

SEX COUNSELING ON A COLLEGE CAMPUS

by Lorna J. Sarrel, M.S.S.W.*

Sex has existed on campuses for a long time, but colleges and universities have been loath to acknowledge its existence. Curfews and dorm rules, ubiquitous until the 60's, were often the only administrative policies on matters of male-female relations, and usually the rules were different for the men and for the women. In its role of "surrogate parent" the college tended to perpetuate the conspiracy of silence begun in the average American home. Sex was seldom, if ever, mentioned by name, but there was a palpable if vague aura of disapproval emanating from most house-mothers, deans, campus clerics, and "hygiene" courses.

As we move into the 70's we can say, happily, that all of this is changing, in some places quite rapidly. Many influences have converged to bring about a new and more constructive campus atmosphere about sex—Kinsey, the mass media, men's and women's changing roles, the pill, Masters and Johnson, student power, and easier access to abortion.

The move toward abolition of parietal rules and the establishment of co-ed dorms and even of co-ed dorm rooms constitute an obvious and significant reversal of the colleges' traditional role. Most campuses now tolerate pregnant and/or married students and off-campus cohabitation. Some will aid in abortion referrals, and at least one university health plan will cover the cost of abortion. Hygiene courses are more honestly labeled with the word sex, and family-life courses finally include sex in their curricula.

The American College Health Association surveys of contraceptive practices and policies¹ are another index of change. They have shown a steady, rather dramatic rise in the number of institutions of higher learning providing contraceptive services for unmarried students. For example, in 1966 only 4% of the colleges responding provided contraception for unmarried minors. Just four years later, in 1970, the figure had risen to 35%.

As regards the teaching of human sexuality at the undergraduate college level, many important and innovative steps have occurred on a wide variety of campuses in diverse

parts of the country. To mention a few: there are the innovative courses in human sexuality at the University of Houston, under Dr. James Leslie McCary, and at Stanford University under Drs. Herant Katchadourian and Donald Lunde. Widely distributed student booklets have been developed at Canadian universities, and in the U.S. at the Universities of Pennsylvania, North Carolina, and Georgetown. Contraceptive counseling and service programs exist, among which are those at the University of Washington in Seattle, the University of California at Berkeley, and the University of Vermont.

Yale University has developed a multi-faceted program concerned with students' experiences of sex and sexuality, in response to students' expressed and unexpressed needs as identified since 1969, when Yale College became co-educational. The Yale campus now offers the following services in addition to the usual medical and psychiatric services² provided through the Health Plan:

1. A booklet, *Sex and the Yale Student*, distributed free of charge to all students, which provides many basic facts about sex function, contraception, abortion, and services available to students.
2. A non-credit course in Human Sexuality consisting of six or seven lectures followed by small discussion groups.³ Important features of this course are the student involvement in planning, running, and evaluating the lectures, and the fact that discussion groups are led by teams of students. The lectures are taped and made available to students through the Yale Language Laboratory.
3. A Sex Counseling Service staffed by a team composed of the author of this paper (whose background is in social work) and her husband (Dr. Philip Sarrel, obstetrician and gynecologist). The service functions within the Mental Hygiene Division of the University Health Plan. This service provides sex counseling, sex therapy using the techniques of Masters and Johnson, contraceptive counseling and prescription, and pregnancy counseling.
4. A student-to-student sex counseling service, staffed by upper class students (following a training period) to provide an alternative to professional counseling.
5. A series of lectures and discussions held specifically for freshman men and women.

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SPEAKING OUT

The membership of the prestigious National Academy of Sciences in Washington, D.C., has recently adopted a resolution urging that textbooks in the sciences be limited to scientific matter. This hits right at the heart of a major fundamentalist argument against public school sex education: you can't teach about sex without discussing morals [granted]; you can't discuss morals without setting them in a framework of religion [not granted]; you can't teach religious dogma in the public schools [granted]; ergo, you can't teach about sex in the public schools.

In the SIECUS Study Guide, *Sex, Science and Values*, Professor Harold Christensen uses a broad definition of morality: "any system of right and wrong, whether its standards are thought to emanate from either divine or human sources." If we use this definition, we can indeed discuss sex in the classroom within a context of moral values, without reference to any specific set of religious beliefs or dogmas. This would apply not only to discussions of human sexuality, but to many scientific concerns such as: evolution; the uses of atomic energy; the criteria for organ transplants or artificial insemination; or the questions of industrial development and human needs for energy versus ecological priorities.

The Academy's resolution should therefore serve to free schools to consider any and all scientific facts and developments in the light of the most basic moralities and ethics. In fact, for schools to evade opportunities for such discussions

would in itself be immoral.

Following is the text of the resolution passed by members of the National Academy of Sciences at the Autumn Meeting Business Session, October 17, 1972:

WHEREAS we understand that the California State Board of Education is considering a requirement that textbooks for use in the public schools give parallel treatment to the theory of evolution and to belief in special creation; and WHEREAS the essential procedural foundations of science exclude appeal to supernatural causes as a concept not susceptible to validation by objective criteria; and WHEREAS religion and science are, therefore, separate and mutually exclusive realms of human thought whose presentation in the same context leads to misunderstanding of both scientific theory and religious belief; and WHEREAS, further, the proposed action would almost certainly impair the proper segregation of the teaching and understanding of science and religion nationwide, therefore

We, the members of the National Academy of Sciences, assembled at the Autumn 1972 meeting, urge that textbooks of the sciences, utilized in the public schools of the nation, be limited to the exposition of scientific matter.

Mary S. Calderone, M.D.
Editor

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THE SEX COUNSELING SERVICE

Now in its fourth year of existence, the Sex Counseling Service has provided services for approximately 1800 of Yale's men and women, including both graduate and undergraduate students. The service operates half a day Monday through Friday, with emergency care available at other times. Over the years the kinds of problems presented have varied. At present the breakdown of requests for service is as follows:⁴

1. Contraceptive counseling 35%
2. A sex problem or issue 25%
3. Contraceptive counseling and a sexual problem or issue 25%
4. Follow-up visits—usually a combination of routine gynecological care and follow-up discussion of other concerns 10%
5. Pregnancy counseling 2%
6. Miscellaneous (e.g. homosexuality, masturbation) .. 3%

Students coming in to the Sex Counseling Service as couples have increased from 10% of the total number in the first year to approximately 45% at present.

THE CONTRACEPTIVE INTERVIEW—A TIME TO TALK SEX

There are very few "routine" requests for birth control in our college population. The students need and want to talk about far more than the relative merits of pill versus IUD, or

how to use a diaphragm. Three general areas are usually discussed with students requesting birth control. The first is the sexual history, which opens with the question, "Have you had intercourse?" We want to know if the girl and/or her boyfriend have questions or worries about sex response or specific sexual experiences. We want to know how they feel about their sexual experiences. Are they happy? sad? perplexed? conflicted? ecstatic? We especially need to know if both feel the same way.

