

May 2000

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### Recommended Citation

Asuzu, M. C. (2000) "Sex Education: A Weapon of Mass Destruction?," *The Linacre Quarterly*: Vol. 67: No. 2, Article 5.  
Available at: <http://epublications.marquette.edu/lnq/vol67/iss2/5>

# Sex Education: A Weapon of Mass Destruction?

by

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## Abstract

Education has rightly been understood as fundamentally good for man. In this regard, education is taken in the correct sense both of *information* and of *formation* of man, especially of the younger generations. It helps them to achieve the utmost good, individually and societally. Therefore, education concerns the proper nature and good of man. Once these are misunderstood, education will be ill-conceived and ill-delivered.

Man's sexuality as the sum total of what makes him male or female in each case is an important component of his nature – physical and metaphysical. It deserves study and education. That aspect of man's sexuality that has to do with physical genital intercourse constitutes a mere 10 to 15% of his sexuality.<sup>1</sup> It is, however, the most emotive, delicate, and educationally troublesome aspect of man's sexuality. There has, therefore, been continuing concern that education in this aspect of man requires the most careful and culturally correct environment, tools, and methods. Some societal value systems understanding of man is exclusively physical and organic (in other words, merely materialistic), denying the metaphysical and seeing the purpose of life as nothing more than pleasure. Secular humanism is one such. For this system to take hold of sex to "educate" on it is surely a prescription for disaster, that is, for man as a created "Homo sapient."

Overcoming the problem of the current secular humanist sex education onslaught should be facilitated by a proper understanding of the value base and value indoctrination of secular humanism. With that, there can be healthy efforts to limit secular humanism to the circles where it rightly belongs, in a free and multicultural world.

But the other value systems, particularly Christianity, should make more meaningful progress by going beyond mere objection to secular humanism. Christianity should develop its own educational materials for both home and internal group education. Furthermore, it should also develop programs for an entire public education in these matters, with content that presents their own theistic ideal together with the secular humanist one in a factual and balanced manner.

Since the days of Marie Stoops, Bertrand Russell, Havelock Ellis, and Margaret Sanger, the secular humanists have imposed unethically on everyone through the media (and eventually the schools). Christians should find the resources and personnel to promote their ideals, much as the secular humanists have done for nearly a century. Without them doing so, it will be nearly impossible to overcome the secular humanists, in my humble opinion. The theists' appropriate sexuality education will surely not be a weapon of mass destruction, as the secular humanist model has been, but indeed a most needed service in the present world.

### Introduction

Even though man is born with the genetic makeup to help him achieve the fullness of his human nature as *Homo sapiens*, he needs a well-regulated education to do so. In the previously technologically unsophisticated societies of the world, this education was largely a domestic affair. However, with the growth in technology and sophistication this has become impossible. Even the most delicate and intimate of our human selves and nature have become objects of invasion by understandings and values that are growing daily less and less Homo Sapiens. The need for formal (i.e., extra-domestic) education in these regards has only been increasing. An improved domestic education in this area will address these additional needs, which have been brought about by that same sophistication and the secular humanist invasion. If it works, then it will also help reduce the individual child's need for public education in that regard. But it will never eliminate it completely.

Education, rightly understood, is the process of **information** and **formation** of man, especially in his earlier ages, for the attainment of his utmost good as a wise (i.e., Homo "sapiens") being. In the past, most world cultures have understood the basis of man's "sapiens" nature to be in the



original divine wisdom which made man in His own image and likeness, with a soul and spirit which no other earthly living thing has. Lacking that, all other living things survive merely by instinct. Of all living things, man alone uses his instincts primarily as a basis to begin to think, to weigh values, pros and cons, and finally to arrive at decisions and actions which are consistent with a spiritual being and eschatological consequences. Hence, while other animals live by instinct and do little more than avoid immediate discomfort or achieve immediate comfort and pleasure, man, living true to his full nature would not live his life that way.

But this is like speaking in the terms of antiquity, or so it would seem now! We are, properly speaking, living in a post-Christian, post-theistic (or, as some like to call it, a decaying or humanly dying) world. The secular humanist value system, ideology, religion, or whatever it may be called, has become the value base of most of our society. Many people who claim to be Christian, or any of the world's other theistic religions, hardly realize how corrupted and practically atheistic they may have become!

