

**ADDRESS TO INGERSOLL
APRIL 11, 1992**

Good afternoon, ladies and gentlemen. I have prepared some remarks, and then, if you like, we can have a discussion period. I'm very pleased to be here today. Some years ago I lived in Tacoma for a short period of time, and I truly like this part of the country. It's nice to be back.

Although I was invited to speak to you this afternoon, no one really indicated what issues they wanted me to address. I suspect, however, that you may want me to talk about the subject of gender identity.

It struck me that it might be interesting to approach the subject from the perspective of education, a subject that is near and dear to my heart.

There are, of course, many ways to teach. Traditionally, this country has taken the approach of one teacher working with a large group of students and providing them with a lot of information. The hope is, that by providing students with exposure to a lot of information concerning a number of subjects, that they will become knowledgeable. And this works, to a degree. Given enough information over a sustained period of time, students are going to absorb a modicum of knowledge.

I find some weaknesses in this system, however. Our goals seem minimal, and our values askew. We are constantly tampering with the system because it does not seem to be meeting the needs of the business world. Unfortunately those needs have become our educational goals. We are training children how to earn a living in a capitalistic economic system, but we pay little heed to teaching them how to live life with an integrated value system. Anyone who has paid any attention to the exposure of corruption in the business world and the political system, is fully aware of the lack of moral values in many areas of this society.

All the information in the world is of little use unless we provide students with the one tool that allows them to sort out and evaluate information. If they lack this tool, it is difficult for them to evaluate information, form value systems, and live life in a meaningful manner. The tool I am speaking about is the ability to think. Only if we know how to think, do we know how to evaluate information and form value systems that meet our individual needs, and the needs of society.

① SCIENTIFIC PARADIGMS

MICRO-PROCESSES

② HEAD - MYSTICAL

① SCIENCE

② PHILOSOPHY

③ RELIGION

④ MYSTICISM

⑤ ANTHROPOLOGY

⑥ SOCIOLOGY

⑦ PSYCHOLOGY

⑧ PSYCHIATRY

- ① modes
- ② human
- ③ spiritual
- ④ cultural
- ⑤ religious
- ⑥ scientific
- ⑦ philosophical
- ⑧ mystical

- ① philosophy
- ② mysticism
- ③ religion
- ④ spirituality
- ⑤ sacred
- ⑥ sacred
- ⑦ sacred
- ⑧ sacred

There are, of course, other methods of teaching. The Great Books program which was conceived at the University of Chicago was founded upon the belief that if students were exposed to all of the great literature of the world, they would become knowledgeable. Zen masters believe that if they pose seemingly unsolvable problems to students, and the students meditate upon those conundrums long enough, they will achieve enlightenment. They call that enlightenment satori.

Socrates, of course, had a quite different approach. He carried on a dialogue with students, and challenged them to learn by thinking through the questions he posed. He forced his students to defend their positions. And, of course, Aristotle brought us the concept and science of logical reasoning.

Rabbinical teaching, on the other hand, leads students to think logically in a somewhat more subtle and sometimes ironic manner. I have a favorite story about this kind of teaching. It's about a rabbi who went into a restaurant and ordered a bowl of soup. After the waiter had brought him the soup, he called the waiter over and asked, "Waiter, would you please taste this soup." The waiter looked at him with a puzzled look and asked, "Is there something the matter with the soup?" The rabbi replied, "Please taste the soup." The waiter responded, "Look, if there is something the matter with the soup, I'll get you another bowl, or whatever you like." Again the rabbi insisted, "Just please taste the soup." Exasperated, the waiter finally shrugged his shoulders, looked down at the table, and said, "Okay, where's the spoon?" At that, the rabbi looked at the waiter, raised his finger and exclaimed, "Ah ha!"

Not long ago, there was an interesting item in Herb Caen's column in the San Francisco Chronicle which he billed as Unclear on the Concept. The item was about a man on the Donahue show who used to be a woman who said he was a gay man.

I chuckled, and thought to myself that Herb Caen, and whoever sent him that item, were unclear on the concept, and he was passing his ignorance along to his readers.