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We see many girls or couples who have not yet had intercourse, although they are involved in a close relationship. They feel they are ready for this step, but not before they have the most reliable possible form of contraception. Another, even larger, group of patients have begun having intercourse only recently. Almost 75% of the freshmen we saw last year fell into one of these two groups. Of these, only 25% had been non-virgins when they arrived on campus. These statistics emphasize the number of students who are just beginning full sexual relations—obviously a critical stage in their psychosexual development and a time when education and counseling can spell the difference between development and disaster.

The second area we discuss is the present relationship or relationships. Are there major problems? If a girl is having intercourse with a number of partners, how is this affecting her? What have been a student's patterns of relating in the past?

The third area we try to cover is, broadly speaking, the student's background and relations to family. There are many current issues, such as whether a girl should tell her parents she is having intercourse. For most college students, first sexual intercourse is intimately tied to feelings about growing up and away from parents, establishing individual and sexual identity, and the shifting of focus from their parents to their own future families. Talking about their families' attitudes and the sex education they received or failed to receive, usually raises moral issues. We have been impressed by the students' reaction to this sort of discussion. Far from bristling at any mention of ethics or values, they welcome a chance to discuss their own personal moral dilemmas, perhaps because we do not preach. Rather, we try to help them think through the meaning of their sexuality and sexual behavior both for themselves and for their partners.

SEX PROBLEMS AND ISSUES

With ever increasing frequency, students are coming to the Sex Counseling Service to talk about a wide variety of sexual issues. Here are a few, fairly representative concerns:

1. A couple comes to talk about whether they should have sexual intercourse.

2. A male student wants to talk about his homosexuality—not necessarily to change his sexual orientation, but simply to get some perspective on its meaning in his life.
3. A woman graduate student is upset by guilt feelings after losing the virginity she has guarded for years.
4. A recently married undergraduate woman is worried about her feelings of attraction to other men.

We use the term sexual "problem" to refer to an actual dysfunction, such as premature ejaculation or inability to have intercourse. In the first two years of the Sex Counseling Service such problems were seen infrequently. Now, as stated earlier, they represent a substantial portion of our total work. There is no reason to suspect that there has been a rise in the absolute number of students experiencing a sexual problem. Rather, we believe, the increased counseling figures reflect a change in the "image" of the Sex Counseling Service. In the summer of 1971 this author and her husband received training in Masters and Johnson's sex therapy at the Reproductive Biology Research Foundation in St. Louis. Thereafter, the Sex Counseling Service has been presented to students as providing, among other things, therapy for sexual dysfunction. Apparently, the knowledge that an appropriate service was available has encouraged students to acknowledge and bring their problems to us.

All cases of sexual dysfunction do not require a full two-week intensive program of treatment. This is fortunate, because the two-week treatment involves approximately 60 hours of professional time (30 hours from each member of the co-therapy team). In 1971-72 the Sex Counseling Service treated eleven student couples using the classic Masters and Johnson two-week approach, while nine couples were treated in other, less time-consuming ways.

When a student is married, we always work with both spouses. When the student is unmarried, we try to work with the couple, provided theirs is a reasonably intimate, committed relationship. For example, two unmarried couples who were unable to consummate intercourse were treated over a period of several months with intermittent visits

to the Sex Counseling Service. Problems of vaginismus and premature ejaculation have also been treated in this fashion.

When there is no special, on-going relationship, or where the partner lives far away, one member of our team usually works with the patient of the same sex. Dr. Sarrel has worked alone with males complaining of ejaculatory incompetence as well as those with problems of impotence. Last year this author worked individually with five female students whose problems ranged from "promiscuity" to lack of orgasm to an instance of near hallucinatory images resulting from premature (for this girl) sexual involvement.

In the academic year 1971-72, among the eleven student couples treated using the full two-week intensive treatment program, diagnoses were varied. Treatment was successful in all but two cases. In four instances, other therapeutic modalities were employed before, during, or after sex therapy. For example, after careful evaluation of their problem, one couple was told that sex therapy made sense as a first step, but that considerably more professional help was needed. They agreed, and, at the successful conclusion of sex therapy, were referred for marriage counseling and individual psychotherapy for the wife.

PREGNANCY COUNSELING

Last and, I am pleased to say, least is counseling for unwanted pregnancy. The number of Yale students who have unplanned pregnancies is now remarkably small, the rate being 5 to 7 undergraduate women annually, a figure much less than 1% of the undergraduate female student body. At comparable Eastern schools, pregnancy rates range between 6% and 15% (at which rates Yale students would have between 100 and 250 unwanted pregnancies per annum). The few Yale students who do conceive accidentally almost all represent contraceptive failures. In the past year only two of our patients became pregnant because they failed to use contraception.

Do pregnant students seek abortions through resources other than the Sex Counseling Service? We have reason to believe they do not. Several avenues were checked out—the other gynecologists on the Health Service staff and the abortion unit at the Yale-New

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NEWS

SIECUS WELCOMES NEW AND RETURNING BOARD MEMBERS

SIECUS extends a hearty welcome to nine new members and one returning member of its Board of Directors. They are:

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*Returning Board Member

FLEISCHMAN COMMISSION SUPPORTS SEX EDUCATION

The New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education, also known as the Fleischman Commission, has made public its report on the state's schools. Among its recommendations was a call for greater sex education in the schools, declaring that "We believe that more venereal diseases are contracted by reason of ignorance of available precautionary measures than by mere carelessness; the same thing is true with respect to the manner in which school-age pregnancies occur."

The Commission said that it was aware of the "violent opposition of certain parental and religious groups to a full program of sex education in the schools." But, it continued, "We are convinced that such education for life is a necessary and vital adjunct of the entire educational process of the schools."

To help combat the current "epidemic" of venereal disease which, the commission said, is "rampant among youth," it called on schools to start teaching the "facts of sex" to pupils at an early age. It also recommended that school districts consider requiring all junior and senior high school students to have "proof of a recent physical examination before registration each fall until the spread of venereal disease is curbed."

from *The New York Times*,
October 13, 1972

GEORGETOWN UNIVERSITY ISSUES UNDERGRADUATE SEX BOOKLET

Following the lead of some secular colleges and universities, Georgetown University, a Jesuit institution, has issued its own booklet about sexuality. *Human Sexual Response—Ability* was written by a group of Georgetown medical students who as future physicians are especially concerned with sex

education. SIECUS Board member, Robert C. Baumiller, S.J., Ph.D., served as faculty advisor.