The most clever thing done for the benefit of this world atheistic religion is the seizure of the public school systems to propagate secular humanism, rather than setting up a new educational system for the purpose. One would have expected the self-acclaimed champions of human rights, freedom, and equality to realize that this violates all these concepts. To push aside everybody else's value systems and to replace them with one's own in a publicly-owned institution is obviously the height of violation of human rights and equality. This is all the more heinous because it was done so dishonestly. However, it is not the responsibility of an aggressor to recognize his own faults, but of the offended to do so and then show these to the offender. And, if he is truly civilized, the one offended should restore justice in a healthy and educated manner. This paper will explore how we can do so in relation to secular humanist sex education in the arena of public institutions.

### **Secular Humanism**

Atheism has never failed to rear its head from time to time, throughout recorded human history. Up until the middle of the 19th-century, however, apart from legendary stories of such places as the mysterious Atlantis, or the Tower of Babel, or Sodom and Gomorrah, atheism never succeeded in winning enough supporters to make it the basis of any human society, unlike the success of theistic spiritualities. Thus, while both theism and atheism continued to be the (personal) legitimate spiritualities of human beings, only theisms had in the past attained the

status of religions among human beings. They did this by attaining group assent and societal norm or culture virtually everywhere. However, this was only up till the middle of the 19th-century. With the advent of Modernism and especially with its being superseded by, and the final maturation of, secular humanism in the period of 1910 to 1933,<sup>2</sup> this is no longer the case. The dangerous implication of not realizing this is that this atheism, finally in an organized form, may continue to pass itself as nothing more than a personal spirituality, but not a religion. The harm will then continue by being taught as true scientific fact, rather than religious faith, as has been done throughout this century. The sooner this fraud is overcome, the better it will be for all society.

However, if religion is the articulation of the felt metaphysical realities of human life; if it is also the determination of goals and values for which life should be lived, the founding of rituals and practices to exercise beliefs; and if it is persuading many people to embrace these and try to direct an entire society, then organized atheism has certainly succeeded in doing all of this. Atheism, for that reason, has become a religion. A careful study of the secular *Humanist Manifestos I* and *II*<sup>2</sup> will show anyone who cares to know how this has happened.

The group articulation of atheism into faith statements started in the middle of the 19th-century. But it was not until the early part of the 20th-century that it reached the point of virtually scriptural statements, along with attempts to organize and run entire societies. Communism was the first of these to complete a life cycle. It would seem to be dying out of the world scene now.

Secular humanism documented its faith for the first time in 1933. It revised this in 1973. These solemn faith statements are contained in the *Humanist Manifestos I* and *II*.<sup>2</sup> Anybody who believes in God and wants to know where the world is in regard to the progressions of theism and atheism should study both. In summary, the fine points of secular humanism are:

- God does not exist because (organic, physical) science cannot prove it; and He has not bothered to show Himself to man, if this was important to Him! Hence, even if "science" cannot prove conclusively that He does not exist, it is certain that such existence is immaterial for Him to show to man; and so should also be to human existence in this world. Man must look unto himself for his salvation, for the solution of the problems of this world, "for no god will do so for him"!



- Man is not created by anybody else; he is simply a product of (a totalitarian) evolution, which is still on-going.
- Human life does not survive death in this world, for “science” can find no evidence for it. Human life is therefore to be fulfilled in the here and now by anybody who is desirous of such fulfillment. You either make it here and now, or you are sure to lose out sooner or later. There is nothing like the hereafter that the theists assert.
- Anything that cannot be proven by “science” does not exist (i.e., is not true); or at most, such claimed existence is immaterial for human existence and fulfillment in this world, which is the only one there is.
- God-believing religions are detrimental to man, for they put human fulfillment in a world and life that is still to come, which is deceptive wishful thinking. Hence, religions deter or at least undermine man’s (aggressive) progression to self-fulfillment and the betterment (material development – and sophistication!) of society. Therefore, all educated or civilized people must do everything to erase such religions and their archaic values from the face of the earth. Indeed, the task of the moment for all civilized people is to found an alternative religion to replace those former ones (i.e., as of 1933), “for man cannot exist without a religion.”
- Human beings are evolved from animals and, as in animals, the sexual urge is very difficult, nay, impossible to control. Therefore, everybody who has the capacity for the sexual urge must be prepared (by contraception, or euphemistically, “family planning”) so that when they have the sexual urge, they will satisfy it without any fear of undesirable results; notably, conception and/or childbirth.
- Any obstacles to human fulfillment in the here and now, including archaic religions, laws, etc., should be removed by any means reasonable or otherwise available to man. This includes openly flouting such laws or undermining such a religion. This would promote human freedom. Rights that should be guaranteed by these changes include all forms of sexual exploration, as long as it is done to self or between two consenting parties. These rights include masturbation (now called “self-pleasuring”), homosexuality and bestiality (now called “differing sexual orientations”), to divorce, contraception (now euphemistically called “family planning” even

