher's reason for disliking that program was: "[children] with an older partner, that they are not feeling they can discuss things with, does that mean that they don't respect themselves?"

The campaign, "No sex, no problem," was ridiculed, as it assumed that children could opt not to have sex. Additionally, it made those children who had already had sex feel bad or think that they had a problem, since they had sex.

After reviewing a few of the campaigns, Margot Abels described the project she works on. The "Gay/Straight Alliance HIV Education Project" goes around five different schools each year conducting up to eight "HIV prevention sessions" in that school's gay club. These same presenters who just told a group of children how to properly position their hands for "fisting" were now telling a room full of educators that they would visit their schools and conduct their workshops for their students.

Bringing homosexuality into the middle school

One participant remarked half-way through that Margot Abels just wasn't "talking to" her, since she, the participant, was a lesbian-middle schoolteacher. She wanted to know specifically what she could do to facilitate discussions about homosexuality in middle school. This was solved in another session entitled, "Struggles & Triumphs of Including Homosexuality in a Middle School Curriculum." Christine L. Hoyle, Special Education Teacher and workshop presenter, told the story of how she turned the holocaust portion of her curriculum into a gay affirming section. Ms. Hoyle allowed the group at the conference to watch a video which she had her students produce and which was narrated by a seventh grade girl. This girl told the audience that ancient Greeks "encourage homosexuals: in fact, it was considered normal for an adolescent boy to have an older, wiser man as his lover." Thus, this teacher informed her adolescent students that it is okay if an older man approached them for sexual gratification.

And finally, the handouts

An enormous amount of very disturbing material, most of it aimed at children, was distributed at the conference. Much of it encourages young children to become actively engaged in homosexual activities. The Sidney Borum Community Health Center table was giving out a cassette sized "pocket sex" kit, which included two condoms, two antiseptic "moist" towelettes, and six bandages, which were for "when the sex got really rough" according to the high school aged volunteer behind the desk. There was a countless supply of condoms supplied by both Sidney Borum and Planned Parenthood, all of which were for the taking by any child who wanted them. One could see children as young as 12 or 13 at the conference participating and receiving "information" and materials.

But...there's more

At the front of the conference's program of events is a welcome message from the executive director of GLSEN, the nationwide "gay youth education network," a co-sponsor. It

describes how we all need to challenge the "hetero-centric culture that still prevails in our schools." Next is a full-page welcoming letter, on official Massachusetts's stationary, from David P. Driscoll, State Commissioner of Education. It says how proud he personally is of the leadership role that Massachusetts has taken in "creating safer schools for, gay, lesbian, and bisexual students"-the official phrasing that he uses in much of his communication on this issue.

(The conference program also credits The Massachusetts Teachers Association, Starbucks Coffee, Bread and Circus supermarket, and Trader Joe's stores as helping "support" the event.)

Some of the other workshops at this taxpayer-funded conference for educators are more unusual, an even frightening. For instance:

- Ask the Transsexuals
- Early childhood educators: How to decide whether to come out or not
- Getting Gay Issues Included in Elementary School Staff Development Curriculum Development, and the PTA
- Lesbian Avenger: how to Promote Queer Friendly Activism in Your Schools and in Your Lives
- Strategies and Curriculum Ideas for Addressing GLBT Issues in a High School English curriculum
- The Struggles and Triumphs of Including Homosexuality in a Middle School Curriculum
- Teachers coming Out
- Youth Coming Out in High School
- Diesel Dykes and Lipstick Lesbians: Defining and Exploring Butch/Femme Identity
- The Religious Wrong: Dealing Effectively with Opposition in Your Community
- A Strategy to Educate Faculty: Lexington HS's GSA Presentation to Faculty
- From Lesbos to Stonewall: Incorporating Sexuality into a World History Curriculum
- Starting a Gay/Straight Alliance in Your School

How does this happen in America?