Among the basic areas of sexuality covered in the booklet are human anatomy, an explanation of the sexual response research of Masters and Johnson, and a description of methods of birth control. Techniques of abortion and common sexual myths are also discussed.

While no attempt is made to deal with moral issues, the underlying theme of the booklet is that sexual freedom carries with it obligations, both to oneself and to one's sexual partner. Dr. Baumiller hopes that the booklet "will help many people toward a fuller maturity and a more complete personhood and that human error and stupidity may harm fewer lives because of it."

The booklet is available for \$.50 from Dr. Robert C. Baumiller, Department of Obstetrics and Gynecology, Georgetown University Hospital, Washington, DC 20007.

SIECUS BOARD ELECTS NEW OFFICERS

SIECUS is pleased to announce that Evalyn S. Gendel, M.D., takes office January 1, 1973, as President of SIECUS' Board of Directors. Dr. Gendel is Chief of the School Health Section and Director of the Division of Maternal and Child Health of the Kansas State Department of Health. (A profile of Dr. Gendel appeared in the Volume VI #4 [April, 1971] SIECUS Newsletter.) Vice Presidents are: Wardell B. Pomeroy, Ph.D., author of *Dr. Kinsey and the Institute for Sex Research*, and psychotherapist in New York City; J. Noel Macy, retired newspaper publisher, Washington, D.C.; and June Dobbs Butts, Ed.D., Director, Triple-T Project, Fordham University School of Education, New York City.



Dr. William H. Masters and Mrs. Virginia E. Johnson receive the second SIECUS Citation from Dr. Mary S. Calderone, Executive Director of SIECUS.

STUDENT PERSPECTIVES ON FAMILY STUDIES

The National Council on Family Relations has prepared a booklet, *Graduate Programs in the Family: Student Perspectives*, which offers prospective family life students "a flavor" of family related programs in the United States. The booklet was assembled by graduate student members of NCFR from the reports of selected students currently enrolled in graduate programs. Covering 17 colleges and universities, from Brigham Young University to Virginia Polytechnic, the booklet contains general and subjective descriptions of the content and emphasis of graduate programs, the availability of fellowships, program flexibility, student morale, and evaluations of the faculty. *Graduate Programs in the Family* is an initial attempt at student program evaluation, and is intended to be supplementary to the NCFR's other resources. The editors invite comment on the publication, copies of which are available from: Doug Sprenkle, Student Representative, Executive Committee, c/o National Council on Family Relations, 1219 University Ave., S.E., Minneapolis, MN 55414.

AMA PUBLISHES HUMAN SEXUALITY

A special committee appointed by the American Medical Association has prepared a 246-page book for physicians entitled *Human Sexuality*. Because it covers a wide range of topics, contains a glossary, a bibliography, and four appendices, it should prove useful to other health professionals. The book can be obtained from the American Medical Association, 535 N. Dearborn Street, Chicago, IL 60610, price \$5.95. Medical students may obtain it for \$3.00.

DR. LONG RECEIVES NEW HONOR

Robert C. Long, M.D., member of the SIECUS Board of Directors, has been chosen President of the Kentucky Board of Health. The Board of Health's members are appointed by the state governor and in turn elect their own president. Dr. Long is a former member of the AMA Board of Trustees, and was Chairman of the AMA Committee on Human Sexuality that produced the AMA's new textbook, *Human Sexuality*.

SIECUS WELCOMES NEW PUBLICATIONS OFFICER

Victoria Sanborn has just joined the SIECUS staff as Publications Officer. Ms. Sanborn received her B.A. from Wellesley, and a B.A. and M.A. from Oxford University in England. She was formerly an editor at Oxford University Press, Thomas Y. Crowell Company, and Litton Educational Publishing, International Division. In the field of sexuality, Ms. Sanborn has experience as a volunteer at the Margaret Sanger Bureau and Planned Parenthood of New York City.

Ms. Lorna Flynn, former Publications Officer, is moving to Washington, D.C., where her husband has accepted an appointment with the Environmental Protection Agency. As a newly elected Board member, she will continue her close association with SIECUS.

CALIFORNIA STUDENTS LOBBY FOR SEX EDUCATION

YES, a youth group affiliated with Planned Parenthood of Los Angeles, organized a statewide meeting of youth groups in Sacramento last spring to lobby for a change in California laws affecting sex education. The young people, primarily high school students, have also campaigned for V.D. control and information. Los Angeles students currently receive semesters of health education in the 7th and 10th grades, but may be excused from the units on V.D. and human reproduction.

Sex education in California received a set-back in 1971 when Governor Reagan vetoed a bill passed by the State Assembly which would have provided for expanded venereal disease instruction in the schools. A second obstacle is the California requirement that all sex education materials be shown to parents for approval. Because this provision is applied as strictly as possible, it is a limiting control. However, a new sex education bill signed into law by Governor Reagan in 1972 removes the potential threat to the credentials of teachers who conduct sex education courses. (For further information on sex education in California, see Dr. Mary Calderone's column, "Speaking Out," in Vol. I, #1 [September, 1972] of the *SIECUS Report*.)

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BOOK REVIEWS

The Black Family, Essays and Studies.

Robert Staples. Belmont, CA: Wadsworth Publishing Co., Inc., 1971. (393 pp.; paperback; price not available).

Reviewed by June Dobbs Butts, Ed.D.

In this book, Robert Staples has provided us with a succinct sampling of sociological thought, elucidating the strong *will to survive* which epitomizes the Black family. Some readers may learn for the first time that the Black family is an inextricable part of "the Black experience." Staples rightly starts at the beginning with the introduction of the slave traffic into the American economy. His book is a journey which describes the panorama witnessed by the Black family and the struggle which it has endured against a network of hostilities. It concludes with a description of the Black family facing "the scene" today. His book orders these events historically into four parts: "The Setting;" "The Dyad;" "The Family;" and "Problems."

Endings are difficult. Most informed readers do not trust simplistic solutions to real problems. However, the contents of Part Four—i.e., "Black and White: Sex and Marriage," "Socioeconomic Characteristics," and "Family Disorganization and Reorganization"—seemed especially limited to this reviewer. A more realistic view, in my opinion, would have contained materials far more compelling and varied than those chosen by the author.

For example, it seems doubtful that the Black family in general or even the strong, nurturing Black matriarchy in particular can be accurately portrayed by the two essays entitled "Unwed Mothers and Their Sex Partners," and "The Black Prostitute in White America." One may infer that Staples chose his closing selection, "Black Muslim and Negro Christian Family Relationships," in an attempt to give a

sense of cohesion to the final portion of his book. But perhaps since this is a description of a journey-in-progress, no conclusion can do justice to the subject. One can only hope that in future creative and editorial works, Staples will indeed "step out on seeming void, and find a solid rock." **A, PR**

The Changing Values on Campus.