At one time, I was rather naive and unclear on the concept. When I first started to conduct research for *The Uninvited Dilemma*, about 12 years ago, I interviewed someone whose name is familiar to some of you. Lou Sullivan helped turn on the light bulb in my mind. He helped me understand that relating to a man as a woman is quite different than relating to a man as a gay male.

3 Best friends

① Kaiti

② Kim

③ Troy

④ Phillip

⑤ [unclear]

⑥ [unclear]

⑦ [unclear]

⑧ [unclear]

⑨ David

⑩ [unclear]

⑪ [unclear]

⑫ [unclear]

⑬ [unclear]

⑭ [unclear]

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I came to know Lou after that interview, and we worked together on some projects. When Lou published his guide for female to male transsexuals, he asked me to review it for him in the publication Ruppert Raj used to publish in Canada.

I remember that one evening Lou and I were talking on the phone, and he was describing to me his frustration with a local gender program. The coordinator would not approve him for surgery because she did not believe he was a legitimate female to male transsexual. Lou was gay. She did not believe there were any such individuals, although the surgeon has operated on many male to female transsexuals who openly proclaim themselves to be lesbians. I told him to forget that program and go see a surgeon I knew about in San Francisco who had performed a number of bilateral breast reductions for female to male transsexuals which were very effective, cosmetically. About a month later, I received a beautiful bouquet of flowers with a note. The note read: Thanks for caring, Kim, I go to surgery today. Lou.

Lou Sullivan was one of the finest and most caring men I have ever known. He founded the FTM support group in San Francisco. He was the editor of the publication, FTM, and wrote extensively for the gay press in San Francisco.

It wasn't too many months after I went to a memorial service for Lou, that I attended a luncheon tribute for Paul Walker. As most of you probably know, Paul also died recently from AIDS related causes.

What does all of this have to do with education or gender identity? It has to do with the fact that the word is just not getting out there. Even the transgendered community is unclear about the concept, in some instances. The last two issues of ETVC have generated attacks on transsexuals, the likes of which I have not seen since Janice Raymond wrote *The Transsexual Empire*. I received about a half a dozen calls asking me what was going on over there, although I have no connection with ETVC. Fortunately, the ETVC membership finally woke up and got rid of that editor.

The public, ladies and gentlemen, is not hearing us. The only knowledge they have about transsexuality is through the daytime talk shows. And they are nothing more than television's version of the old fashioned freak shows. They entertain, but they do not educate or enlighten.

Some communities in the country have passed legislation protecting the rights of gays with respect to housing, the work place and parental rights. Are transsexuals included in these meager laws? You bet they're not.

Some states, and some countries will not allow changes in birth records when transsexuals have gender reassignment surgery. If you were born in one of those states, or one of those countries, you are out of luck. Oh sure, you can obtain a marriage license and get married, but marital rights would not withstand legal challenges. No state in this country allows marriage between two persons of the same gender. If someone cannot get their birth certificate revised after gender reassignment, their subsequent marriage would be illegal, based upon the legal definition of marriage. That definition is: Marriage, as distinguished from the agreement to marry, and from the act of becoming married, is the civil status of one man and one woman united in law for the discharge to each other and the community of the duties legally incumbent on those whose association is founded on the distinction of sex.

Let's face it. Transsexuals simply do not enjoy many of the civil rights most citizens take for granted.

Okay, we've identified a problem. So, what do we do about it? I realize the goal of most transsexuals is to blend into society, and live their lives like other men and women. This does create a problem, because most transsexuals do not want to risk exposing their past if they speak out publicly. They also lack the common bond that the homosexual

community shares. The sexual preferences of transsexuals are as diverse as they are in the community at large.

Not long ago, I wrote an article for *Chrysalis Quarterly*, which is published by Dallas Denney in Decatur, Georgia, about transsexuals and civil rights. I said some of the same things in that article that I am talking about to you today. In that article, I told the story of how the law was changed in California so that pre-operative transsexuals could get new driver's licenses that reflected their cross living names and genders. This came about through the efforts of one person. Many of you know her, or about her--Sister Mary Elizabeth. At that time, she was the chairperson of the transsexual rights committee of the southern California chapter of the American Civil Liberties Union. She understood how the political system worked. She not only involved transsexuals, but attorneys, politicians and people from medical and mental health professions as well. As I pointed out in the article, this is how change comes about in this country