For the reporter and the music teacher, this "conference" was a shock that words can barely describe. One wonders if it was like American GIs who first approached the concentration camps. People had heard stories and rumors. But no one could imagine it was like this. It was a mind-numbing experience.

But most shocking of all was that none of the adults attending seemed to be bothered by any of it. In fact, there was an eerie sense of solidarity in the air, against "those bigots, those homophobes who would stop our progress."

The Parents' Rights Coalition of Massachusetts can be reached at PO Box 175, Newton, MA 02466. (781) 433-7106. The tape of this conference is available from Massachusetts News, by calling (781) 239-0264.

WORKSHOPS

1A: Ask the Transsexuals

Stacey Montgomery, Alyssa Marino, and Thomas K. Lewis, SpeakOut Representatives

Three brave and enticing transsexuals tell their stories and answer your questions about transgender issues. *Also offered in Workshop C. Olin 102*

5A: Early Childhood Educators: How to Decide Whether to Come Out at Work or Not

Mona Posinoff, M.Ed., College Instructor and Adult Education Trainer

This is an interactive session for those involved in teaching and working with our youngest children. We will look at levels of safety, what holds us back, how to gain support and the ramifications of this issue when working with staff and families in the child care center. *Also offered in Workshop B.*

12A: Lesbian Avengers: How to Promote Queer Friendly Activism in Your Schools and in Your Lives

Maggie Malin, Boston Avengers, Project 10 East Board Member

This workshop will teach youth and advisors how to be active to constructive and safer ways. Come with your ideas and obstacles and we will brainstorm how to plan an action for your particular school climate. *Olin 001*

15A: Strategies and Curriculum Ideas for Addressing GLBT Issues in a High School English Curriculum

Frank Pantano, English Teacher, Boston High School; GLSEN/Boston Board Member; Micheal Kennedy, English Teacher, Newton South HS

This session will explore strategies and give examples of how to include and foster discussion of GLBT issues in your English curriculum. These veteran teachers will give examples of assignments and discussions they have used to make their classes inclusive of GLBT issues while teaching standard English Curriculum within their school's and the state's standards and frameworks. *Also offered in Workshop B. Olin 110*

16A: The Struggles and Triumphs of Including Homosexuality in a Middle School Curriculum

Christine L. Hoyle, Special Education Teacher

The steps of expanding a Holocaust unit into a Diversity/Anti-prejudice unit, inclusive of homosexuality will be outlined. Suggestions will be given as to how to get around roadblocks. Presenter will share unit and resources. *Also offered in Workshop C. Olin 102*

21A: Why Gay People Need to Fight Racism: Making The Link Between Homophobia and Racism

Rheua S. Stakely, Consultant and Trainer on GLBT Issues

As gay people, we are in a unique position to understand and take action to reduce racism. We will discuss white privilege, subtle racism, and steps we can take daily to reduce racism in ourselves. *Olin 112*

23A: Youth Coming Out in High School

A Panel of Youth from the Massachusetts Governor's Commission Youth Speak Out Project

A panel of youth shares their experiences of coming out in different high school settings. *Also offered in Workshop B. Aidekman 09*

6B: Diesel Dykes and Lipstick Lesbians: Defining & Exploring Butch/Femme Identity

Dawn Dougherty, Consultant, Trainer and Writer

Ever wonder what all the butch/femme fuss is all about? Join us at this FUN and interactive workshop to explore contemporary notions of butch and femme. Whether you were born butch, considering femme, or simply very curious/confused-you'll love this workshop. *Aidekman 13*

13B: It's Elementary in Our Town: Getting Gay & Lesbian Issues Included in Elementary School Staff Development, Curriculum Development, and the PTA

Liz Coolidge, Elisabeth Sackton, Meg Soens, and Kathie Keagul, Parents of elementary school children