when including abortion), clinical abortion, euthanasia and suicide, etc.

- The human family is a product of "evolution" that is still going on. The definition of family cannot, therefore, be static.
- Ethics in human affairs is situational, therefore cannot be rigidly fixed and absolute as past archaic "religious" values had made them. What is good and right in one place, time and person may not necessarily be so in another. If something feels good to someone, then it must be good and right for him to do it, especially if it doesn't immediately hurt anyone else.

The key and recurrent beliefs in all the above are: 1) a "scientific" atheism; 2) an absolute and totalitarian evolutionism with the denial of human createdness and divine destiny or a relative evolution compatible with a God for whom "a thousand years is like a day, like yesterday that is already come and gone, a watch in the night"<sup>3</sup>; 3) a narrow understanding of science, limited to the physical and organic alone, the literal worship of this organo-physical science, a scientolatory!; 4) a pragmatic materialism; 5) hedonism; 6) denial of the existence of rights and wrongs, good and bad, holy and unholy, wholesome and evil, but only a relativity of these, in a word, *the very denial of the basis of man's Homo sapiens!* And finally, 7) a dedication to fight and destroy all authentic theisms on the face of the earth. These and related practices have become the cults, the religious rituals, of secular humanism. Other secular humanist policy documents, faith statements and manuals of rituals that have been published between 1933 and now have merely expiated on the above declarations of faith.<sup>4-7</sup> It would be obvious to anybody who studies the humanist manifestos that their sex education program and the takeover of the public school system for the propagation of it are only little parts of the larger agenda that is showing up in many other areas of human life. Anybody who does not already know that fact should study the humanist manifestos and the world around him more closely.

### **The General Effects of Secular Humanism**

I believe that the results of the secular humanist value system are easily predicted by anybody who cares to think about the matter. These are:

- contraception (to assuage the complications of the uncontrollable sex urge and the instant gratification promoted thereof);
- practical atheism, even if one calls God's name a million times per day and claims to believe in Him;
- materialism, economic graft, violence and the other arms of the instant gratification syndrome;
- all types of sexual problems: free sex, masturbation, fornication, adultery, contraception's follow-up abortion, infanticide, homosexuality, bestiality, divorce, the single parenthood culture, all types of marriages (including ones with human hybrids, clones or pure animals later, singly or severally), pornography, sexism, venereal disease epidemics, euthanasia, other eugenic human killings, etc.

All these (and more, including the encouragement of child-parent opposition on sexual matters) are covered in many a secular humanist sex education program, as well as a false values clarification. All those who have witnessed secular humanist sex education can attest to all this as this author has done. Anyone living in today's world who wishes to understand where its problems are coming from must *objectively* study the humanist manifestos and their other organizational policy documents.

When one does so, he can find out a few salient and rather obvious points of practical importance for those concerned with human society and its "development":

1. The present western civilization is no longer Christian but secular humanist (This is so self-evident, yet so rarely known or appreciated by people).
2. The current world economic crisis, merger of already enormously large and nationally monopolistic organizations across the globe, is largely a direct result of the economic graft of the instant gratification mentality promoted by secular humanism.
3. The unpayable loans and servicing arrangements that are preventing development in the so-called non-first world countries is secondarily the result of the corporate and national economic graft, "free trade" and other secular humanist mentality of the western nations. Similar selfish values, sometimes secondarily influenced by



new age secular humanism, which makes these (African and other third and fourth world) leaders to be financially corrupt is of course the primary one, which the secular humanists gladly point to in order to hide their more heinous one.