I understand that many transsexuals are not willing to have such a high profile as did Sister Mary Elizabeth. But there are things all of you can do. You have the power of the ballot box to vote for representatives who are sympathetic to your causes. You can all sit down and write letters to representatives and other influential political figures. You can all sit down today -- or tomorrow-- after you have left here, and write a letter to your representative stating that you have an interest in seeing legislation passed which will grant transsexuals the same civil rights that other citizens enjoy. It might be for a relative, a friend, a significant other--and, let's get modern folks. Let's get with it. No more of this boy friend or girl friend, partner or significant other. In the next census, the government is going to use a term that eliminates all reference to gender or sexual preference---

SMOULDER - Humanism

① AMALA - ✓

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② KHALIL - ✓

③ KIM - ✓

④ JACEK -

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⑩ TROY -

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⑭ JAMES -

⑮ JERRY -

⑯ JOANN -

⑰ KLAUS -

⑱ PAUL -

① Books

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③ COMICS

④ SUBS

⑤ MEMBERSHIP

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Toronto
Community

F.T.S.E.--Full Time Spousal Equivalent. Of course this might cause a problem for some people who might want to have two half time spousal equivalents. At any rate--you can raise the issue. You won't get much attention at first. But as you write more letters, and more and more people write letters and speak out, you will start being heard.

What else can you do? You can write the American Psychiatric Association and demand, as did the homosexual community, that they drop transsexuality from their D. S. M. which classifies transsexuality as a psychiatric condition.

I think that one of the most important things any of us can do is to lobby the educational system to provide young children with accurate information with respect to sexual and gender related issues. There is a very powerful group of right wing extremists out there who are spending their time, their energy and their money to see to it that children receive even less education about sexual and gender matters than the meager information they now receive. They don't want children to even hear about AIDS and other STD's, let alone how to protect themselves. I guess the theory is that the less knowledge their children have, the less likely they will become sexual human beings like themselves.

Ignorance is the most powerful tool at the disposal of bigots, fascists and other totalitarians. Other than violent suppression, it is their only tool. If we take the tool of ignorance from these people, then others will have the freedom to make decisions based on the truth and the real morality. I want to leave you with that thought. Thank you very much.

Kim Elizabeth Stuart
April 11, 1992

Stuff

- ① men's movement ✓
- ② feminism + mag ✓
- ③ my shit story ✓
- ④ trailer - TK ✓
- ⑤ animals - TK ✓

5-7
2 hours
7:30 - 2:12

1992

- ① shit story ✓
- ② trailer ✓
- ③ feminism ✓
- ④ animals ✓
- ⑤ trailer ✓
- ⑥ nature capital ✓

- HIC + S
- ① AMALA
 - ② JACEK
 - ③ TONI
 - ④ KETALL

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Sister Mary

2 books →
→ Ingrid
→ Barbara

Bookman

15-25 more

1 g. subscription
KIM - Kim

- ① AMALA - Kim
- ② JACEK - 10
- ③ TONI - 0
- ④ KIM - 0
- ⑤ DANIEL - 1
- ⑥ JORIS - 1

- ① Kim - 15 (HIC)
- ② Khalil - 11 - Adv. mcs
- ③ Amala - trailer women pulps
- ④ Daniel -
- ⑤ Joris -
- ⑥ Jamie -
- ⑦ Joe King -
- ⑧ Jennifer -
- ⑨ Phaedra -
- ⑩ James -
- ⑪ Joe Puhis =

**American Psychiatric Association
1400 K St
Washington, D.C.
Attn.: Wendy Davis, M.ED., DSMIV Coordinator**

2011/12/15

MAY 11th 2002

- ① KIM → ✓
- ② TONI → ✓
- ③ PHAENI → ✓
- ④ DANIEL → ✓
- ⑤ JEFF → ✓
- ⑥ HEATHER → ✓
- ⑦ JOE PERICINS → ✓
- ⑧ JEREMY → mat
- ⑨ JO ANN → mat
- ⑩ VERA →

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✓ DAN
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- ② animal books - "Cultural"
- ③ animal notes - lin, etc
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- ⑤ Kim's article -
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article
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⑦ Walker

1 work
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1 Kim 0
1 Kim 0
1 June 0

✓ Jellies
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