How lesbian parents approached and worked collaboratively with school system administration to develop plans for integrating gay and lesbian issues in elementary anti-bias curriculum. How we approached multiple levels, integrated our goals with anti-bias curriculum and explicit core values of the Lexington Public Schools. *Also offered in Workshop A. Olin 109*

16B: The Religious Wrong: Dealing Effectively with Opposition in Your Community

Leif Mitchell, Community Educator/Trainer for Planned Parenthood of CT. GLSEN/CT and GLSEN National Board Member

Facilitated by someone who follows the Religious Wrong "religiously," this workshop will explore ways to counteract the messages used by the Wrong. Participants will learn exactly what the Wrong is saying about "us" (and who that includes) as well as develop strategies to tackle opposition to Teaching respect for all in your communities. *Olin 112*

17B: Putting the "Sex" Back Into Sexual Orientation: Classroom Strategies for Health & Sexuality Educators

Margot E. Abels and Julie Netherland, Coordinators, HIV/AIDS Program, Mass. Department of Education

What does it mean to say "being gay, lesbian and bisexual isn't about sex?" Where do queer youth get their information about sex and sexuality? How can we deny that sexuality is central for all of us? How do we learn to address the unique concerns of queer youth? What about the epidemiology and risk behavior data concerning sexual activity, HIV and pregnancy for queer kids? This workshop is for educators to examine strategies for integrating sexuality education and HIV prevention content specific to gay, lesbian and bisexual students into the classroom and GSA's. Data will be presented, exercised from the GSA/HIV Prevention Project will be shared and additional strategies will be discussed. *Aidekman 12*

18B: School's Out: Finding Support After School

A Boston GLASS (Gay, Lesbian Adolescent Social Services) Staff Member and a Panel of Youth

A panel of youth will share their stories and will talk about the value of having a safe place that isn't the streets or the clubs. Come hear about this program which provides groups, social events and a safe place for GLBTQ youth ages 13-25. *Olin 113*

20B: A Strategy to Educate Faculty: Lexington HS's GSA Presentation to Faculty

Melissa Buttaro, Guidance Counselor, GSA Advisor, Lexington High School, Michael Lerner, Science Teacher, GSA Advisor, Lexington High School, Student Members of the Lexington HS GSA

Come hear how the Lexington High School presented their needs and experiences to the faculty of their school. Members of the GSA will review materials that were given out, how their discussion and presentation of materials were structured and the results of this truly significant and meaningful day. This was a GSA who found a way to bring their issues from the students to the entire faculty in a manner that created incredible dialogue and change throughout the school. *Olin 108*

5C: Creating a Safe and Inclusive Community in Elementary Schools: Supporting Gay and Lesbian Students, Families and Staff

Robert Parlin, Teacher at Newton South HS, GLSEN/Boston Board Member, Laura Perkins, MSW Franklin School and the Newton Early Childhood Program

Rationale for integrating GLBT issues in the early elementary years will be presented. Guidelines for parent communication, and interventions for name calling will be suggested and classroom lessons demonstrated. *Olin 011*

8C: From Lesbos to Stonewall: Incorporating Sexuality into a World History Curriculum

Michael Kozuch, M.Ed., World History Teacher, Newton South HS, Consultant

This workshop will explore the "whys" and "how tos" of incorporating discussions of bisexuality and homosexuality into a world history curriculum. As new research continues to uncover gay, lesbian and bisexual voices from the past, history teachers have a greater ability and responsibility to bring these voices to our students. We can paint a more accurate picture of history and make it more relevant to our students' lives. *Olin 103*

15C: Starting a Gay/Straight Alliance (GSA) in Your School

Eric Pliner, Program Coordinator, Safe Schools Program for Gay & Lesbian Students, Mass. Department of Education

What are the purposes of a Gay/Straight Alliance, and what steps will you need to take to form one? Learn about GSAs, hear from student members of a successful GSA, create an action plan for starting a GSA in your school or bringing new life to one that currently exists. *Olin 012*

