

## THE NOW OF THE KINSEY FINDINGS

by Wardell B. Pomeroy, Ph.D.\*

There is no question but that sexual mores in 1972 are considerably different from what they were in 1948 and in 1953 (the respective publication dates of *Sexual Behavior in the Human Male* and *Sexual Behavior in the Human Female*). Hence it is appropriate to examine the significance that these two volumes still have for our understanding of the current sexual scene.

If one views, in context, our present attitudes and behavior regarding sex, one recognizes a marked increase in open discussion of all forms of sexual behavior, an increased acceptance about the sexual behavior of others, and a *gradual* increase in the incidences of masturbation and of premarital, postmarital and extramarital intercourse. We do not yet know whether this increase also applies to homosexuality. Regardless, the rate at which all of these increases have occurred since the 1920's seems to have been constant, and hence I would contend that we are experiencing a sexual evolution, not a revolution.

Thus the general base lines for sexual behavior as set forth in the two Kinsey volumes were essentially correct then and, with the changes indicated above, are correct now. For the most part, the reliability and validity tests of the Kinsey research were within acceptable limits, with the general observation holding that the greater the tabooess of the behavior, the greater the cover-up of that behavior.

Because we knew so little about people's sexual lives other than our own (except for a few published clinical cases), the knowledge gained from the Kinsey research of the enormous range of individual variations in the population at large came as a surprise, and awakened many people to the fact that others could have sexual lives vastly different from their own and still be within "normal" limits. Obviously the same range of variation must exist today as 25 years ago.

The scale developed by Kinsey for measuring homosexual and heterosexual behavior (the 0-6 scale) was of prime value in breaking away from the confines of classifying homosexual and

heterosexual behavior as two separate, compartmentalized types. This scale, by a single number, can tell the whole story of the relation of one's homosexual to one's heterosexual behavior and/or psychic response. Therefore, although the scale has not caught on to the degree that it might have, I believe it should become more and more useful with time.

Another concept developed by the Kinsey research which has changed our thinking has been that of total sexual outlet. Some have objected that to add orgasms derived from masturbation to those derived from intercourse, for example, is like adding apples and oranges. However, to take into consideration only a particular form of outlet and to try to deduce from that the extent and nature of an individual's sexual interest or drive can give an entirely false picture. Many people do exactly that, however, because we are so addicted to using orgasm from coitus as the sole measurement of sex drive.

The Kinsey data also identified certain external factors as being related to sexual behavior. For example, the research showed an inverse correlation between level of religious devoutness (as measured by church attendance) and sexual activity. Another important and today especially relevant contribution of the two Kinsey volumes was the information concerning the differences of sexual behavior and attitudes for different social and educational levels. These proved to be somewhat more striking for males but were nevertheless also true for females, and appeared to hold not only for the U.S. from its earliest beginnings, but to have their counterparts in Europe where we originated. Because of today's greater communication about sex and the considerable increase in college attendance, I believe that these social class differences are becoming less marked but nevertheless remain real and important. Trying to base social policy on upper class mores without taking into account lower class behavior and attitudes can only throttle communication and thwart advances in alleviating sexual problems.

In our youth-oriented culture little attention or concern has been given to sex and aging. We noted that in the male there is an early upsurge of sexual activity, but that it begins to decline from the late teens onward. While this fact may seem obvious, it was known only superficially when our research began. In studying the female histories, we were surprised to find that the curve was different, reaching a peak in the twenties, then arriving at a plateau and beginning to taper off only in

---

\*Dr. Pomeroy was Director of Field Research at the Institute for Sex Research from 1943 to 1963, matching Dr. Kinsey in the number of sex interviews he did—8000 each. With Kinsey and others, he co-authored *Sexual Behavior in the Human Male*; *Sexual Behavior in the Human Female*; *Pregnancy, Birth and Abortion*; and *Sex Offenders*. His recently published book, *Dr. Kinsey and The Institute for Sex Research*, is reviewed on p. 6 of this issue of the *SIECUS Report*. Dr. Pomeroy is currently a psychotherapist and marriage counselor in New York City.

# SPEAKING OUT

**October 22-28 is American Education Week.** In the great state of California, which has the highest divorce rate of any state in the country (one in two marriages) and far higher venereal disease and suicide rates than Sweden, the health educator (until the recent passage of AB 71, a special bill exempting VD education from restrictions applying to sex education in the schools) dared not teach 12th graders about venereal diseases, their dangers, their prevention. For, if he mentions the word "sex" in the classroom without parental permission, he faces automatic suspension and other penalties. And how can you teach about venereal disease as part of communicable disease control without mentioning that it is transmitted by sexual contact?

**October 22-28 is American Education Week.** In an East Los Angeles high school a health educator was forbidden to discuss contraceptive methods in a Preparation for Marriage class, on pain of a fine of 500 dollars and permanent loss of credentials for teaching within California. Another 12th grade teacher reported that "many of my 12th grade students have two and three children already, and it is too late." (Los Angeles Times, June 12, 1972.)

**October 22-28 is American Education Week.** School systems and legislators conveniently continue to ignore the reports of *three* governmental task forces—on Venereal Disease, on Obscenity and Pornography, on Population Policy and the American Future—all recommending comprehensive sex education for all age groups. And when community members visit schools during that week, will they be asking what their schools are doing to implement these recommendations?

**October 22-28 is American Education Week.** SIECUS continues to go quietly about its business of helping adults in the professions of medicine, health education, teaching, religion, nursing, to cope with the demands being made on them by young and old alike for more and better education about sex and family planning. Things that are worthwhile and needed are rarely convenient, but they are exciting and rewarding. All over this great country men and women in these and other professions are bestirring themselves to join SIECUS in meeting the challenge, for to return to the dark ages of fear, guilt and mythology about human sexuality is unthinkable to them.

Mary S. Calderone, M.D.  
Editor

*Continued from page 1*

the mid-fifties, often considerably after and not related to menopause. In both sexes, however, the longevity of responsiveness was astonishing: Sexual activity was recorded up to age eighty and above, a finding amply confirmed by several subsequent studies, particularly those of Masters and Johnson.

Perhaps in the end the Institute for Sex Research itself will stand as a greater contribution than anything Kinsey published. It is the only one of its kind in the world, with resources that make it a repository without equal. More and more scholars are learning of this tremendous treasure of books, pictures, films, diaries, calendars, magazines, ephemera of every description, and superb art objects, and are using these facilities for research purposes.

When one looks at the history of sex research one is struck with the paucity of studies that are statistically adequate, replicable, theoretically sound, and pragmatically important. There are considerably fewer than 100 such studies. I see the Kinsey reports as among these few, not only for having given us new facts and concepts of what people do sexually, but also because they were the first to succeed in creating the atmosphere of openness and objectivity about observing and talking about human sexuality that was so vital as groundwork for future research.

It has been said that if Freud were alive today he would be anti-Freudian; in other words, he would not have remained fixated at his own early Freudian position. I believe if Kinsey were alive today he would, quite incidentally, be pleased at the changes in openness and attitudes about sex, but primarily he would assuredly take the position of how much more there is to learn about human sexuality, "and so let's get on with the task."

SIECUS REPORT

Volume I, Number 1

September 1972

The *SIECUS Report* is published bi-monthly with volumes beginning in September.

Single copies of this issue are \$1.50.

Bulk rates are available on request.

Subscription information is included on p. 15.

Editor—Mary S. Calderone, M.D.

Managing Editor—Lorna B. Flynn, M.A.

Copyright © 1972 by

The Sex Information and Education Council  
of the U.S., Inc.

1855 Broadway, New York, N.Y. 10023

No part of the *SIECUS Report* may be reproduced in any form without written permission from the SIECUS Publications Office.

# NEWS

## **SIECUS-UCPA WORKSHOPS ON THE SEXUALITY OF THE HANDICAPPED**

After more than two years of exploratory discussions, planning, and preparation, the first visible evidence of SIECUS' joint project with the United Cerebral Palsy Associations appeared on the program at the 1972 UCPA Annual Conference in Chicago: three workshops on the sexuality of the physically handicapped. The workshops consisted of four presentations, two by SIECUS staff members and two by UCPA representatives, confronting the professionals, volunteers, and palsied individuals attending with the fact that handicapped people are sexual beings like the nonhandicapped.

The sessions were moderated by SIECUS' Director of Educational and Research Services, Derek Burleson, who gave an overview of the basic sexual nature of all persons, including the

handicapped, and the status of sex education in the United States. John Siepp, an educational consultant on the UCPA national staff, presented the results of research he had conducted on the sexual knowledge, attitudes, and behavioral experience of a small group of handicapped teenagers and adults in a residential treatment facility. His data indicated that the worries and concerns of this group of handicapped persons were about the same as those of the able-bodied, but that the degree of sexual ignorance was considerably greater than that of the general population.

Rose Cook, Social Services Coordinator of the Denver UCP affiliate, described her experience in "Launching a Sex Education Program in an Affiliate." Beginning with the questions and concerns of the women in her sheltered workshop program, she gradually developed strong support for a three-phase program of staff in-service training, parent involvement, and then stu-

dent participation in a sex education program. She indicated that after a year of planning and training, the Denver affiliate is prepared to begin a full program of sex education for its handicapped students this fall.

The final presentation, "Issues and Implications for Agencies and Institutions," by SIECUS' Education and Research Associate, Fred Bidgood, raised some basic questions about the kinds of sexual roles and relationships open to individuals with various degrees of handicap, and suggested that professionals dealing with handicapped persons should rethink not only these physical limitations, but also the possibilities which are available for helping the handicapped person achieve as normal a sexual life as possible.