Daniel Yankelovich Inc. New York, NY: Washington Square Press, 1972. (246 pp.; paperback; \$2.95).

Reviewed by Mary S. Calderone, M.D.

This book is an analysis of data gathered over a four-year period in surveys carried out for *Fortune*, CBS News, and the JDR 3rd Fund. Surveyed were personal, social, and political values and ideologies related to many or most of the key critical issues of the times. The respondents were 1,244 students in more than 50 colleges across the country. Various profiles of the student sample were clearly illustrated by tables and charts. The sampling method was developed to insure that the students queried would be as representative as possible of the student population.

When they dealt with changing attitudes and feelings, the surveyors recognized that conclusions must be based on rather large brush strokes. Even so, it is very unfortunate that they used the phrase "casual premarital sexual relations": the adjective "casual" if used alone tends to distort the findings into a skewed result. "Casual" is a value term, recognized as such by most scholars, such as Kirkendall, Reiss, Bell, Christensen and others, who have clearly shown that students differentiate casual sex from sex with affection or committed sex. This differentiation was not made in the study; therefore the

conclusion that "major changes in sexual morality have taken place over the past few years, with far wider acceptance today of casual premarital sexual relations, extramarital sexual relations, and homosexuality between consenting adults," is relatively meaningless, because the definition of sexual morality remains imprecise and incomplete.

Nevertheless, the book should provide insights for those who seek to understand the attitudes and behavior of today's generation of college students. **A, PR**

Free and Female. Barbara Seaman. New York, NY: Coward, McCann, and Geoghegan, Inc., 1972. (288 pp.; \$6.95).

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

Opportunistic journalism has once again entered the field of sexology—this time under a feminist banner. Barbara Seaman's 288-page book is a combination of general information about female sexual functioning mixed with side comments and footnotes that make this a diatribe which is sometimes confusing reading and frequently scientifically inaccurate. There is a hysterical quality to this book, which claims that the American female's capacity for orgasm has been thwarted by clumsy male lovers and that woman's dependency on man for sexual satisfaction is only part of the female dilemma, since she is also at the mercy of an "uninformed, often insensitive, male obstetrician/gynecologist." Seaman urges females to free themselves from this bondage and to take responsibility for their own sexuality. To support her thesis, she uses interview data obtained from 100 females who are "sen-

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.).

suous"—and who also happen to be career women or students who are considered to be sympathetic to the women's movement.

This book, misleadingly labeled research like too many other works by both lay and professional writers, is difficult to interpret, since straightforward reporting of any data is missing. At times, in the middle of a research "finding," the author digresses to other research efforts or merely adds her own commentary: e.g., for a few subjects penis size was a major variable in inducing female orgasm, one subject even reporting that black males were unique and superior to white males in phallus size. These statements were no doubt perceptions of the female respondents—but they go uncontested by presentation of objective data. Subjective reporting of a few subjective responses generalized to a large group is incredibly irresponsible. Seaman also declares that "a woman may be anatomically constituted so that only certain types of penises—in shape, circumference, length or degree of hardness—provide sufficient traction on her labia minora to bring her to orgasm vaginally." How does Seaman define a large penis? Has she surveyed a random sample of erect penises with a tape measure, as have other researchers with different conclusions than hers? I could find no evidence from her data or other information to substantiate the author's conclusion.

Such statements reflect a hidden purpose of the book: to project responsibility onto the male for sexual dysfunction and decreased sexual pleasure for the female. This hypothesis denies findings that sexual functioning includes an interactional process that involves both male and female. Seaman does not tell her feminine readers how to learn to explore and communicate with their partners.

It is unfortunate that such a book as this often receives more public recognition than more credible and reliable work which is less sensationally presented. Another regrettable aspect is that the presentation tends to obscure an element of truth: Women do *not* know enough about their own bodies and their own sexuality. They *should* become more knowledgeable and free to learn and develop individual sexual responses.

Male and female gynecologists, as well as other physicians, are *not* as in-

formed or sensitive to varied and individual sexual responses as they should be. However, let this be a warning to feminists and those women who are ready to learn: Author Seaman and her kind lead you to expectations and promises that can't be kept. In addition to being victims of clumsy lovers, you can also be victims of biased reportage masked as objective research. **A**

Growth Patterns and Sex Education: An Updated Bibliography, Pre-School to Adulthood. Kent, OH: The American School Health Association, 1972. (52 pp.; paperback; \$2.00).
Reviewed by Derek L. Burlison, Ed.D.

This revision of ASHA's 1967 publication, *Growth Patterns and Sex Education*, is a bibliographic storehouse. It includes extensive listing of both printed and audio-visual materials, most of which are new to this edition. The annotated listings include materials for children, youth, teachers, parents and other adults, with the heaviest emphasis placed on the elementary and secondary school levels. (Unfortunately, incorrect addresses are given in two instances for Planned Parenthood-World Population and SIECUS.)

This work, prepared by the ASHA Committee on Health Guidance in Sex Education, provides a fine foundation for curriculum committees and others involved in program development. However, all bibliographic sources quickly become dated, and the increasing number of publications and A-V materials in the field of sex education necessitates continuing review and evaluation. Newsletters from such organizations as the American Association of Sex Educators and Counselors (AASEC), the National Council of Family Relations, the E.C. Brown Trust, Planned Parenthood-World Population, and SIECUS can be most helpful in keeping up with current materials. **PR**

Health Education in the Elementary School. Gere B. Fulton and William V. Fassbender (eds.). Pacific Palisades, CA:

Goodyear Publishing Co., 1972. (240 pp.; paperback; price not available).
Reviewed by Gary F. Kelly, M.Ed.

This collection of 36 papers and position statements covers various aspects of health education. Most of the articles are reprinted from professional and semi-popular journals. On first impression, the book appears to be a rather hastily concocted potpourri of materials; however, many of the articles are still useful.

In the Introduction, the editors encourage elementary teachers to accept fully their major responsibility for health education, realistically noting that this area of the elementary curriculum is usually left to the classroom teacher. The remainder of the book is loosely organized into three major sections: Philosophical Considerations; Curriculum Suggestions; and Implementation. An appendix on Health Education Terminology is partially useful, although it includes inane definitions of terms such as "healthful school living" and "screening test." The papers relating to philosophy offer little that is new: calls for relevancy in health education; individualization of instruction; local curriculum development; and a broad human-relations context for health.