4. The “instant Jesus”, “miraculous Allah”, instant comfort Christianity, Islam or eastern religions often developed, imported and financially sustained from the western nations is part of the humanist corruption or undermining of these religions that they articulated in their manifestos long ago – a program to make God irrelevant as He really is, unless He will come out to be seen, or faked up otherwise! Such religions would have nothing to do with serious moral issues as the “archaic” religions do, but now only material fulfillment (“salvation”) in the here and now, instantly! This statement, of course, in no way underrates genuine miracles which occur once in a while.

5. The rising epidemics of divorce, venereal disease, abortion, homosexuality, radical feminism, single parent culture, devil worship, secret cults and societies, new world order, new age movements, etc., are direct products of secular humanism and its contraceptive culture. Also from these are the massive efforts to change the laws on abortion, obscenity, the family, etc., everywhere. The intrauterine child murders or sacrifices promoted by most of today’s so-called contraception (which largely work by procuring early physical or chemical abortions) have been prophesied as the massive human sacrifices demanded and given to the goddess, god or rather demon, that is behind the modern atheistic religions.<sup>8</sup>

In making these general observations on the contents of secular humanism, one must note the nature of the task of correcting the problem of sex education in our public schools. The leaders of secular humanism themselves have observed that “sex education” (also “population education”, “reproductive health education”, or whatever euphemisms by which they conceal its full identity) is the only way that they are going to succeed in indoctrinating the entire world into their religion. They may already have succeeded to some extent, judging by the number of so-called Christians and adherents of other valid world religions who believe the articles of secular humanist faith. In righting this wrong, we must be mature, loving, and balanced and, above all, not do extra harm to anybody – not even those who propagate the evil we seek to correct.

## To Tackle the Problem of Secular Humanist Sex Education

Man advanced from the solitary farmer-hunter, to being a member of organized society, and world cultures and societies came closer as travel and migration advanced. Wars, conquest, and force were used to spread values. The more wholistic cultures tried to do this through well-designed parochial educational systems. Indeed, as man advanced from the solitary farmer-hunter, to being a member of organized society, group education has become a necessary component of life. Some cultures are less wholistic, yet have recognized the inefficiency of constant use of mere brute force, so have also adopted education to spread values. However, being unwholesome cultures, the methods are often also unwholesome, such as indoctrinations and forms of brainwashing. This has been the routine method of the atheistic religions and cultures. Communism did this, and now secular humanism is doing so in a more sophisticated manner. Rather than ethically founding and funding their own educational system, secular humanists have tried to take over the public system to propagate their values by declaring themselves non-religious. But even they know themselves as religious, as in their solemn articles of faith.<sup>2</sup>

The proper way to combat secular humanism and its sex and other "educations" is to persuade them to live out their faiths openly. They must accept that theirs is a religion like every other person's. In this wise, they will carry their sex education to their own schools, but not in public schools. The same is true of their contraceptive services in public hospitals since contraception and related practices are the cults and rituals of that religion. If there must be "family planning" in public institutions, then it should be based on providing both contraceptive and natural family planning services. No single person can serve based on both systems, unless he is a schizophrenic! Both as individuals and as groups, we should be ready to give this education to all who need it. We should endeavor to correct any public policies that do not respect these differences.

However, in situations where they do not respect this civilized approach, we should be willing to take them to courts of law. Doctors, other health workers, and teachers should be ready to study, develop, and deliver the needed services in the relevant areas. In the past, it has been their absence that provided the pretexts for the secular humanist invasion into these areas of human need. Individual lawyers, or preferably guilds of lawyers, should be ready to demonstrate in court the obvious status of secular humanism as a full-fledged religion. As such, it should not deliver its faiths, cults and rituals through public service institutions.

People who believe in God should form non-governmental organizations independent of their religious institutions to carry out these



societal rectifications as purely cultural issues. Secular humanists have done this in the past and continue to do so. The anti-Islamic and anti-Church (meaning anti-Catholic, usually) attitudes that secular humanists have sown in so many fora make this an important issue. The Church is deliberately being ignored by many; others listen to the Church only to learn what is said, then they go out and do the opposite.