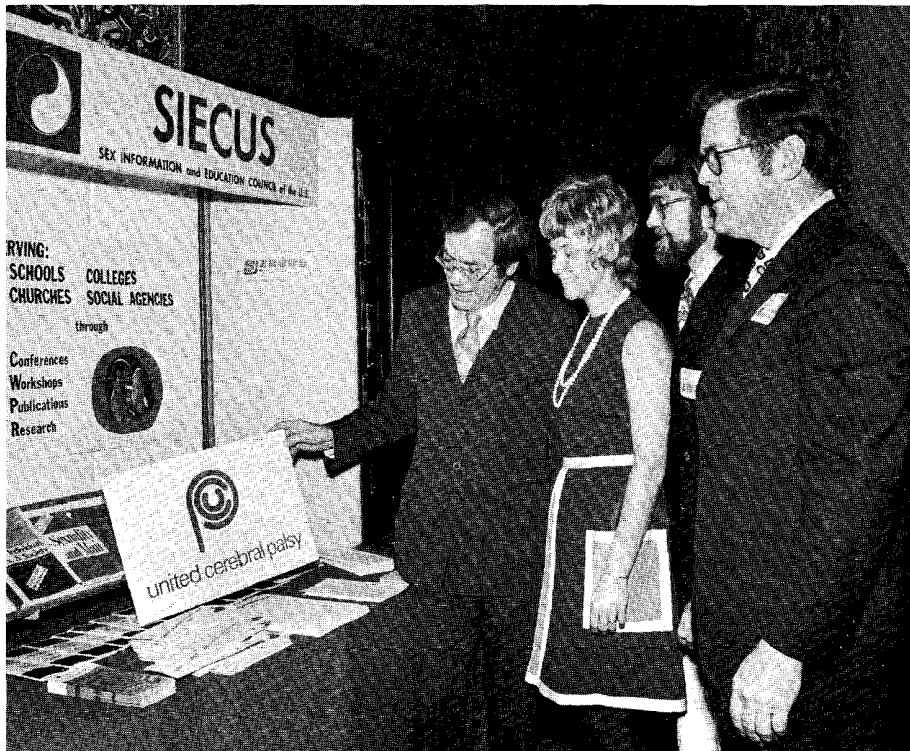
The workshops created great interest among those attending and provoked much discussion. Many of the most outspoken in favor of sex education were the handicapped themselves. UCPA is planning to publish a pamphlet based on the workshop papers, and Dr. Burleson and Mr. Bidgood are preparing a SIECUS Study Guide on the sexuality of the handicapped.

## **AMERICAN EDUCATION WEEK**

**MAKE EDUCATION TOP PRIORITY** is the theme of the 51st American Education Week, October 22-28. Throughout the country, schools will provide open houses and special programs to acquaint members of the community with the latest teaching techniques and the schools' activities. A major purpose of the week is to bridge the gap between parents, teachers and pupils by showing how adults can become involved with their local schools.

SIECUS joins forty-three other organizations, including the National Council of Family Relations, American Medical Association, Planned Parenthood-World Population, and American Association of Sex Educators and Counselors, as supporting organizations. A

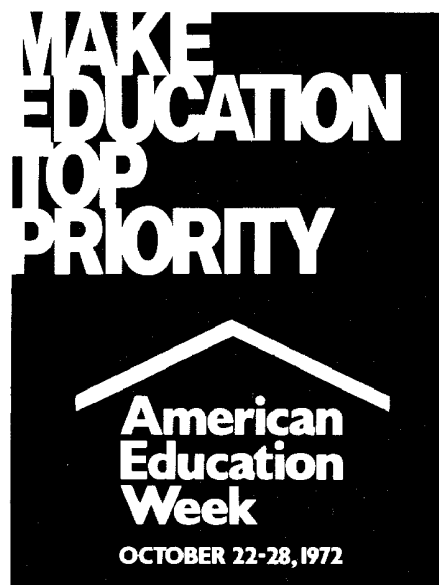
*Continued on page 4*



SIECUS-UCPA Workshop Panel standing in front of the SIECUS Exhibit at the 1972 UCPA Annual Conference. From left to right: John Siepp, Rose Cook, Fred Bidgood, Derek Burleson.

Continued from page 3

packet containing sample materials, source books, promotional materials and publicity aids is available for \$3.00 and an assortment of public information leaflets dealing with growth and development, teaching techniques and other topics including sex education is available for \$2.00 from: American Education Week, P. O. Box 327, Hyattsville, MD 20781.



### RIGHTS OF RETARDATE TO BE DISCUSSED AT UPCOMING CONFERENCE

A conference on *The Rights of the Retarded* "for professionals, parents and others" will be convened October 12-14 at the University of Delaware, Newark, Delaware. The conference is presented by Region IX of the American Association on Mental Deficiency in cooperation with the Delaware Association for Retarded Children, Planned Parenthood of Delaware and the Philadelphia Council on Sexuality and the Mentally Retarded.

Topics to be discussed include sexuality, genetic services, legal dignity and residential communities. Among the speakers are conference organizer Medora Bass, Sol Gordon, Warren Johnson and Winifred Kempton. For further information and registration forms, contact Melvin Gelof, Ph.D., Division of Physical Health, Dover, Delaware 19901.

### PANEL ON HOMOSEXUALITY AT NURSING CONVENTION

Over 2500 participants in the Biennial Convention of the American Nursing Association held last May in Detroit crowded into a room to hear a panel discussion of homosexuality. Sponsored jointly by the ANA Divisions on Community Health and Psychiatric and Mental Health Nursing Practice, the two-hour program was by far the best attended at the Convention. A panel consisting of a sociologist and male and female homosexuals discussed topics such as the importance for society to replace the "freak" labeling of homosexuals with that of "human beings."

SIECUS Board member Ethelrine Shaw, who was elected Third Vice President of the ANA at the Convention, feels that the panel reflects the expanding interest of nurses in human sexuality *apart from maternal and child health*. Ms. Shaw believes that the program on homosexuality will lead to similar programs at local levels.

### "STRAIGHT" DENOMINATION ORDAINS GAY MINISTER

On June 25, 1972, the United Church of Christ became the first major American denomination to ordain an avowed homosexual to its clergy. The Ecclesiastical Council of the Golden Gate Association of the Northern California Conference of UCC Churches voted 62 to 34 to approve the Rev. William Johnson for ordination. Simultaneously, the denomination's Council for Church and Ministry, a national body responsible for the professional standards of the clergy, reversed the previous denominational policy and adopted an advisory to all UCC churches that each such request for ordination should be considered on its individual merits.

Meanwhile, the General Conference of the United Methodist Church meeting in Atlanta in late April, after affirming homosexuals as "persons of sacred worth" and calling for the extension of human and civil rights to all persons, including homosexuals, approved the following statement: "We

do not condone the practice of homosexuality, and consider this practice incompatible with Christian teaching."

### DR. McCARY RECEIVES AWARD

SIECUS Board member, Dr. James Leslie McCary, is the recipient of the 1972 American Psychological Foundation Award, for his outstanding contribution to education in psychology. Dr. McCary, author of the textbook *Human Sexuality* and of *Sexual Myths and Fallacies*, was presented the award on September 4 at the APF Annual Meeting in Hawaii. Dr. McCary is currently a Professor of Psychology at the University of Houston and a Clinical Psychologist and Family Counselor.

## 現代 性教育 研究\*

In April, 1972, The Japanese Association for Sex Education was established, making a significant advance in the worldwide recognition of the importance of sex education. In addition to publishing a Japanese-language quarterly, *Sex Education Today*, JASE's purpose, as described in their announcement of formation, will be three-fold:

- To conduct basic research in sex education on an international level and establish a data bank for depositing and analyzing study materials from domestic and overseas sources.
- To sponsor conferences, lectures, seminars, and other programs devoted to furthering sex education.

\*The Japanese Association for Sex Education

Continued on page 14

# RESEARCH NOTES

Research Notes will be a regular SIECUS Report feature. Prepared by the SIECUS Office of Research Services, it will highlight abstracts, reports, and comments on new sex education research. Suitable material for this page will be welcomed by the Office of Research Services.

## **SOME APPARENT EFFECTS OF THE ACQUISITION OF FACTUAL HUMAN REPRODUCTIVE INFORMATION UPON SELECTED ATTITUDES OF UPPER ELEMENTARY STUDENTS**

Edward E. Coates, Ed.D. Unpublished doctoral dissertation, University of Tennessee, Knoxville, 1970. (Dr. Coates is currently on the faculty of Morehead State University, Morehead, Kentucky 40351.)

### **PURPOSES:**

1. To determine the extent to which specific factual reproductive information could be acquired by an experimental group as compared to a control group;
2. To help determine how knowledge about human reproduction affects student sex-related attitudes;
3. To determine how this increase in knowledge affects student-parent sex-related dialogue.

### **METHODOLOGY:**

Using Campbell and Stanley's "Non-Equivalent Control Group Design," instruments measuring sex knowledge and sex-related attitudes were administered to experimental and control groups of 5th and 6th grade students both before and after experimental instruction in sex education.

An experimental six-week sex education program, patterned after typical sex education curriculum guides and based upon recommendations of the American Association for Health, Physical Education, and Recreation, was developed in consultation with personnel of the Oak Ridge, Tennessee, public schools and presented by their regular teachers to five randomly-selected, intact classes as part of their health and science program. Five additional randomly-selected classes were utilized as the control group. In all, 318 students participated.

MARIFAK (Maturation and Reproduction Inventory of Factual Knowledge), a 70-question, multiple-choice instrument, was developed by the researcher to assess factual information. Changes in attitudes toward 12 sex-related concepts (women, families, boys, children, mothers, men, birth, myself, fathers, babies, girls, and my ideal self) were measured by a semantic differential of 10 pairs of bi-polar adjectives. The effect of the experimental sex education program on student-parent sex-related dialogue was evaluated by a questionnaire. Data from the MARIFAK and the semantic differential were subjected to analysis of covariance by MANOVAR, a mixed-group program. The parent questionnaire was analyzed by the chi-square method.