Some of the papers on curriculum suggestions are especially good, notably one by Corrine Bidwell on "The Teacher as Listener." In the same section, the outlined approaches to drug education are generally viable, although some of the contributors tend to be overly specific in their presentations. The articles on family life and sex education contain considerable overlapping of ideas, particularly in philosophical areas. The relationship of sex education to many fields is emphasized repeatedly. The human relations and mental health aspects of sexuality are also noted many times. The section on implementation would, in this reviewer's opinion, have limited practical use.

In summary, this would be a moderately useful reference work for an elementary classroom teacher or health teacher. For anyone having little experience with health education, it could provide an introduction to some basic directions of current health education and a lead to further sources of information. There are, however, other books which can be of more practical

help in curriculum planning and development at the elementary levels. **PR**

Homosexuality: An Annotated Bibliography. Martin S. Weinberg, Ph.D., and Alan P. Bell, Ph.D. (eds). New York, NY: Harper & Row, Publishers, 1972. (550 pp.; \$15.00).
Reviewed by Frederick E. Bidgood, M.A.

Drs. Weinberg and Bell, respectively Senior Research Sociologist and Senior Research Psychologist at Indiana University's Institute for Sex Research, have been engaged for several years in a massive psychological and sociological study of homosexuality—the homosexual person in his or her social matrix. This volume is the second in a series generated by this study. (The first was *Homosexuals and the Military* by Weinberg and Colin J. Williams, reviewed in the January 1972 issue of the *SIECUS Newsletter*.)

Although other recent bibliographies on homosexuality have been more extensive, they have not been annotated. This volume contains 1,263 annotated entries—books and articles written in or translated into English from 1940 to 1968—related to both male and female homosexuality. In a short preface, the editors comment upon the unevenness of approach, both theoretical and empirical, and the contradictory and/or polemical nature of many of the works reported on this subject. They conclude with a plea for objective reading, not only of the annotations, but of the works themselves.

The bibliography is divided into three major areas—physiological, psychological, and sociological—which include etiology, assessments, treatments, the social and demographic aspects of the homosexual community, homosexuality in history, homosexuality in Western societies and in special settings, societal attitudes toward homosexuality, and homosexuality and the law. Each topic is broken down into those items dealing with general, male, and female homosexuality. Lengthy author and subject indices are also included.

This volume will be an invaluable reference guide for the increasing numbers of serious students of homosexuality, be they theoreticians, or clinical, sociological, or psychological researchers. **PR**

Homosexuality In Our Society (Public Affairs Pamphlet No. 484). Elizabeth Ogg. Illustrated by Dick Shelton. New York, NY: Public Affairs Committee, Inc., 1972. (28 pp.; paperback; \$.35).
Reviewed by Judd Marmor, M.D.

Homosexuality continues to be a significant concern in American life. Prejudice against homosexuals remains widespread not only in the public mind but also in our legal statutes, our employment practices, and our military regulations. Although some progress is being made, ignorance and misconceptions about homosexuality still loom large among the clergy and among physicians and mental health professionals.

For these various reasons, the publication of an objective and authoritative Public Affairs Pamphlet by the prestigious Committee which issues these documents is both welcome and timely. Entitled *Homosexuality In Our Society*, the pamphlet is clearly written, conscientiously researched, informative, and accurate. The only substantive point with which I would take issue is the author's restriction of the definition of homosexuality to "behavior as distinct from feelings of attraction, which may never be expressed." Such a limitation, if applied to heterosexuals, would exclude all individuals who are aroused by members of the opposite sex but who do not consummate their feelings. Clearly, a comprehensive definition must include subjective inclinations as well as objective behavior.

This otherwise excellent pamphlet deserves a wide distribution and can be read with benefit by laymen and professionals alike. **A, P**

How to Spark a Marriage When the Kids Leave Home. Frank A. Kostyu. Philadelphia, PA: Pilgrim Press, 1972. (128 pp.; \$4.95).
Reviewed by the Rev. Leon Smith, Ed.D.

This book is intended for husbands and wives whose grown children are gone from home, who believe they have "a good marriage," but who are aware that problems may appear and become aggravated unless recognized and dealt with promptly.

Simply written, easy to read, and amply illustrated, the brief 128-page book attempts to cover a wide variety of subjects such as communication, crises, quarreling, sex, and humor. However, some very important issues are not included, among them getting along with grown children or meeting the needs of the couple's own aging parents.

The author tries to keep a balance between warning about problems common to middle-age marriages and making positive suggestions for dealing with them. Many couples might welcome Kostyu's specific suggestions, yet most professionals will criticize these as superficial.

Another criticism professionals may level against this book concerns the author's bias against using encounter groups in the marital therapy of middle-aged couples. In my opinion, couples could use some criteria for finding helpful group experiences.

Also, the book contains some puzzling contradictions, due, perhaps, to an uncritical use of sources. For example, Kostyu reports the divorce rate for middle years in one instance as 36% and in another as 20%. Again, he criticizes advice columns, specifically condemning Dr. Joyce Brothers—though he later quotes her as an authority—but praises Ann Landers for her use of professionals as authority sources. Similarly, he describes David Reuben as an expert, but later derides his book *Any Woman Can* as "just one of a whole new bag that is full of advice that promises ecstasy and approval."

On balance, however, despite his inconsistencies and limitations, Kostyu has produced a basically constructive and helpful little book. **P**

Masculinity and Femininity. Benjamin F. Miller, Edward B. Rosenberg, and Benjamin L. Stackowski. Boston, MA: Houghton Mifflin, 1971. (120 pp.; paperback; \$3.60).
Reviewed by Gary F. Kelly, M.Ed.

This book was prepared as a sex education supplement to the authors' high school level textbook, *Investigating Your Health*. However, as the accompanying Instructor's Guide suggests, it would certainly be appropriate for many courses by itself. The opening chapter establishes a social and

cultural foundation on which a rational understanding of masculine-feminine roles may be reached. Not only are some striking differences in sex roles among various societies noted, but their changing nature in American society is also carefully examined. The open tone is established on the first page of photographs, showing teenagers engaged in activities traditionally assigned to members of the opposite sex. The caption reads: "You are on your way to being a free person if you can have fun and do your job without worrying about what is 'proper' for your sex." A particularly interesting look is given at the relationship of clothes and hair to the expression of sexual identity among today's youth.

The value framework of the book is current and will appeal to most young people. The individual's freedom and responsibility for making decisions regarding sexual behavior are made evident. Present-day attitudes toward sex are realistically assessed throughout the book, and problems associated with these attitudes are carefully examined. Contraceptive methods are thoroughly covered in Chapter 6.