To demonstrate that secular humanism is a faith, instead of the proven science that it has been represented to be, the following points are important:

- All the statements in their manifestos are statements of faith and not a single one is of their purported organic and physical science.
- No religion in the world conceptualizes God as a physical or organic entity, but as a metaphysical or spiritual reality. To state that He does not exist because some organic or physical science cannot discover Him is to talk stupidly, that is, non-Homo sapiently!
- The only seemingly scientific statement among the faiths of the secular humanists is the one that human beings are products of an evolution. However, that is a mere theory; the product of mere observational, hypothetical, elementary, descriptive, uncontrolled, and non-experimental science. If secular humanists were true scientists and/or seriously believed in evolution in the 200 years since it was proposed, they would have explored its truth through some controlled, observational science, and, eventually, some experimental science! The obviously deliberate refusal to do so leaves the matter in the realm of dubious religious faith. In other words, if secular humanists truly thought that their absolutist belief in evolution was valid, they would have collected some garbage and subjected it to the environmental factors that they suppose brought about their claimed evolution. They should have done this to any other lower organisms and watched them evolve into other, higher organisms. For anybody without this scientific acid test to take the theory of evolution more seriously than theories deserve is (to me, at least) a bit silly – secular humanist or otherwise!

At the individual level, it is important for all who confront secular humanism to know that much as this is ultimately the true level at which much of the needed work is to be done, no man ever survives as an island.



We must all seek the collaboration of other groups and individuals. We should, however, never feel disappointed if this does not come as easily as we desire it. This author has developed and run a non-church based family life education program over the last 12 years<sup>9-12</sup> whose current content is shown in the appendix. The program is held for adolescents (sections A to C plus a few carefully chosen sub-topics elsewhere); for various adult groups (sections A to E); or for spiritual, moral or other leaders of societal values such as priests, seminarians, congregational religious or whole church groups, etc., (the full program). The value bases may be multiple (i.e., comparative) or exclusive to one religion as the case may be. The group (or this author) however does not run an exclusive secular humanist value-based program with which we have no values in common; and which we consider to be the exclusive preserve of those who belong therein to do as they have been doing all these past many years. We should also remember that, as a policy, secular humanism had twisted the religion of so many new age religionists. While claiming theism, many of them are more atheistic, secular humanist and anti-true theism than the primary atheists themselves. The disciplines of prayer, wisdom and perseverance are therefore most essential in this enterprise for those who espouse the pro-life philosophy. All who aspire to do so would do well to pray for and practice these virtues.

Apart from the development of the more wholistic programs and personnel to serve sexuality (including sex) education, instruments and funding to promote sound research must be created as well. In their absence, the theists will continue to lag in these areas and so fail to confront the secular humanists in any meaningful way. In this regard, it is unfortunate that the only journal that addressed this problem ceased publishing.<sup>13-14</sup> Efforts should be made to revive this, as well as to create new journals.

Every true researcher or intellectual today knows very well the near impossibility of publishing a Homo sapiently oriented research article in the field of sexuality and family studies. That is because these are dominated by secular humanism.

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## Appendix

### The Ibadan Sexuality, Family Life and Sex Education Program (for different social and value/religious groups of the society)

Value bases covered: Traditional African, Islamic, Secular Humanist/Western, Catholic Christian and Denominational Christian values .

#### I. General/Basic Course (pre-pastoral/early years in seminaries)

##### A. Adolescence and the human family.

1. Adolescence: its nature, process & functions; the three questions of life to be answered.
2. Physical developmental milestones of adolescence and their potential health problems.
3. Psychosocial developmental milestones of adolescence and their potential health problems.
4. The human family: its nature, types & functions.
5. Adolescent youth stress, crisis and communications: the abuse of drugs and sex; gangs & cults; negative versus positive youth peer pressure.
6. Seminar.

##### B. Human love, sexuality and values.

1. Human love and friendship: their natures, processes and functions; the four loves and friendships.
2. Human sexuality; sexual equality and liberations: theories and practices; (sexuality versus genitality).
3. Human values: their nature, importance & functions; (authentic) values clarifications.
4. Sexual orientations and practices; paraphilias and (other) sex abuses.
5. Sexually transmitted diseases: risks, causes and prevention; the deadly AIDS.
6. Seminar.