### **RESULTS:**

Analysis of the MARIFAK pre- and post-test data showed that a significant increase occurred in the mean scores of the experimental group while only a negligible increase occurred in the control group. Analysis of the semantic differential pre- and post-test data showed that, although there were several significant changes in separate male and female scores within specific concepts, no significant changes in group mean scores

occurred. Analysis of the parent questionnaire data showed a highly significant increase in sex-related dialogue during the program.

### **CONCLUSIONS:**

"According to this study, fifth and sixth grade students demonstrated a capability for learning basic information about human maturation and reproduction. It would seem reasonable to project this ability to similar populations.

"It was seen that such information could be acquired with no significant change in the sex-related attitudes selected for study. Certainly no negative attitudes as measured by the semantic differential were associated with a gain in sex-related knowledge. These findings provide empirical evidence for rejecting the contention that sex education precipitates negative attitudes. If one theorizes attitude to predetermine behavior, it would follow that acquiring information similar to that imparted in this experiment will not be associated with increasing anti-social or any other kind of sex-related behavior.

"The lack of attitude modification attributable to informational gain points out the need for innovative approaches to sex education curricula if they are to achieve attitudinal objectives.

"In the context of this research, it was seen that significant parental support and approval can accompany elements of sex education curriculum innovation. Also, such innovation was seen to be associated with increasing opportunity for parent-child sex-related dialogue."

### **COMMENT:**

(By Derek L. Bureson, Ed.D., Director of Educational and Research Services, SIECUS.) This study will be of great interest to those working in the field of sex education because it represents one of the first attempts to assess systematically the influence on attitudes of factually oriented subject matter content, namely, human reproduction. For too long those working in the field of sex education have operated on the hopeful assumption that school sex education programs will automatically result in more positive attitudes about sexuality. It's not quite that simple, as this research points out. Information alone does not change attitudes. One could question the adequacy of the "semantic differential" technique to measure attitude change in 10- and 11-year-olds over a short period of time. A more direct and concrete approach to attitude measurement in a pre- and post-test situation might have had different results. A replication of this study with deliberate attempts at attitude modification would be most worthwhile pursuing. The increase in parent-child sex-related dialogue reported in this study is encouraging and provides solid evidence that school-sponsored sex education programs do not undermine parental responsibility but rather open channels of communication between parents and their children.

*Prepared by Frederick E. Bidgood, Office of Research Services.*

# BOOK REVIEWS

**The Being Together Books** (Puberty and Adolescence, Conception and Contraception, Pregnancy, Birth, Heredity, Dating, Loving, Sex Outside Marriage, Marriage). Jean C. Lipke. Minneapolis, Minn.: Lerner Publications. (9 vols.; about 60 pp. each; \$3.95).

Reviewed by Gary F. Kelly, M.Ed.

The *Being Together* series consists of nine books which are obviously well-planned and thoroughly researched. The author provides young readers with accurate factual information, healthy and positive attitudes toward sex and social interaction, and a sort of motherly reassurance. Some books in the series cover important topics which similar texts often choose to ignore, e.g., details of contraception, the conflicts of the unwed father, transvestism, and transsexualism. The books are profusely illustrated, some of the illustrations by Robert Fontaine being of particularly fine quality. There is a good deal of overlap and repetition among the books. This is necessary, of course, if they are to be read independently, but it might reduce interest for young people reading them as a series.

One of the drawbacks of brief books on human development is their understandable tendency to emphasize general developmental patterns in nontentative terms, as if they must apply to all people (e.g., girls experience sex drives about two years before their male classmates). This failure to point out the prevalence of individual differences more often and with more strength does, in this reviewer's opinion, lead to real concerns for some readers.

Although the publisher states, with qualification, that the first five books in the series are "suitable for all students," their detailed nature and reading level would probably render them inappropriate for many students in grade levels lower than grade four. These books could have real appeal and worth as references at the upper elementary

and junior high school levels. Their practicality and appeal at the upper senior high levels—even of the four volumes specifically designated for older age groups—would be questionable. **C, ET**

**The Coming of Age.** Simone de Beauvoir. (Translated by Patrick O'Brian). New York, N.Y.: G. P. Putnam's Sons, 1972. (543 pp., 4 appendices, index; \$10.00).

Reviewed by Mary S. Calderone, M.D.

Mme. de Beauvoir has given us an extraordinary book. It is at once despairing and hopeful, exciting and depressing, historical and contemporary, scholarly and intuitive, glowing and somber. It is all of these things and more because, as an accurate reflection of the many facets of age and of the aging process today and in the past, it tells the truth.

Dylan Thomas said,

"Do not go gentle into that good night,  
Old age should burn and rage  
at close of day;  
Rage, rage, against the dying  
of the light."

Simone de Beauvoir rages not so much against the dying of the light (she is in her early 60's) but against the way the world at large views and treats old age, and in empathy with the way the aging feel about this treatment. Those of us who are in her age group and older can only nod our heads and acquiesce that this is the way it is. But the young should read this book in order to know what it will be like for them later—*unless they change things*—for already they will be able to recognize their own faces reflected dimly in the background of the mirror.

Pages in which she treats the sexuality of the aging, whether historically in the words of writers over the centuries, anthropologically in comparing attitudes

about aging in various cultures, or insightfully regarding the new understandings about their own sexuality of aging men and women, are distinct contributions to a rapidly emerging awareness of how far we have gone in dehumanizing—and castrating—the increasing numbers of people who live to be over 60. This should be read with attention. **A**

**Dr. Kinsey and The Institute for Sex Research.** Wardell B. Pomeroy. New York, N.Y.: Harper & Row, 1972. (472 pp.; \$10.00).

Reviewed by Robert W. Laidlaw, M.D.

I believe that it is no exaggeration to say that, since the publication of the *Male and Female* volumes on Sexual Behavior, millions of words have been written about this extraordinary and unique research project. Following the appearance of the volume on the *Male* in 1948 and of the *Female* in 1953 a veritable avalanche of books, newspaper and magazine articles, analyses in scientific publications, etc. contributed to the elevation of those works to the best sellers list. Yet the quiet, unassuming man behind all this remained largely unknown, except in a very superficial way, to the public. It has remained for Wardell Pomeroy to bring Alfred C. Kinsey, the man, into focus.

Pomeroy had an unusual vantage point from which to view him. Joining the Institute staff in 1943 during the early stages of the research, he continued in the closest of associations with Kinsey and all phases of Kinsey's work until the very end, thirteen years later.

Pomeroy was not a blind admirer of Kinsey. He saw him as a human being with elements of true greatness as a scientist, yet with personal limitations and paradoxical contradictions in temperament. This objectivity makes the portrait alive. He describes the early conflicts which Kinsey had with his

---

*Audience Level Indicators.* The bold type letter(s) following book reviews indicate the general audience level. Keys to categories are as follows: **C**—Children (elementary grades), **ET**—Early teens (junior high), **LT**—Late teens (senior high), **A**—College, general adult public, **P**—Parents, **PR**—Professionals (educators, physicians, clergy, public health workers, nurses, etc.).

---

Puritanical upbringing, his shyness, his love of nature, the almost total exclusion of social life throughout his college years at Bowdoin and his graduate years at Harvard, his naivete and conflicts in regard to sex. (This in a man who later was to become the objective, fearless researcher into all types of sexual activity!)

Then there are his early beginnings at Indiana University and his happy and enduring marriage to the "first girl he had ever dated." As a zoologist his famous study of gall wasps gave indication of his untiring energy and his meticulous attention to detail in research. There followed a gradual transition of interest from insects to human beings through his development of a course on marriage for undergraduates at the University. To Kinsey, the taxonomist, the appalling lack of objective data in the field of sex became an increasing challenge. There followed a total immersion of his energies into the investigation of this practically uncharted area. He did not construct a hypothesis and then seek out data to substantiate it. His unswerving objective was to elicit facts, facts, facts as to what people *do* sexually, leaving moral or sociological commentaries on such facts to others.

In his interviewing, Kinsey had the rare gift of putting people from all walks of life (from prostitutes, drug addicts, prisoners to university professors) quickly at their ease and eliciting from them highly personal information as to their sexual lives. People trusted him. Some critics spoke of him as an invader of privacy. To the contrary, his coded records and the anonymity of all reports perfectly preserved such privileged and confidential material.

Though fearless in his pursuit of data "Prok," as his close associates affectionately called him, was a sensitive man who reacted with tension and anxiety and at times with disturbed sleep to the often vituperative accusations of his critics. A sign of his greatness, however, was his refusal to enter into public controversy with them. He simply bore this burden and continued his work. His work schedule was staggering. He refused vacations. His devotion to his wife and children, his interest in art, music and his garden afforded him only short breaks in his driving routine of work. He realized that this pace was shortening his life but he kept on. He was sixty-two when he died.

Pomeroy presents this man of contrasts with such warmth and understanding that to get to know him through these pages should be an exciting experience for the reader who is meeting Kinsey for the first time. To those of us who have known and worked with Kinsey, these pages bring back affectionate and appreciative memories of cooperation in a great venture, for it is a book that traces the development of the staffing of the Institute for Sex Research and the scope of its activities throughout the period of Kinsey's leadership and in the years following his death. It has been said that every great institution is the lengthened shadow of a man. Kinsey's shadow is a long one. **A**

**Family Problems and What To Do About Them.** Wallace Denton. Philadelphia, Pa.: Westminster Press, 1971. (158 pp.; paperback \$2.85).

*Reviewed by David R. Mace, Ph.D.*

A sound, practicable volume, which does exactly what its title suggests—provides guidance, based on our best available knowledge, for handling the complex problems confronting today's families. The writer is a qualified pastoral counselor, marriage counselor, and family specialist. He knows his subject thoroughly, arranges his material well, and writes clearly and convincingly. He discusses the outlook for family life in the Seventies, in terms of marital and parental adjustments—improving communication, handling conflict, managing money, establishing priorities, avoiding boredom, and bridging the generation gap. Any family would be the better for reading and discussing the contents of this useful book.