This smoothly written text is thoughtfully illustrated with appropriate photographs, accurate diagrams, and occasional cartoon-like drawings. Unlike some similar texts, it is not filled with irrelevant artwork. The organization of material—though not extraordinary—is logical and meaningful. The authors' tone is reassuring and leaves plenty of room for individual differences of opinion. Some of the section headings are controversial generalizations apparently deliberately designed to lure the reader (e.g., "Sexual deviants are immature," and "Pornography becomes a waste of time"), yet the textual material under these headings is accurate. There is an excellent balance of material on reproductive biology and information relating to other aspects of sexuality.

In this reviewer's opinion, this text could be used as a springboard for discussion, role-playing, and other classroom activities which could yield significant awareness for individuals about their sexuality. It would certainly be appropriate for and appealing to most junior-senior high school students. At some points (e.g., controlling sex during dating), the authors' attitude is trite and somewhat condescending, but young people generally tolerate homely

advice with a smile. The approach may be too open-ended for some instructors, but I would not hesitate to use this book with any of my own students. **ET, LT**

The Nuclear Family in Crisis: The Search for An Alternative. Michael Gordon (ed.). New York, NY: Harper and Row, Publishers, 1972. (224 pp.; paperback; \$3.95).

Reviewed by David R. Mace, Ph.D.

This useful and well-arranged symposium of 14 articles (including the editor's 22-page introduction) explores types of communal living broader than our present family pattern. The editor suggests (but does not, in this reviewer's opinion, establish convincingly) that the nuclear family may not be the appropriate form for industrial societies. This hypothesis explains the present rash of experiments with what are called alternative life-styles. The title of the book is perhaps unfortunate, since it could be interpreted as a statement that the nuclear family is dying, and that an alternative must be found before it finally expires. Although some misguided people are saying this, Dr. Gordon is too good a scholar to support such sensational propaganda.

The book is a choice anthology of writings (none original) on communal living patterns which would replace the family as we know it. A selection of historical perspectives comes first, comprising a glimpse of Plato's *Republic*, followed by accounts of the Moravian and the Oneida Communities in early America. We are then presented with three separate accounts of the Israel Kibbutz—the most durable attempt in our era to replace the traditional family. Next come evaluations of three contemporary socialist experiments in the Soviet Union, China, and Finland. Finally the modern American scene, with its various types of communes and its experiments in group marriage, is described in four excerpts.

The book thus enables the reader to review, in one volume, a panorama of ancient and modern ideas and experiments which offer substitutes for the traditional family. This material, presented by such unexceptionable scholars as Plato, William Kephart, Melford Spiro, Urie Bronfenbreuner, Jan Myrdal, and Larry and Joan Constantine, leaves the reader to arrive at his own conclusions. **A, PR**

Therapy With Families Of Sexually Acting-Out Girls. Alfred S. Friedman et al. New York, NY: Springer Publishing Co., 1971 (214 pp.; \$7.50).
Reviewed by Gilbert M. Shimmel, Ed.D., M.P.H.

The title of this book may mislead and discourage readers who could greatly benefit by its contents. Though the case material presented concerns families where the designated "patient" was a sexually acting-out girl, the underlying philosophy, methods of training therapists, and techniques of working with families are equally applicable to family therapy and counseling, regardless of the presenting problem which has brought on the search for help.

All problems are seen as family problems, and the manifest symptoms of the designated patient may not be the most serious or difficult to alleviate. Techniques are aimed at "making group goals explicit, affecting compromise and integration, improving communications within the family, helping members to express feelings, helping members to listen and to hear, correcting distortion, acting as a communication bridge, reflecting feelings of members towards each other, focusing attention on nonverbal reactions, providing feedback and mirroring, verbalizing for the group, and giving information."

The author makes a good case for use of co-therapists, for at least occasional sessions in the home, and for involvement—where appropriate—of significant others besides family members (boyfriends, close neighbors, spouses of married siblings, etc.). A final chapter outlines procedures used for evaluation of training.

This book can be of assistance to those in the helping professions who are involved in coping with problems of whole families. **PR**

RESEARCH NOTES

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

SEX EDUCATION KNOWLEDGE, VERBAL INTERACTION, AND ATTITUDES: AN EXPLORATORY STUDY IN HIGH SCHOOL HUMAN BIOLOGY CLASSES

Robert C. Wallace, Ed.D. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign, 1970. (Dr. Wallace is currently the Chairman of the Science Department, Reavis High School, Oak Lawn, Illinois.) The complete dissertation is available on microfilm from University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106.

PURPOSES:

To investigate the differences between coeducational and single-sex groupings of high school students in:

1. student acquisition of sex knowledge;
2. verbal interaction among students in a student-centered classroom environment in a unit of sex education;
3. student attitudes toward sex-related topics and sex education.

METHODOLOGY:

The study was conducted during a two-week unit of sex education with three senior Human Biology classes (67 students) in Oak Lawn, Illinois, a small, predominantly lower-middle class suburb of Chicago. For testing purposes during the two-week period, one class was taken intact as a coeducational unit; females and males in the other two classes were separated into two single-sex groups. The three groups were comparable in age and IQ ranges.

Acquisition of sex knowledge was measured by pre- and post-tests (I) and a delayed post-test (II) using the "Sex Knowledge Inventory—Form Y" and the "Venereal Disease Knowledge Inventory—Experimental Edition," both developed by Dr. Gelolo McHugh, and available through Family Life Publications, Inc., Saluda, NC 28773. The data were analyzed by t-Test.

Verbal interaction was analyzed by the Flanders Interaction System. All class sessions for the three groups were taped, and transcripts were made of two equivalent class sessions for each group during the second week of the investigative period. Each transcript was divided into three-second time periods, each of which was categorized by Flanders' typology of seven teacher "indirect influences" (e.g., praise, questioning) and "direct influences" (e.g., lecturing, criticising), two categories of "student talk" (response and initiation), and one neutral category of noise or confusion. In order to check the reliability of the categorization process, three other raters categorized the time periods, producing a 93.9% agreement. For the purposes of this study, the teacher-investigator attempted to keep his influence, both direct and indirect, at a minimum in order to examine student interaction more fully and achieve a student-centered environment. A chi-square test was used to compare the amounts of verbal interaction between the three groups.

To provide both objective and subjective evaluation, student attitudes were measured by two instruments: a semantic differential, and an open-ended questionnaire developed by

the investigator. The semantic differential presented a series of ten bi-polar adjectives along a seven-point rating scale with a neutral value at the mid-point, allowing measurement of strength of feeling as well as direction (positive or negative). The bi-polar adjectives were chosen to represent the three major dimensions of attitudes: the "evaluative," the "potency," and the "activity" factors. The semantic differential was applied to nine areas representative of the two-week sex education unit (Genital Organs, Menstruation, the Homosexual, Divorce, Masturbation, Pregnancy, Venereal Disease, the Prostitute, and Abortion). The data were analyzed by product-moment correlation, factor analysis, and Varimax factor rotation.