##### C. Human courtship, marriage, family life and responsible parenthood.

1. Courtship as a human culture: the nature, types, processes and functions; the tasks to perform.
2. Responsible parenthood and family planning, secular humanist and theistic; contraception and natural family planning.

3. Parenting and the family cult; parent-child intimacy and friendship; child procreation and affirmation.
4. The generation gap: origin and solutions.
5. Family life dynamics: youths as agents of societal change and progress in Church and society.
6. Seminar.

D. The complete life cycle.

1. Life's stages: conception to death; important points and problems of each one; career and marriage guidance.
2. The population (explosion) question; birth regulation or control; population planning & regulation or control.
3. Middle age and its problems: middle age stress; menopause; executive stress, etc.
4. Old age; retirement; senility; death; the dying process and after; caring for aged parents.
5. Abortion, fetal research and therapy, euthanasia; the pros and cons.
6. Seminar.

E. The care of life.

1. Human health, self care and primary care; a guide to self-medication and self-responsibility for health.
2. Mental health & social hygiene; intelligence, love self-respect and honor's distance.
3. Dental health & personal nutrition (including breast feeding & natural mothering); preventing cancers.
4. Alternative (non-marital) homes and families: covenant homes & families; foster and adoptive homes & families.
5. The celibate life option: nature, styles/varieties and functions; celibate friendships; love's honor's distance; universal love; universal affirmation.
6. Seminar.

F. Human freedom and liberty.

1. The nature and components of human freedom in the modern world: intellectual, moral, spiritual, economic, political, cultural, etc.
2. Political freedom and participation in time and space; colonialism, neo-colonialism and imperialism; the polities.
3. Economic freedom; personal, familial and national.
4. Intellectual, social and moral freedoms; civic rights and freedoms.
5. Spiritual freedom, unity, peace and progress; ecumenism.



6. Seminar/question and answer session.

G. Support/adjunct activities.

1. Drama, role playing & skits.
2. Video & film shows.
3. Leadership & family life aphorism/song competition.
4. Find the drug exercises.

II. Follow-up Course or Continuous with the Basic Course (for the post-pastoral/last year in the seminaries; or for the other theistic value leaders' programs).

A. Applied family life education.

1. Overview of the basic course.
2. Pastoring youths (and pastoring in general; the duty of total human affirmation).
3. Marriage preparation, covenant and sacrament.
4. Pastoring marriages: family counseling and therapy.
5. Living (and/or administering) celibate lives, especially as Catholics; lay, consecrated or ordained.
6. Pastoring the dying, and after.
7. The role of priests and non-health professional religious in the pro-life and natural family planning apostolates.
8. Some modern day ideologies and their *euphemisms*, to be wary of and to counteract their evil effects in society: secular humanism and the absolute evolutionist ideology; "family planning"; "sexuality"; "values clarification"; "reproductive health"; "peer education"; menstrual "regulation", "extraction" or "induction"; "products of conception", "safe motherhood", "youth friendly services", "women's liberation", unqualified or radical "feminism", "being judgmental", "natural family planning method(s)", "artificial contraception", "safe period", etc.
9. New age religious movements and their (ritual, cults and) influence on family life, health and well-being.
10. Corruption of priests, the religious and other spiritual leaders—intellectual, socio-cultural, moral and ultimately spiritual.
11. Seminar/universal affirmation.

B. Special topics.

1. Single parents: origin, problems and their prevention and care (including pastoring) in the modern world.
2. Divorced, separated and abandoned spouses: causes problems,

- prevention and care (including pastoring) in the modern world.
3. Abandoned and/or abused children, strangers, prisoners, other unwanted peoples; their prevention, family life and care (including pastoring) in the modern world.
  4. The family of the Church or the people of God in the modern world; the holy institutional Church or people of God, and the church or universal family of the inner child of God.

NB:

1. Exclusive youth programs – blocks I (A-C, G) & selected bits from the rest of the program as appropriate.
2. General community or adult programs – blocks I (A-E, G) & bits from the rest as appropriate.
3. The full program only for spiritual and value leader groups.
4. Other population groups – blocks and/or topics as appropriate.

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