**A**

**Human Sexuality and Social Work.** Harvey L. Gochros and LeRoy G. Schultz (eds.). New York, N.Y.: Association Press, 1972. (384 pp.; \$9.95).

*Reviewed by Diane Brashear, M.S.W., Ph.D.*

Harvey Gochros and LeRoy Schultz, two social work educators, are to be commended for their effort in relating human sexuality to social work. This book, a first in social work literature, consists of twenty-six articles and is sectioned into traditional social work academic divisions; Human Behavior

and Social Environment, Practice, and Social Policy. Each article is followed by the editors' list of Suggested Readings. The rationale used in selecting articles is not altogether clear; consequently, this book is uneven. Some choices represent classic works such as Hugh Hefner's "The Legal Enforcement of Morality" and Albert Ellis's "A Rational Approach to Premarital Counseling." Other articles were especially written for this book including several outstanding contributions by the editors.

While each major section contains articles generally related to substantive areas in the sections, they are not sufficiently explanatory for a novice social worker. For example, the Human Behavior and Social Environment Section emphasizes cultural and sub-cultural behaviors with little developmental or theoretical information. Granted such works are wanting in the field of human sexuality, there are some resources which were not included. One outstanding article, "Sex, Racism and Social Work" is written for this book by Leon F. Williams.

The Practice Section dominates the book. One original article is from research data collected at the Reproductive Biology Research Foundation in St. Louis, Missouri. Other articles in this Section seem less appropriate and are not of the same high quality. For example, the paper on a nude marathon is interesting but appears less related to the general mainstream of social work practice. The Section also seems predominantly related to sexual adjustment problems among heterosexual couples and does not identify social work practice with other disciplines; for example, child welfare. Gochros's own paper on "Silent Sexual Problems" does identify some populations to which social workers relate and whose sexual concerns may be slighted or totally overlooked by social workers. The Policy Section demonstrates quite clearly, especially in a paper on Abortion Policy by Schultz and the classic article by Lester Kirkendall on "Sex and Social Policy," that the social work profession has a mission and opportunity to attend to policy and program development in areas related to human sexual behaviors.

Any readings book is difficult to edit as well as to review. The unevenness in quality and organization makes this book ill suited as a primer for social

*Continued on page 8*

Continued from page 7

workers who initially seek information about human sexuality. What this book does do is strongly document the importance for social workers to invest in knowledge about human sexuality as an integral part of their practice. It also identifies areas where knowledge is wanting and invites the editors to develop their own competencies so that their next effort will expand upon their current contribution. **PR**

**The Incompatibility of Men and Women and How To Overcome It.** Julius Fast. New York, N.Y.: M. Evans and Company, Inc., 1971. (171 pp.; hardcover \$5.95; paper \$1.25).

Reviewed by Lorna B. Flynn, M.A.

This book, based on interviews with both professionals and laymen, could be appropriately subtitled "one man's view of people liberation." Julius Fast, author of several books for "enlightened" lay audiences including the best seller, *Body Language*, does not present any strikingly new ideas here. He points out that basically we are so conditioned by false ideals of masculinity and femininity (me Tarzan, you Jane) that our perceptions have blocked out reality. If men and women were able to see each other from the others' point of view, relationships might be more open, honest and satisfying.

Fast emphasizes that, while boys and girls both grow up in a female dominated world, the environment of adulthood is strictly male. Men see women only in terms of themselves: a feminine woman is sensitive to *my* needs; a good sexual partner for me; makes me feel like a man, etc. The occasional woman who exists as a *person* is an exception to the male (and unfortunately most women are so conditioned to agree) premise that women are clearly inferior to men and those ideals thought by our society to be feminine are inferior to those which are masculine.

Because of this view, more than anything else, men fear lapses in their perception of masculinity and are in constant need of its reaffirmation, sometimes by "limp wrist jokes," but almost

always by men carefully not touching other men.

If continuing research should confirm early findings that high testosterone levels cause aggression, then, Fast believes, the key to overcoming incompatibility is in redefining aggression and submission (the former not being equated to dominance). Further, men with lower testosterone levels who must act artificially aggressive to maintain false ideals of masculinity are acting unnaturally, as are women who are forced to "act like men" when they compete in the world of men.

Fast provides his readers with paper dolls and encounter situations in which to act out their feelings, believing that distance will help true feelings come out. This reviewer questions their value, as couples having that much trouble communicating might better spend their time with a competent counselor who would provide some direction to such sensitive and potentially threatening dialogue.

The book is enjoyable reading. Fast does not seem to be threatened by women's liberation and thus provides an open forum for further discussion. **A**

**Marriage and Work in America: A Study of Motives and Roles.** Joseph Veroff and Sheila Feld. New York, N.Y.: Van Nostrand Reinhold, 1970. (404 pp.; \$8.95).  
Reviewed by David R. Mace, Ph.D.

Although it is described as "frankly exploratory," this volume reports a thorough, scholarly research which the authors claim will "make major contribution to the study of American national character" (p. viii). The condensed title is misleading—the study examines the reactions of men and women to *three* major social roles—work, marriage and parenthood—as measured in terms of three major personal motivations—affiliation, achievement, and power. Every effort was made to secure a representative sample of U.S. adults over 20, residing in private households—2,460 subjects were seen by 159 skilled interviewers, though only 1,371 of the responses proved to be fully useable. The study was sponsored nationally by the Joint Commission on Mental Illness and Health.

The data were gathered in 1957, but

unavoidable delays prevented full reporting until now. The authors consider, however, that their findings will have validity extending into the late 1970s. All the same, this delay must be viewed as regrettable—as also is the fact that no black Americans were included among those interviewed.

The objective of the research was to discover how motivation relates to role performance under changing conditions. So far as marriage and parenthood are concerned, it would seem to this reviewer that American concepts of these roles have undergone considerable changes since 1957; while at the same time, the traditional personal motives to seek affiliation, achievement, and power have surely been modified to an extent that could hardly have been anticipated nearly a decade and a half ago. The role characteristics of marriage as described include economic provision by the husband, and care of the home by the wife; a division of labor still valid as a generalization, but now viewed by many men and women with significantly changed personal attitudes. Even the Parsons and Bales differentiation of the functions of the spouses as respectively instrumental and expressive can no longer be used as a concept without some necessary modification.

It would seem, therefore, to this reviewer that this material as now published, while of considerable value as a historical document, cannot be safely assumed to provide an accurate profile of the attitudes and self-perceptions of typical Americans today. One cannot avoid the suspicion that if the study were to be rerun now, the findings might turn out to be significantly different, not only from those reported, but also from predictions based upon them.

Some of the conclusions are, however, most interesting. For example, it was found that in the 1950s highly-educated women desperately desired marriage, yet found their real fulfillment mainly in parenthood; while the opposite was true for lower status women. For the man, marriage and parenthood were primarily status roles—"prescribed ways for him to anchor his life" (p. 339). These and other findings can be seen as adumbrations of trends now creating crises in contemporary American culture. **A, PR**

Book Reviews continued on page 10



## THE UNITARIAN CURRICULUM: A REPLY

*The Volume VII #4 (April 1972) SIECUS Newsletter contained a special review written by a committee of parents, educators and clergy, of the Unitarian-Universalist Association multi-media curriculum kit, About Your Sexuality. As the committee of reviewers raised several points of concern, we invited Dr. Deryck Calderwood, the principal author of the curriculum, to respond to the review. Copies of the Newsletter issue in which the SIECUS review appeared are available for \$1.00 from the SIECUS Publications Office. Dr. Calderwood's response follows:*

I have been invited to comment on the special review of the Unitarian-Universalist Association multi-media curriculum kit *About Your Sexuality* which appeared in the April issue of the SIECUS Newsletter. The review was, in general, quite positive, but I appreciate the opportunity to respond to several points.

There is not doubt that the use of sexually explicit visuals in the curriculum has provoked the greatest controversy. Frankness and honesty in communicating with youth about sex is generally commended—so long as that communication remains printed or verbal. The SIECUS review applauded the “explicitness and honesty of the visual materials” for older audiences but questioned their appropriateness for the target audience of the course (12-14 year olds) “because some of them depicting masturbation, sexual intercourse and same sex love-making [are] beyond the experience and needs of many 12 to 14 year olds [and] may prove disturbing to some.”

This opinion, it seems to me, assumes several things: that junior high young people have no other access to explicit visuals, that they are not already engaged in same sex exploratory play, masturbation or intercourse, or are unaware of peers who have had such experience, and that there is some inherent virtue or safety in waiting until youth are more mature before providing them with effective education concerning human sexuality. Research does not support such a viewpoint.

Data from a national representative sample of minors aged 15 to 20 living at

home collected by the Commission on Obscenity and Pornography indicate that the great majority of individuals in our society are voluntarily exposed to explicit visuals during their high school years, more than half are so exposed in junior high and a substantial percentage in elementary school. These visuals included nudity which emphasized the sex organs, sexual intercourse, same sex sexual activity, oral-genital activity and sado-masochistic activity.

Recent data indicate that an appreciably greater percentage of females is becoming involved in pre-marital sexual activity and that young people in general are currently involved at earlier ages and with a wider variety of sexual activities than in the past. Even without these more recent findings we have only to review the charts on pre-adolescents in the Kinsey volumes to remind us that substantial percentages of the 12 to 14 year olds are already sexually experienced. One motivation for such experience is the search for information about the activity.