The open-ended instrument used seven questions pertaining to sex education programs (e.g., "Should masturbation be discussed in courses dealing with sex education?"), set in such a fashion that a "Yes" or equivalent answer was scored "+1." Other answers were scored "0." The data were analyzed by t-Test for significant group differences. Both the semantic differential and the open-ended questionnaire were administered in one pre- and two post-tests.

RESULTS:

The coeducational group showed a greater mean change on the Sex Knowledge Inventory and the VD Inventory from the pre- to post-test I than did the single-sex groups, but these changes were not statistically significant. No significant differences were found between the single-sex groups. The coeducational group did retain a greater mean change on post-test II than did the single-sex groups, but not significantly so.

Analysis of the classroom dialogue by the Flanders Interaction System showed that the coeducational group had significantly more verbal interaction (Student Talk = .74) than the female (S.T. = .57) or male (S.T. = .58) single-sex groups. There was no significant difference between the single-sex groups.

Analysis of the data produced by the semantic differential for the coeducational group showed a significantly greater mean change from pre- to post-test I on eight of the nine areas. For the ninth area, "Genital Organs," differences in the mean changes were not significant. In all cases, the changes were toward the positive or liberal end of the scale. The female single-sex group retained more positive or liberal changes than the male or coeducational groups. The data from the open-ended questionnaire showed no significant results for any group combination.

CONCLUSIONS:

In a student-centered classroom environment, senior high school students in a coeducational group *do not* learn significantly more factual knowledge, but *do* have significantly more verbal interaction, and *do* have a more liberal change of attitudes during a sex education unit of study than students in single-sex groups. There are *no* significant differences between all-female and all-male classes with regard to acquisition of factual knowledge, verbal interaction or attitude changes; however, an all-female class *does* retain a more liberal change in attitudes than an all-male class.

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 Invisible Minority: The Homosexuals in Our Society. 3 sound filmstrips, 3 longplaying records, Leaders Manual. Each 20 minutes. Unitarian-Universalist Association, 25 Beacon St., Boston, MA 02108. Price: \$60.

In spite of the openness we are witnessing in public discussion of sexuality in schools, churches, and in the mass media, the subject of homosexuality remains one of the most difficult to deal with in an educational setting. No area of human sexual behavior is so fraught with anxiety, misinformation, misunderstanding, and public prejudice as is homosexuality. In the last three years several good books on the subject have been published, but a dearth exists of valid educational material appropriate for discussion-centered youth and adult programs in schools, colleges, churches, and community agencies.

Helping to close the gap is this excellent sound filmstrip series from the Unitarian-Universalist Association. In view of Christianity's historical prejudice against homosexuality, it is both significant and ironic that a religious organization was responsible for such an objective yet sympathetic approach to the subject. This filmstrip series on homosexuality, which is directed at older adolescents and adults, evidences the same candor and realism shown in "About Your Sexuality," a junior high school sex education program published a year ago by this organization.

Implicit in this filmstrip series is a value attitude that accepts the innate worth of people as people. The series depicts a variety of people—young and old, pretty and plain, from all walks of life—whose only common trait is their homosexuality. The great diversity of the people shown on the screen visually demolishes every physical stereotype concerning a homosexual's appearance. From homosexuals' own words, the viewer hears what it is like to be a homosexual—the fears, the secrecy, the parental conflicts—but also the strength and new sense of identity some

homosexuals have found in the gay activist movement.

Part 1, "The Changing View of Homosexuality," deals with historic attitudes toward homosexuality and traces the growth of the gay militant groups on college campuses and in major urban centers, including scenes of protests before legislative groups. Part 2, "Understanding the Homosexual," examines the many myths and misconceptions currently held by the general public. Individual interviews explore the problems of employment, civil rights, discrimination in the armed forces, and other forms of oppression facing the homosexual. Part 3, "Questions and Answers Concerning the Homosexual Way of Life," is a resource supplement providing answers to the most frequently asked questions about homosexuality. Especially helpful is the explanation of the Kinsey scale, showing the gradations of heterosexual and homosexual behavior. In addition, frequently misunderstood phenomena such as transvestism and transsexualism are clarified.

The Leaders Manual provides many helpful suggestions for group discussion, an essential part of using this program. Whatever the viewer's previous attitudes may have been, viewing and listening to this program and discussing it in small groups should make him better informed about, more comfortable with, and hopefully more understanding and accepting of, people who have different sexual orientations from his own.

Lavender. 16 mm, sound, color, 13 min. (Also available in 8mm and video cassette.) Perennial Education, 1825 Willow Rd., PO Box 236, Northfield, IL 60093. Price: \$170, Rental: \$17.

The treatment of homosexuality in the

mass media and in the great majority of books deals with the male, with only infrequent discussion of female homosexuality (lesbianism). This film opens up the topic of lesbianism in a sensitive and honest fashion and succeeds in breaking down the taboos that have for so long surrounded it. The film traces the lives of two young lesbians through childhood, adolescence, and their life together in a loving relationship. We see through their own eyes how they must cope with living in a "straight" world and how they have resolved some of the problems of being "different." The film's most poignant statement is made by one of the girls, who says, "The rules aren't defined for people like us, so it makes for a lot of confusion." Therein lies a point of departure for the extended discussion which this film can provide for all of us.

To Be A Parent. 16mm, sound, color, 13½ min. Billy Budd Films, 235 East 57th St., New York, NY 10022. Price: \$200, Rental: \$20.

Communication or the lack of it between teenagers and their parents is the subject of this film. Family vignettes provide examples of behavior that results in family conflict as well as behavior that creates family solidarity. Common teenage complaints are aired: parents who compare one child unfavorably with another; parents who are always fighting; parents who pry excessively; parents who won't listen—the list is familiar. Designed as a teenage discussion film, it undoubtedly can be effectively used to open up many touchy subjects. But communication is a two-way process and the film would profit from some discussion of that most common parental complaint: "We meet a barrier of silence when we try to discuss serious matters with our teenager."

JOURNAL REVIEWS

THE FAMILY COORDINATOR

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

Reviewed by Lester A. Kirkendall, Ph.D.

July 1972

Morality and Individual Development: A Basis for Value Education. James W. Maddock.

A theory relating to the development of morality. Its purpose is to help understand the dynamics of value acquisition and prepare suitable educational strategies from infancy to adulthood. Particular application is made to sex and family life education.

The Premarital Sexual Revolution: Comments on Research. Robert K. Kelley.

Primarily a survey of sexual issues which now need to be studied at four life stages: infancy and childhood; the teenage years; the "premarital period" from high school graduation until marriage; and family life and childrearing.

October 1972

Androgyny As a Life Style. Joy D. Osofsky and Howard J. Osofsky.