20A: What They Didn't Tell You About Queer Sex & Sexuality in Health Class (A Workshop for youth only, 14-21)

Margot E. Abels & Julie Netherland, Coordinators, HIV/AIDS Program, Mass. Department of Education

This workshop for youth addresses what is different for GLBT youth when it comes to sex, dating, relationships, HIV etc. Come and discuss the questions you couldn't or didn't ask in health class. What's it like to be young, queer and beginning to date? Are lesbians at risk for HIV? What does it mean to identify as queer and still be sexually active with the opposite sex? Who can you talk to about these things? And, why aren't queer issues addressed in Sex Ed classes? We will address the information you want about queer sexuality and some of the politics that prevent us from getting our needs met. *Aidekman 12*

19C: Tired of Knocking on the Administration's Door?

Kim Westheimer, Coordinator of Safe Schools Program for Lesbian and Gay Students, Mass. Department of Education

You know you want to create a safer school for GLBT students in your school. You're committed and ready to go. Your frustration is growing because it is so hard to get your administration or other potential allies to help you reach your goals. If this description sounds remotely like you, come to this workshop, let us know your frustrations and discuss strategies for creating change despite the resistance you've experienced. Expect to leave with specific achievable short-term goals that complement your vision for a better school. (This workshop will be limited to the first 15 people.) Also offered in Workshop A. *Olin 113*

G L S E N
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10TH ANNUAL GLSEN/BOSTON CONFERENCE
SATURDAY, MARCH 25, 2000 TUFTS UNIVERSITY

TEACH
OUT

PRACTICAL TOOLS TO BUILD INCLUSIVE COMMUNITIES

Welcome From the Executive Director

TEACH OUT 2000 marks the Tenth Anniversary of GLSEN in Massachusetts. It is a time to reflect on how far we have come, how far we still have to go, and above all, to celebrate.

It is fitting that Kevin Jennings is "coming home" to share this occasion with us as our keynote speaker. When



he and Kathy Henderson founded the "Gay and Lesbian Independent School Teachers' Network" ten years ago, there were but two Gay/Straight Alliances in the country: one at Concord Academy, where Kevin taught, the other at Phillips Andover, where Kathy taught. Today there are close to 200 in Massachusetts alone, and many of them are represented among the students and teachers here today.

We have more to celebrate. GLSEN/Boston has been fortunate to have received funding from the Governor's Commission on Gay and Lesbian Youth and the Massachusetts Department of Education from the beginning of the Safe schools Program in 1993 to this day. Together, we have developed training programs and teacher resources that remain national benchmarks and challenge the anti-gay, hetero-centric culture that still prevails in our schools. We are proud of the response we've had to programs launched this year to address the unique challenges facing athletes and coaches. We were even invited to present to 300 Athletic Directors convening in Hyannis this month!

But if the mainstream educational establishment is more ready—in some cases eager—to work with us and to hear our message than ever before, it is because the violence facing ALL students, but especially those who seem to be different, is on the rise and impossible to ignore.

Our most serious challenge ten years ago was to overcome our invisibility. In a very important sense, that is still true. While the number of administrators, teachers, and parents who try to insist that there are no gay or lesbian students or staff at their schools is decidedly down, the increased violence we are seeing is meant to intimidate us back to invisibility, or at least to be satisfied with subordination to the majority culture. Claudia Smith-Jacobs and Corey Johnson, this year's Visionary Award winners, are being recognized for the leadership they have demonstrated in challenging the still widely held belief that it is better to hide differences for the sake of preserving commonly held attitudes about what it takes to be a "team" or part of a "community." Theirs is a message that speaks to the pride and power to be found in all of us when we live our lives fully and fearlessly.

Welcome, and thank you for joining us as we celebrate ten years of teaching and respect for all.

Respectfully,
Wallace Bachman, Executive Director,
GLSEN/Boston



GLSEN

teaching respect for all in our schools

B O S T O N