The view that description of sexual activity is less disturbing or stimulating than pictures has also been disproved by the research of the Commission on Obscenity and Pornography. Three matched sets of sexual stimuli—explicit pictures, verbal descriptions and printed descriptions—were presented to subjects. Printed descriptions were found to be most arousing, followed by verbal descriptions. Explicit pictures were the least arousing. Pictures are the most matter-of-fact method of presentation. Verbal or printed descriptions give rein to imagination and fantasy. For young people, much of the fantasy is distorted and confusing. As Dr. Cody Wilson, Executive Director of the Commission, states, “people have to be taught about sex, have to be helped in formulating attitudes and values and norms in the sexual realm. . . . It is better to be explicit and organized in our socialization process than implicit and haphazard.”

Young people today are a visually oriented generation. They are accustomed to photographic presentations as an integral part of the education process. Omission of explicit visuals in any area calls attention to that area. In the case of the omission of sexual visuals, the concept of sex as dirty, sinful, dan-

gerous or forbidden is enhanced. A good picture in this field is worth far more than a thousand words.

During my own study of the opinions of adolescents concerning sex education I found the most common complaint to be that their education came too late. The majority of sex education today comes “after the fact” for young people, rather than preparing them for either their psychosexual development or their socio-sexual experiences. Young people's readiness for good sex education far exceeds most adults' cautious willingness to provide it.

The SIECUS review objected to the use of the autobiographical sex experience questionnaire and suggested that providing the group with information on the range of sexual experience within the group could “be handled more effectively and objectively by using the Kinsey statistics and other more recent studies.” The questionnaire is an optional one but when it is used there are many advantages that could not be realized by quoting national statistics. Young people want to know about their immediate peers—those with whom they must live and interact. The results of the questionnaire provide the group with discussion material based on reality rather than intellectual abstractions. The anonymous questionnaire provides honest information and at the same time protects members of the group from revealing personal experiences inappropriately. The exercise enables the teacher to emphasize the right of each individual to a private life. The results provide valuable information for the teaching team about the life experiences of their students and enable them to be responsive to the needs of their unique group. It would not be helpful to young people to pressure them by presenting national norms.

I am in agreement that the total preparation of teachers cannot be accomplished in a three day workshop. The preparation of leadership should be a continuous and integral part of every sex education effort, for programs will continue to be only as effective as the teachers who work in them. I believe, however, that the Unitarian-Universalist Association has gone at least a step

*Continued on page 10, Col. 3*

## BOOK REVIEWS

*Continued from page 8*

**The New Sexuality.** Herbert A. Otto (ed.). Palo Alto, Calif.: Science and Behavior Books, Inc. (298 pp.; \$8.95).

*Reviewed by Moni Nag, Ph.D.*

This is a collection of 20 articles, four of which were presented in a symposium organized by Herbert A. Otto for the 1969 annual meeting of the American Psychological Association. The contributors include some of the foremost authorities on human sexuality. There is, however, a considerable variation in the quality of the articles. Some of them offer new concepts, revolutionary ideas and imaginative directions for future research, while others have almost nothing more to say except that Judeo-Christian sexual codes are not applicable to contemporary American society.

One weakness of the book is that the male perspective on sexual behavior is represented more fully than the female's. This is not too unexpected since only 25 percent of the contributors are female. In the case of some contributions (including the one by Eleanor Hamilton) there are statements which reflect a failure to take note of the desirable changes that have occurred in our understanding of the female role in marriage and sexual relationship.

Only one article in the book, "Enhancing Sexuality Through Nudism," by William E. Hartman and Marilyn A. Fithian, contains new survey data. Other articles, written mostly by psychiatrists, psychotherapists and marriage counselors, have some illustrative case histories. An excellent article by the late Isadore Rubin provides a comprehensive review of recent research findings on sex.

A number of articles discuss the positive aspects of premarital experimentation, extramarital affairs, homosexuality, encounter movement, sexual adventuring, accepting sex as fun, group marriage, etc. There is no dearth of current literature on these controversial topics, but perhaps no other single volume presents the views of so many reputable authorities. The candid nature of some of the articles makes them particularly interesting to the layman. For example, Albert Ellis illustrates the exciting and pleasurable

aspects of sexual adventuring with the following autobiographical note: "I have found that no matter how sorry I was about the breakup of an affair or a marriage (and, contrary to silly rumors that circulate about me, I have had many of the former, but only two of the latter), my sorrow was always significantly attenuated by the adventurous thought: Ah! I wonder with what kind of a person I shall become involved next. How great to look forward to a relationship that is almost certain to include several important elements that I have not yet experienced!" Harold Greenwald thinks that a new kind of puritanism continues even among the enlightened parents because they "now tell their children all about sex except its most important aspect—that it's fun." Robert A. Harper advocates "vigorous and joyful sex play in the nursery school" and thinks that it's "obviously shocking and abhorrent only to those of us who still think sex is a basically undesirable activity."

The views expressed by various authors are sometimes conflicting. But the conflicts which actually exist in the contemporary American or Western society on sexual mores and conduct are wider and deeper than those reflected in the book. Some of the articles in the book will undoubtedly evoke sharp criticisms from both professionals and laymen.

The articles in the book are divided into four parts: (1) sex in the seventies; (2) sex and individual development; (3) sex and life style; and (4) sex and society. The second part contains more articles of high quality than the others. A number of articles besides Mary Calderone's have implications regarding sex education in current American society. But the real importance of the book lies in its presentation of some current views about the new sexuality and as a stimulant for more intensive research on its various aspects. **A**

**The One-Parent Family:** Perspectives and Annotated Bibliography. Benjamin Schlesinger. Toronto: University of Toronto Press, 1970, second edition. (138 pp.; \$6.00).

*Reviewed by Frederick E. Bidgood, M.A.*

Divorce, separation, desertion, death, or unwed parenthood leave about 13 percent of American families with one parent. This major reference work is a compilation of material dealing with

these families. The book is divided into two major parts. The first section contains three short essays providing an overview of the one-parent family: a general perspective by Dr. Schlesinger, research considerations by Jetse Sprey, Ph.D., and a paper on widowhood by Felix M. Berardo, Ph.D. The bulk of the volume is an annotated bibliography of books and articles on marriage and the family, the several classifications of the one-parent family, and remarriage. Eight appendices provide statistical data and additional references.

Clergymen and marriage counselors especially will find this volume helpful, while researchers should regard the bibliographic section as a very useful resource. **A, PR**

**William's Doll.** Charlotte Zolotow. New York, N.Y.: Harper & Row, 1972. (32 pp.; \$3.95).

*Reviewed by Roy W. Menninger, M.D.*

This is a quite expensive, very small, and very attractive book. It points up how easily we can lose sight of empathy and truth by stereotyping people and their responses, as everyone in the book did about William's wish for a doll. Without explicitly stating the fact, it illustrates that each of us can have both masculine and feminine wishes and that we can gratify one set without destroying the other. Although not as clear as it could be, the book attempts to show that a clear sense of fatherhood springs from many thoughts, not the least of which is the ability to take care of someone. **C**

---

## UNITARIAN REPLY

*Continued from page 9*

further toward realistic training than other national programs to date.

I trust that these remarks do not seem unnecessarily defensive; they are intended to provide the rationale for the more advanced resources and methods in the curriculum. One last comment: I am aware of the heavy investment of time and effort that went into the comprehensive SIECUS review. The work of staff and the special review committee is deeply appreciated.

# AUDIO-VISUAL REVIEWS

Audio-visual material is reviewed by Derek L. Burlison, Ed.D., SIECUS Director of Educational and Research Services, unless otherwise indicated.

**The Beginning of Life.** 16mm, sound, color, 30 min. Benchmark Films, 145 Scarborough Road, Briarcliff Manor, New York 10510. Price: \$380, Rental: \$40.

This is a remarkable film on fertilization and fetal development which uses the now famous Lennart Nilsson photographs of the fetus at various stages that first appeared in *Life Magazine* in 1965. Of particular interest are the micro-photography of live sperm and the explanation and live demonstration of how the crystalline structure of the mucous in the cervix, uterus and Fallopian tubes provides a passageway for the sperm on its way to fertilize the ovum.

Fetal development is shown from about 26 days to just before birth with the narration providing an apt analogy of fetal life with the life support system of astronauts. The film ends with a live delivery and the cutting of the umbilical cord. Moog synthesizer music used throughout the film might be distracting to some viewers, but seems to this reviewer particularly appropriate for the content. This film should find wide use in biology units on human reproduction and in college embryology classes. A helpful film guide is provided with suggestions for pre- and post-viewing.

**Better By Choice.** 16mm, sound, color, 11 min. University Media Services Center, 410 Zimmer Hall, University of Cincinnati, Cincinnati, Ohio 45221. Price: \$125, Rental: \$25.

This well-intentioned, but amateurishly conceived film was produced by the Adolescent Clinic of the University of Cincinnati Medical Center. Its message is simple, and by now quite familiar: Every child should be wanted and planned for; for this to happen young people must postpone sexual intercourse or use contraceptives. These points are made in a stilted narration while we watch an attractive young Black couple gambol in the park and dance to rock music. Various kinds of contraceptives are

mentioned, but no information is given as to how they work or how effective they are. Far too much footage is devoted to creating the "with it" atmosphere of the current youth scene, to the neglect of solid facts, information and attitudes about contraception. There are several good films on contraceptives now available. Unfortunately, this one doesn't make the list.

**Families.** 16mm or 8mm, sound, color, 9½ min. Perennial Education, 1825 Willow Rd., Northfield, Illinois 60093. Price: \$140, Rental: \$14.

Young children will delight in this charming animated film that uses child-like drawings to tell its story. Tailor-made for primary grade family life education, the film opens up many pertinent topics for discussion and classroom activities. What is a family? Why do we have family names? What do different members of the family do? Why do we have rules for families and for communities? These and many more questions are examined with frequent touches of humor to tickle the funny bone of any primary age child. The film avoids the usual family role stereotype and will be a great motivator of small group discussions, language arts activities and art projects. Highly recommended.

