

Explaining the Argument for Design and Purpose

"Gay activism is finding its way into more and more schools—promoting destructive behavior under the guise of tolerance and compassion. How can you ensure that the truth gets a fair hearing?"

So says the educators' magazine *Teachers in Focus*, published by Focus on the Family. The publication recently featured a lead article by J. Budziszewski, professor of Philosophy and Government at the University of Texas, Austin.

In simple language, Dr. Budziszewski explains how to speak in the public arena against gay-affirmative programs.

He says a parent or teacher can make his case by offering explanations that resonate with the listener's own latent knowledge of human design and purpose. Dr. Budziszewski also advises teachers to speak up with a blunt description of the negative health consequences of homosexual behavior.

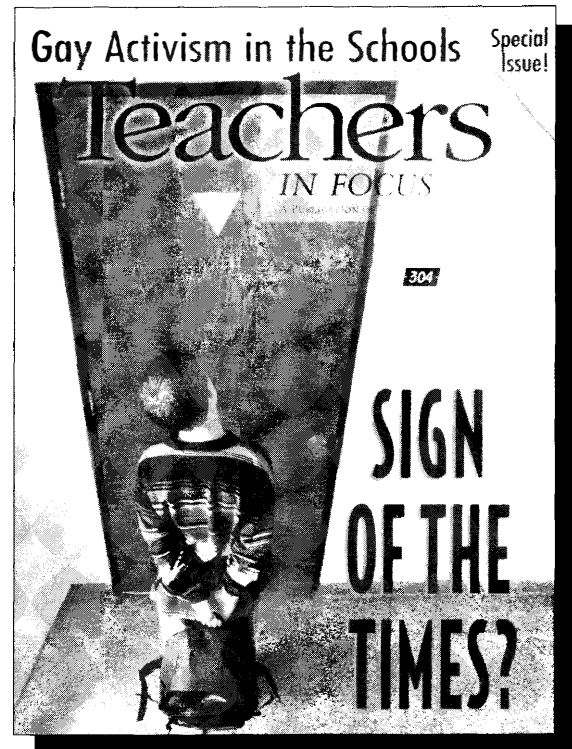
"We need to live a certain way because we are *designed* to live that way," he explains. "Everything in us has a purpose: everything is *for* something. At some level this is plain even to children, though of course they do not have words to express it.

"To make proper use of a designed thing, we have to know how it works. That involves knowing its purpose—what its *for*—as well as knowing how each feature contributes to the fulfilment of that purpose...When you thwart a thing's design, it either works badly, stops working or breaks. Something goes terribly wrong. The same thing is true of the human design."

Dr. Budziszewski explains that the sexual powers, being part of our design, have the twin purposes of bonding men and women together and creating new life. As he explains, men and women are complementary, and "It's not just that they're different—it's that their differences are *coordinated* in such a way that each contributes what the other lacks. In every dimension—physical, emotional and intellectual—they fit like hand and glove; they 'match.'"

This applies to both the procreative purpose of making new life, he says, and the *unitive* purpose of bonding the partners together.

The complementarity of both parents is necessary to provide an optimum upbringing for the child—to nurture him (for which the female is better designed), and to protect him (for which the male is better designed).



While gay couples may adopt children (or have them through artificial indetermination), a same-sex relationship is incapable of providing balanced gender modeling. Gay parenting is also inherently unable to provide the model of man-woman relationships that the child will need for building a future marriage.

When human design and purpose is thwarted, we can expect to see a higher level of emotional and physical problems. Dr. Budziszewski points out some of those problems—particularly, widespread promiscuity (even in "committed" gay relationships) and the bodily damage that is the byproduct of sexual practices that are incompatible with one's anatomy. "It's hard to see what is loving," Dr. Budziszewski notes, "about sexual acts that cause tearing, stretching, bleeding, choking, death, disease and pain."

To help educators present their case against gay-affirming programs, he explains some of the ways they can respond to the arguments they will inevitably encounter, such as "Don't you believe in tolerance?" and "The school is not endorsing homosexuality, we're just presenting it as an alternative lifestyle."

Teachers in Focus magazine is available by calling (719) 531-5181. The above article appeared in the October 2000 issue.