**Mental Retardation and Human Sexuality.** Sound filmstrip, 20 min. Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102. Price: \$20, Rental: \$5.

This sound filmstrip is an outgrowth of the pioneering work of the Southeastern Pennsylvania Planned Parenthood affiliate in the area of sex education of the mentally retarded. It answers the long felt need for program materials to orient parents, teachers and

institutional staff to the need for sex education of the retarded. Starting from the premise that the mentally retarded should be taught and can be made to understand, this filmstrip discusses the emotional needs of the retarded individual and deals forthrightly with such issues as contraception, sterilization, abortion, and right to marry, as they apply to the mentally retarded. Any school or institution serving the mentally retarded will find this presentation a most helpful introduction to a sensitive subject that is badly in need of airing.

**V.D.—Prevent It.** 16mm, sound, color, 11 min. Alfred Higgins Productions, 9100 Sunset Boulevard, Los Angeles, California 90069. Price: \$145.

This film is a companion to *V.D.—Every 30 Seconds*, which dealt only with the dangers and symptoms of VD. It deals with prevention—directly and explicitly. Control of the VD epidemic can not rest solely on the diagnostic and treatment services of doctors and public health clinics. Widespread educational efforts that deal with specific preventive measures must be launched. This film can make a valuable contribution to this effort.

First, prevalent myths about VD are demolished. Then specific prevention methods are explained: thorough washing of the genital area after intercourse; the male partner urinating after intercourse; the female douching with a germicidal solution; use of the condom; and periodic examinations if sexually active. Such practices, it is stressed, are for prevention, not cure. Suspicion of VD symptoms should immediately be confirmed by a doctor or a visit to a public health clinic.

The film ends on a thoughtful and sobering note: Sexual promiscuity, whether heterosexual or homosexual, is the primary cause for the spread of VD. It is less often found among couples in long continuing relationships. With young people, such facts speak for themselves.

# JOURNAL REVIEWS

## THE FAMILY COORDINATOR

(National Council on Family Relations, 1219 University Avenue SE, Minneapolis, Minnesota 55414).

Reviewed by Lester A. Kirkendall, Ph.D.

April 1972

### Teaching Human Sexuality: The Use of Discussion Groups and Teaching Aids in a College Course. Eleanor S. Morrison.

Small peer group interaction and the utilization of student assistance in teaching about human sexuality are important techniques. A humanistic value system, cross-cultural experiences, and perceptions of self are emphasized.

### Sex Attitudes of Sex Educators. Arline M. Rubin and James R. Adams.

In a study of 303 females and 95 males teaching sex education courses, the findings were for females: premarital sexual permissiveness decreased with age but increased as church attendance decreased and as the frequency of dating increased; Catholics were least permissive, Jews were most permissive; persons having been in psychotherapy had more permissive premarital sexual attitudes. Males tended to approve of premarital coitus while females tended to only approve of kissing and petting. When they approved coitus, it was coitus with affection.

### Research on Black Sexuality: Its Implication for Family Life, Sex Education, and Public Policy. Robert Staples.

In essence, the sexual attitudes and experiences of blacks differ from whites, but this does not confirm the cultural beliefs about black sexuality. They are based in part on the different cultural base for black sexual behavior; the legacy of slavery and white racism. If racial distinctions are ignored in family life and sex education programs, inadequate help will be given both blacks and whites.

### The Premarital Sexual Revolution Among College Females. Ira E. Robinson, Karl King, and Jack O. Balswick.

A survey of 395 southern university students was repeated after a five year interval. A major change was more females reporting premarital coitus and

petting. Males remained approximately the same. Certain female attitudes were more liberal; those of males were more conservative.

### Attitudes of Lower Class Males Toward Taking a Male Birth Control Pill. Jack O. Balswick.

Interview study on attitudes toward birth control pills for men, vasectomy, and birth control pills for women. Attitudes are affected by variables of age, number of children, education, and race. Any attempted reeducation process must take into account the lower class male's fear of emasculation.

## JOURNAL OF SEX RESEARCH

(Society for the Scientific Study of Sex, Inc., 12 East 41st Street, New York, New York 10017).

Reviewed by Moni Nag, Ph.D.

November 1971

### Sexual Restraints: A Comparison of Perceived and Self-reported Reasons for College Students. Richard Driscoll and Keith E. Davis.

A questionnaire survey of 216 male and 323 female members of introductory psychology classes shows that there are significant discrepancies between the reasons students give for not engaging in sexual intercourse, and their conceptions of what other people's reasons are. It suggests the need for educational means to point out areas in which lack of understanding may occur and possible reasons for such misunderstandings.

May 1972

### Evaluation of Visual Erotica by Sexual Liberals and Conservatives. Douglas H. Wallace and Gerald Wehmer.

A questionnaire survey conducted in the Detroit Metropolitan Area in which 1083 self-selected, volunteer subjects were asked to evaluate 60 slides of different sexual themes indicated that the sexual liberals were more likely to be male, of a younger age, and of the Jewish religion than were the conservatives. The conservatives found the more

offensive pictures to be more sexually arousing, yet as the arousal value of the pictures increased, they found the pictures to be declining in entertainment value.

## MEDICAL ASPECTS OF HUMAN SEXUALITY

(Hospital Publications, 18 East 48th Street, New York, New York 10017).

Reviewed by Robert L. Arnstein, M.D.

February 1972

### Homosexual Fantasies in Heterosexual Males. John L. Schimmel, M.D.

A brief, sensible article which neither overemphasizes nor dismisses the significance of such manifestations. The author discusses the possible interpretations and comments on the susceptibility to anxiety of males in a climate that stresses sexual "performance."

### Sexually Deprived Individuals. David Barton, M.D.

An excellent article which discusses the problem of sexual deprivation (as distinguished from sexual inhibition). The author describes various situations of relatively prolonged deprivation (prison, illness or injury, loss of sexual partner, etc.) and discusses the complex interaction of sexual needs and other psychological factors. He also comments briefly on therapy with individuals for whom the deprivation becomes a psychological problem.

### Sexual Problems of Medical Students. Sherwyn M. Woods, M.D.

A description of research into the attitudes and problems of medical students, who as physicians will often be called on for advice, counsel, and the therapy of the sexual problems of others.

### Students, Sex, and Marijuana. John A. Ewing, M.D.

A rather general article about student use of marijuana which actually says relatively little about the interrelationship of marijuana and sex. The author clearly is familiar with his subject and

many of his statements simply are a summary of current attitudes towards marijuana use.

**Female Infidelity.** Leon Salzman, M.D.

An attempt is made to discuss the subject without moral or value bias and the author initially holds to this purpose. In the case examples, however, the "infidelity" seems usually to turn out to be evidence of a difficulty in the woman's psychological functioning and the statement is made that "The presence of infidelity, therefore, is always indicative of some degree of noninvolvement or failure of commitment [to the main relationship]." The author then discusses some of the "characterological roots" that may cause "difficulties in total commitment to a relationship." He ends by discussing infidelity in "the so-called normal person" and states that "in the woman [it] seems to be no different than in the man except that for the male it is more . . . socially acceptable and more prestigious."

**The National VD Problem.** William J. Brown, Ph.D.

A primarily statistical report on the incidence of VD and some of its manifestations (congenital syphilis, syphilitic psychoses, etc.) both in terms of distribution and economic cost. The charts vividly demonstrate that gonorrhea is out of control and that syphilis is probably on the rise again. Both diseases seem concentrated in urban areas and in the young adult age group. The author discusses the problems presented by inadequate reporting by private physicians and by lack of public funds to meet the growing need for control measures.

**March 1972**

**Anxiety about Orgasm.** Igor Grant, M.D.

A long but rather diffuse article which recapitulates much of the popular professional opinion on anxiety, orgasm, and some of the more frequent dysfunctions, such as impotence, premature ejaculation, and ejaculatory incompetence in men and frigidity in women. The bibliography is extensive and can be used as a guide to some of the relevant literature.

**Influence of Training and Attitudes on Sexual Counseling in Medical Practice.**

Ira B. Pauly, M.D.

The author surveyed by questionnaire

a group of physicians on their attitudes and experience in dealing with their patients' sexual problems. The results describe a rather interesting "profile" both on specific topics, and by specialist group. Some of the results are rather predictable (psychiatrists and gynecologists obtain a sexual history more often than internists and surgeons) but some are quite intriguing (physicians tend to see their own understanding of sexual behavior as adequate and that of other physicians as "fairly inadequate"). The statistical results are rounded out by a brief but good discussion of some of the recent social changes that have affected sexual attitudes and how the physician may need to respond to these.

**Anonymous Sexual Offenders.** Robert L. Sadoff, M.D.

A very brief but instructive article on a subject rarely discussed. The author makes the point that this type of offense can be upsetting to the victim but that the offender does not progress to a "major" sexual offense.

**Sex as a Soporific.** Martin Goldberg, M.D.

The author discusses some of the relationships between sex and sleep including both gratification and frustration. He points out that individuals vary greatly in their "needs" and in their response to sexual activity. He suggests that these variations may be on either psychological or physiological grounds without favoring either. He cites two cases: one in which sexual frustration leads to insomnia and one in which sleep is used to avoid sex.

**Venereal Disease in the Armed Forces.** Jerome H. Greenberg, Colonel M.C., U.S.A.

A most entertaining, instructive, and informative account of the vicissitudes of VD in the Armed Forces over the years. By utilizing an historical approach the author provides considerable insight into various aspects of the problem, and reminds the reader how recently the problem has changed in respect to treatment and yet how unchanged the epidemiologic aspects remain. In this period of rising VD rates in the civilian population, the experience of the military is of considerable interest. Highly recommended.

**THE OSTEOPATHIC PHYSICIAN**

(O. P. Publications Corp., 801 Second Avenue, New York, New York 10017).

Reviewed by Mary S. Calderone, M.D.

**January 1972**

**Contraceptive Use: How to Advise Teenagers.** Robert N. Rutherford, M.D.

Dr. Rutherford, Associate Clinical Professor of Obstetrics and Gynecology at the University of Washington School of Medicine in Seattle, is experienced and wise in the ways of adolescents. Since 1950 he has conducted sex education classes for parents and children on Saturday mornings until the Seattle schools recently picked up this responsibility. His findings and insights gained from this extensive experience are informative for physicians and reassuring to parents.

**Decline of the Double Standard in Sexuality.** J. Dudley Chapman, D.O.

Dr. Chapman, Editor-in-Chief of *The Osteopathic Physician*, points to the statistics indicating that the sexual revolution did not originate with today's young people but with the generation that was in its teens at the turn of the century. "Emphasis [today] is on the quality of a relationship, not on an act itself." The thoughtful, philosophical article reflects Dr. Chapman's breadth of outlook and is well paired with Dr. Rutherford's.

**February 1972**

**Special Symposium on Counseling**

This one hundred page section, designed for the general practitioner, includes papers on eleven important aspects of sexual and marital counseling by eight distinguished and experienced authors. Topics treated include techniques of marital sex interviewing, the development of sexual identity, divorce, the special qualities of today's younger generation, and hypnotherapy for marital and sexual problems. The excellent quality of the Symposium reflects not only the calibre of its contributors but is also an index of how far our understanding of human sexuality has come in the past ten years. The fact is, its understanding among the helping professions is well in advance of what most of the lay public is willing to accept.

*The Osteopathic Physician* should be congratulated on this Symposium.

# 現代 性教育 研究

Continued from page 4

- To encourage and support the spread and advancement of sex education through publishing activities, thereby contributing to the betterment of society.

The JASE was formed by a group of Japanese professionals, and its founding marked the first time that the Japanese government has permitted the establishment of such an authoritative body in the field of sex education.

Anyone wishing further information about both JASE and its publication, *Sex Education Today*, is encouraged to contact Koichi Tomita, Secretary General, The Japanese Association for Sex Education, 3-21 Kanda Nishiki-Cho, Chiyoda-Ku, Tokyo, Japan.

## NCFR TO MEET IN PORTLAND, OREGON

"Politics, Power, and The Family" will be the theme of the 1972 Annual Meeting of the National Council on Family Relations scheduled for November 1-4 in Portland, Oregon. Plenary sessions will be devoted to power relations in family therapy, power struggles and politics in family life education, and abortion: changing concepts and future implications.

Of special interest in the Counseling Section is the session on Sex Education and Counseling for the Blind, Deaf, and Mentally Retarded; and in the Special Emphases Section, American Indian Family Life and Family Life Education, and Education for Sexuality in the Orient.

For further information contact Ruth H. Jewson, Executive Officer, National Council on Family Relations, 1219

University Avenue Southeast,  
Minneapolis, Minnesota 55414.

## CONFERENCE ON MORAL INSTRUCTION AT YALE

From October 2-4, 1972, the Ecumenical Continuing Education Center at Yale University will hold a conference on "The Crisis in Moral Instruction: Home, Church, School, Who is Responsible for What?" The conference is co-sponsored by the National Conference of Christians and Jews. Professor Randolph Crump Miller of Yale is the speaker, and will report on recent British research in moral instruction. Immediately following, on October 5-6, there will be a short, inter-professional conference which will review the book, *A Student Guide to Sex on Campus*, now a year in use. Comment will be invited from persons in various disciplines.

## BOOKS RECEIVED

Inclusion of a book in this listing does not preclude its later review. Prices are listed when known.

- Amir, Menachem. *Patterns in Forcible Rape*. Chicago, Ill.: University of Chicago Press, 1971. (394 pp.; \$15).
- Bell, Alan P. and Hall, Calvin S. *The Personality of a Child Molester: An Analysis of Dreams*. Chicago, Ill.: Aldine-Atherton, Inc., 1971. (162 pp.; \$5.95).
- Bender, Stephen J. *Venereal Disease*. Dubuque, Iowa: William C. Brown Company Publishers, 1971. (53 pp.).
- Boylan, Brian Richard. *Infidelity*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971. (176 pp.; \$5.95).
- Clor, Harry M. *Obscenity and Public Morality*. Chicago, Ill.: University of Chicago Press, 1969. (315 pp.).
- Darrow, Frank M. *Life Styles and Sex*. Published by the author (P.O. Box 305, Trona, California 93562), 1971. (68 pp.; \$2.25).
- Duvall, Evelyn Millis. *Family Development* (fourth edition). Philadelphia, Pa.: J. B. Lippincott Company, 1971. (576 pp.).
- Friedman, Albert S., et al. *Therapy with Families of Sexually Acting-Out Girls*. New York, N.Y.: Springer Publishing Company, Inc., 1971. (214 pp.; \$7.50).
- Guttmacher, Alan. *Birth Control and Love* (second revised edition). New York, N.Y.: The Macmillan Company, 1969. (337 pp.; \$6.95).
- Handlin, Oscar and Handlin, Mary F. *Facing Life: Youth & the Family in American History*. Boston, Mass.: Little, Brown and Company, 1971. (326 pp.; \$7.95).
- Hathorn, Raban, O.S.B., Genné, William H. and Brill, Mordecai (eds.). *Marriage: An Interfaith Guide for All Couples*. New York, N.Y.: Association Press, 1970. (253 pp.; \$5.95).
- Janeway, Elizabeth. *Man's World, Woman's Place*. New York, N.Y.: William Morrow and Company, Inc., 1971. (319 pp.; \$8.95).
- Macdonald, John M. II. *Rape: Offenders and Their Victims*. Springfield, Ill.: Charles C Thomas Publishers, 1971. (343 pp.; \$14).
- McDermott, Sandra. *Female Sexuality*. New York, N.Y.: Simon & Schuster, 1971. (223 pp.; \$6.95).
- Oates, Wayne E. and Neely, Kirk H. *Where To Go for Help* (revised edition). Philadelphia, Pa.: The Westminster Press, 1972. (224 pp.; \$3.25).
- Read, Brian (ed.). *Sexual Heretics*. New York, N.Y.: Coward-McCann, 1971. (459 pp.; \$12.50).
- Richardson, Herbert W. *Nun, Witch, Playmate: The Americanization of Sex*. New York, N.Y.: Harper & Row, Publishers, 1971. (147 pp.; \$4.95).

- Rugoff, Milton. *Prudery & Passion: Sexuality in Victorian America*. New York, N.Y.: G.P. Putnam's Sons, 1971. (413 pp.; \$8.95).
- Steele, Harold C., Ed.D. and Crow, Charles B., M.D. *How to Deal with Aging and the Elderly*. Huntsville, Ala.: The Strode Publishers, 1970. (171 pp.; \$5.95).

## ABOUT THE REVIEWERS

Reviews of books, booklets, journal articles and audio-visual material are written by present and former members of the SIECUS Board and Staff. Background information about present Board members can be found on the last page of the *SIECUS Report*. Identification of former Board members and Staff not so listed follows:

- Robert L. Arnstein, M.D., Psychiatrist-in-Chief, Department of University Health, Yale University, New Haven, Connecticut.
- Robert W. Laidlaw, M.D., Psychiatrist in private practice in New York City, and former Clinical Director and Chief, Department of Psychiatry, Roosevelt Hospital, New York.
- David R. Mace, Ph.D., Professor of Family Sociology, The Bowman Gray School of Medicine of Wake Forest University, Winston-Salem, North Carolina.

# SIECUS INSTITUTES RESEARCH AWARD

At its May meeting, the SIECUS Board of Directors established the SIECUS RESEARCH AWARD for the best submitted research making a substantial contribution to the field of family life/sex education. The work may deal with any age or level from infancy through adulthood, preschool through professional education. The award carries a cash grant of \$200, and summaries of the winning papers will be published in the *SIECUS Report*.

In announcing the award, Dr. Alan Bell, Chairman of the SIECUS Research Committee, stated, "We want not only to stimulate new research in this area, but to make the findings available to others working in the field." Dr. Bell continued, "New research in family life/sex education is absolutely essential, but it is not enough to encourage people to undertake the task. All too often, those who most need to know about significant new data are unaware what work has been done. Publication is an important factor in this two-pronged effort to meet the need for greater research effort in this important field."

The competition is open to all graduate students, organizations, professionals and other independent researchers in the field of sex education except current or former members of the SIECUS Board and Staff. Entries will be judged upon the originality of the research design, the technical competence by which it was executed, and the contribution it makes to the field of sex education.

Members of SIECUS' Research Committee will review the entries and select the winners. All entries must be submitted *not later than March 5, 1973* to be considered. For information on the required entry format and additional details, write to the Office of Research Services, SIECUS.

## SIECUS PUBLICATIONS

### \*STUDY GUIDES

Single copies \$.50; 2-24 copies same title, \$.40 each; 25-99 copies same title, \$.35 each; 100-499 copies same title, \$.30 each. Rates for larger quantities available on request.

A complimentary copy of #SP2, *Human Sexuality: A Book List for Professionals* will be sent with each purchase of 10 Study Guides.

**Quantity**

- \_\_\_\_\_ #G01 Sex Education
- \_\_\_\_\_ #G02 Homosexuality
- \_\_\_\_\_ #G03 Masturbation
- \_\_\_\_\_ #G04 Characteristics of Male and Female Sexual Responses
- \_\_\_\_\_ #G05 Premarital Sexual Standards
- \_\_\_\_\_ #G06 Sexual Relations During Pregnancy and the Post-Delivery Period
- \_\_\_\_\_ #G07 *has been discontinued. It is replaced by #SP 4.*
- \_\_\_\_\_ #G08 Sexuality and the Life Cycle: A Broad Concept of Sexuality
- \_\_\_\_\_ #G09 Sex, Science, and Values
- \_\_\_\_\_ #G10 The Sex Educator and Moral Values
- \_\_\_\_\_ #G11 Sexual Encounters Between Adults and Children
- \_\_\_\_\_ #G12 Sexual Life in the Later Years
- \_\_\_\_\_ #G13 Concerns of Parents about Sex Education
- \_\_\_\_\_ #G14 Teenage Pregnancy: Prevention and Treatment

I am entitled to \_\_\_\_\_ copies of #SP2.

### \*SPECIAL PUBLICATIONS

**Quantity**

- \_\_\_\_\_ #SP2 **Human Sexuality: A Book List for Professionals** (Single copy \$.40; 2-9 copies, \$.35; 10-24 copies, \$.30; 25-99 copies, \$.20; 100 or more copies, \$.18.
- \_\_\_\_\_ #SP3 **Resource Guide in Sex Education for the Mentally Retarded** Single copy \$2.00; 2-9 copies, deduct 10%; 10 or more copies, deduct 20%.
- \_\_\_\_\_ #SP4 **Film Resources for Sex Education** \$2.00, including 1 supplement.

### \*BOOKS

**Quantity**

- \_\_\_\_\_ **Sexuality and Man** (hardcover, \$6.95; paper, \$2.65; Spanish edition, \$2.00. Add \$.30 postage and handling to each copy.)
- \_\_\_\_\_ **Teacher's Question and Answer Book** by Lester A. Kirkendall and Ruth Osborne (\$1.75 plus \$.25 postage and handling).

\*SIECUS Associates deduct 10% from the purchase price of these items.

Please enter my subscription to the *SIECUS Report*, Volume I commencing September 1972 and including six issues per year.

- one year, U.S. \$7.00; Canadian and other foreign, \$8.00
- two year, U.S. \$12.00; Canadian and other foreign, \$13.50

Mail to: SIECUS Publications Office, 1855 Broadway, New York, N.Y. 10023  
Total amount of order \$\_\_\_\_\_.

I am enclosing \$\_\_\_\_\_. Please bill me . Orders under \$5.00 must be accompanied by remittance and any orders not accompanied by remittance are subject to postage and handling charges. Foreign remittances must be paid in U.S. currency. All prices are subject to change without notice.

Name \_\_\_\_\_  
(Please print)  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zipcode \_\_\_\_\_

**SIECUS OFFICERS — 1972**

*President*—W. Ray Montgomery  
*President-Elect* — Evelyn S. Gendel, M.D.  
*Vice Presidents* — Alan P. Bell, Ph.D.  
 Wardell B. Pomeroy, Ph.D.  
*Secretary* — Mette Strong  
*Treasurer* — John A. Malloy, M.A.

**SIECUS BOARD OF DIRECTORS — 1972**

*Board members are not serving SIECUS as representatives of their organizations, but as individuals.*

FR. ROBERT C. BAUMILLER, S.J., Ph.D.  
 Associate Professor of Obstetrics and Gynecology  
 Georgetown University  
 Washington, D.C.

\*ALAN P. BELL, Ph.D.  
 Senior Psychologist  
 Institute for Sex Research  
 Indiana University  
 Bloomington, Indiana

DIANE B. BRASHEAR, M.S.W., Ph.D.  
 Assistant Professor of Social Service  
 Indiana-Purdue University  
 Indianapolis, Indiana

MARJORY BROOKS, Ph.D.  
 Dean, College of Home Economics  
 University of Maryland  
 College Park, Maryland

JUNE DOBBS BUTTS, Ed.D.  
 Director, Triple-T Project  
 Fordham University  
 School of Education  
 New York, New York

DAVID H. CARTER  
 Vice President — Investment  
 Scudder, Stevens & Clark  
 New York, New York

ARTHUR W. CHICKERING, Ph.D.  
 Vice President for Academic Affairs  
 Empire State College  
 Saratoga Springs, New York

RICHARD A. CHILGREN, M.D.  
 Director, Program in Human Sexuality  
 Office of the Dean, University of Minnesota Medical School  
 Minneapolis, Minnesota

\*EVALYN S. GENDEL, M.D.  
 Chief, School Health Section and Director, Division of Maternal and Child Health  
 Kansas State Department of Health  
 Topeka, Kansas

\*THE REV. WILLIAM H. GENNÉ, M.A., B.D.  
 Coordinator of Family Ministries  
 National Council of Churches  
 New York, New York

SADJA GOLDSMITH, M.D., M.P.H.  
 Medical Director, Teenage Services  
 Planned Parenthood of San Francisco  
 San Francisco, California

PERRY E. GROSS, M.D.  
 General Practice  
 Dallas, Texas

JOHN L. S. HOLLOMAN, JR., M.D.  
 Practicing Physician and Former President,  
 National Medical Association  
 New York, New York

MARCUS H. JAFFE  
 Editorial Director  
 Bantam Books, Inc.  
 New York, New York

VIRGINIA JOHNSON  
 Assistant Director  
 Reproductive Biology Research Foundation  
 St. Louis, Missouri

G. WILLIAM JONES, M.Th., Ph.D.  
 Associate Professor of Film Art  
 Southern Methodist University  
 Dallas, Texas

GARY F. KELLY, M.Ed.  
 Counselor and Coordinator  
 of Health Education  
 Norwood-Norfolk Central School  
 Norwood, New York

LESTER A. KIRKENDALL, Ph.D.  
 Professor Emeritus of Family Life Education  
 Oregon State University  
 Corvallis, Oregon

\*ROBERT J. LEVIN, M.A.  
 Articles Editor  
 Redbook Magazine  
 New York, New York

ROBERT C. LONG, M.D.  
 Associate Professor of Obstetrics and Gynecology  
 University of Louisville School of Medicine  
 Louisville, Kentucky

J. NOEL MACY  
 Washington, D.C.

\*JOHN A. MALLOY, M.A.  
 Vice President  
 Standard Brands, Inc.  
 New York, New York

JUDD MARMOR, M.D.  
 Franz Alexander Professor  
 of Psychiatry  
 University of Southern California  
 Los Angeles, California

JAMES LESLIE McCARY, Ph.D.  
 Psychologist  
 Houston, Texas

THE REV. ROBERT H. MENEILLY, D.D.  
 Director-Minister  
 United Presbyterian Church  
 Prairie Village, Kansas

ROY W. MENNINGER, M.D.  
 President, The Menninger Foundation  
 Topeka, Kansas

CATHERINE MILTON  
 Assistant Director  
 Police Foundation  
 Washington, D.C.

\*W. RAY MONTGOMERY  
 President, Realty Trust Company  
 Dallas, Texas

MONI NAG, Ph.D.  
 Associate Head, Demographic Division  
 International Institute of Human Reproduction  
 Columbia University  
 New York, New York

\*WARDELL B. POMEROY, Ph.D.  
 Psychotherapist  
 New York, New York

LLOYD E. RIGLER  
 President, Adolph's Ltd.  
 Burbank, California

WILLIAM RUDER  
 President, Ruder & Finn, Inc.  
 New York, New York

AARON L. RUTLEDGE, Th.D.  
 Director, Grosse Pointe  
 Psychological Center  
 Grosse Pointe Woods, Michigan

PHILIP M. SARREL M.D.  
 Assistant Professor of Obstetrics and Gynecology  
 Yale University School of Medicine  
 New Haven, Connecticut

RABBI JESHAIA SCHNITZER, Ed.D.  
 Temple Shomrei Emunah  
 Montclair, New Jersey

ETHEL RINE SHAW, R.N., M.S.  
 Assistant Professor  
 School of Nursing  
 Ohio State University  
 Columbus, Ohio

\*GILBERT M. SHIMMEL, Ed.D., M.P.H.  
 Director, Community Health Education Program  
 Institute of Health Sciences  
 Hunter College  
 New York, New York

LAURA J. SINGER, Ed.D.  
 President, American Association of Marriage and Family Counselors, and Adjunct Associate Professor  
 Teachers College, Columbia University  
 New York, New York

THE REV. LEON SMITH, Ed.D.  
 Director, Ministries in Marriage Board of Education  
 The United Methodist Church  
 Nashville, Tennessee

MORTON SONTHEIMER  
 President, Sontheimer & Co., Inc.  
 New York, New York

ELIZABETH C. SPALDING  
 Greenwich, Connecticut

JOHN A. STANAVAGE, Ed.D.  
 Executive Secretary  
 Commission of Secondary Schools  
 North Central Association  
 Chicago, Illinois

ROBERT STAPLES, Ph.D.  
 Associate Professor of Sociology  
 Howard University  
 Washington, D.C.

METTE STRONG  
 Greenwich, Connecticut

PATRICIA THOMPSON  
 Student, Syracuse University  
 Law School  
 Syracuse, New York

CLARK E. VINCENT, Ph.D.  
 Director, Behavioral Sciences Center  
 Bowman Gray School of Medicine  
 Wake Forest University  
 Winston-Salem, North Carolina

\*Denotes Executive Committee member

**SIECUS STAFF**

*Executive Director:* Mary S. Calderone, M.D., M.P.H.  
*Director of Educational and Research Services:* Derek L. Burlison, Ed.D.  
*Director of Development:* Sol Reich

*Education and Research Associate:* Frederick E. Bidgood, M.A.  
*Publications Officer:* Lorna B. Flynn, M.A.  
*Administrative Officer:* Mary Ratcliffe

**SIECUS** REPORT

Sex Information and Education Council of the U.S.

1855 Broadway, New York, New York 10023

NON-PROFIT ORG.  
 U. S. POSTAGE  
**PAID**  
 NEW YORK, N. Y.  
 PERMIT No. 3696