Androgyny, a society with no sex role differentiation, is examined. Traditional norms have produced harmful effects to individuals of both sexes. Alterations in the usual patterns of female and male behavior which will allow all individuals to find satisfaction in many more ways are occurring.

Heterosexual Cohabitation Among Unmarried College Students. Eleanor D. Macklin.

This is a study of unmarried cohabitation based on data from 44 junior and senior women, all of whom had experienced it. Living together unmarried is becoming an increasingly accepted aspect of campus life. The pattern currently evolving appears to be primarily concerned with total relation-

ships and only incidentally with sexual aspects.

MEDICAL ASPECTS OF HUMAN SEXUALITY

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

Reviewed by Robert L. Arnstein, M.D.

July 1972

Sex After Ileostomy or Colostomy. Barney M. Dlin, M.D. and Abraham Perlman, M.D.

A subject of interest only to a limited audience but to those afflicted and to those counseling them of obvious importance. The authors discuss various psychological aspects of the problem and describe the dearth of information on the topic.

The Family Physician and Human Sexuality. William M. Sheppe, Jr., M.D.

A well-written article describing some difficulties family physicians may encounter when faced with patients' concerns and problems in the sexual sphere.

Freud on Feminine Identity and Female Sexuality. Mildred Ash, M.D.

Although the author makes no attempt at a definitive article on the subject, her discussion is useful in this era when Freud is so often cited as the main architect of the oppression of women. The author presents a balanced viewpoint, neither wholly attacking nor blindly defending him. Furthermore, she illustrates her points with direct quotations, which throw additional light on the subject.

September 1972

Sex and the Divorced Man. William M. Kephart, Ph.D.

A description of four types of divorced males, three of whom seem to find the sexual aspects of the divorced state no particular problem. The first three types recount varying nonsexual motivations and desire for remarriage. The fourth finds sexual outlet a problem

and a factor in considering remarriage. Included is a tart commentary by Jessie Bernard, Ph.D., who is highly critical of types of males described.

Microphallneurosis. James F. Glenn, M.D.

Translated, the title means anxiety over small penile size; the author, a urologist, discusses both the rare syndromes of actual microphallus and the much more common concern expressed by men with penile size within the normal range. Although Glenn reiterates the fairly widely disseminated finding that size is not related to female gratification, he does not say much about the psychological factors that may be at the root of the male concern over penis size and which may persist even in the face of scientific evidence.

Men's Liberation. Arthur Rudy, Ph.D. and Robert Peller, Ph.D.

A discussion of male development that discusses the current paucity of adult male models for the growing boy and comments on the impact of the Women's Liberation Movement on gender role stereotyping. The authors feel that men should have "the freedom to develop in all the ways that could promote growth." The article is followed by four commentaries which support the idea that less rigid definitions and categorizations of masculinity and femininity would probably be beneficial to both men and women.

Too Tired for Sex: Fighting the Fatigue Factor in Sexual Disharmony. Barry R. Berkey, M.D.

Although this article is ostensibly about fatigue as an obstacle to sexual relations, the author tends to stress sexual disharmony and a variety of other conditions besides fatigue that interfere with sexual function. Consequently, while indicating that "fatigue" is usually a cover for some other feeling, Berkey does not discuss in any detail why the excuse of "fatigue" may be used, other than saying that it is convenient. Thus, although many situations of marital tension are described, the total article is confusing rather than helpful.

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SIECUS REPORT AND SIECUS NEWSLETTER ON MICROFILM

All back issues of The SIECUS Newsletter and all issues of the SIECUS Report, beginning with Volume I, Number 1, are now available in microfilm prepared by University Microfilms, a Xerox company. For further information, write to: Serial Publications, University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106.

AASEC SIXTH NATIONAL SEX INSTITUTE

The Sixth National Sex Institute of the American Association of Sex Educators and Counselors will be held March 20-31, 1973, at the Washington Hilton Hotel, Washington, DC. The theme of the meetings will be "The Process of Sex Education and Sex Counseling."

Scheduled activities include: an 8-hour "Human Growth Experience" for all Institute participants; interdisciplinary panel discussion on the process of training sex educators and counselors; the processes of introducing a new sex education program; group centered approaches in the use of film with adolescents; the coordination of sex education programs in family planning centers; problem pregnancy counseling; sex education for the handicapped; and a live demonstration of the process of the group-centered approach in teaching values. For further information concerning registration and/or membership, write: AASEC, 815-15th Street, N.E., Washington, DC.

PRB ISSUES POPULATION REPORT GUIDES

"Population and the American Future," the official film version of the *Report of the Commission on Population Growth and the American Future*, was televised nationally on November 29, 1972, by the Public Broadcasting Service. A *Viewers Guide* to

the film, produced by the Population Reference Bureau, was distributed to over 500,000 people for individual and community group use prior to the telecast. The guide, designed to maximize awareness and understanding of the film, discussed the basic issues of the Commission Report and offered questions for discussion of the problems and solutions to America's population crisis. Among the Commission's basic recommendations was sex education for all ages.

Another PRB guide to the Report, designed especially for classroom use at the junior and senior high school and undergraduate college levels, will be available by January 1, 1973. For further information, write to: Population Reference Bureau, 1755 Massachusetts Ave., N.W., Washington, DC 20036.

NCFLC ISSUES POSITION PAPER

The North Carolina Family Life Council, Inc., a non-profit organization devoted to improving family life education and promoting cooperation among groups concerned with the family, has published a position paper on the structure and principles of family life education programs. The paper is based on "an evaluation of the long experience of the family life education movement and on analysis of current trends in relationships education."

NCFLC supports family life education as a part of the regular curriculum of all public and private schools through the secondary level, stating that "Such programs should be based on local identification of need and parental support, with active involvement of parents as planners and/or participants in parallel courses."

On the college and technical school levels, NCFLC encourages marriage and family life courses for all college-age students, and recommends requiring comprehensive family life courses for all students who are prospective teachers at any level. NCFLC believes that "The cause of family life education in North Carolina can best be served at this time by pressing all degree-granting institutions to strengthen and/or expand their family life education courses."

The position paper details many other

specific proposals, and also considers the history of family life education in North Carolina, state-level policies in this area, trends in the discipline, and teacher preparation.

Copies of this paper may be obtained by writing to Dr. Kenneth Sell, RFD 9, Box 112, Salisbury, NC 28144. Price: 1-9 copies, 25¢ each; 10 copies, \$2.00; 25 copies, \$4.25; 50 copies, \$8.00; 100 copies, \$15.00.

OHIO FAMILY HEALTH ASSN. SPONSORS UNIVERSITY FIELD WORK

The Family Health Association of Cleveland, Ohio, has developed a free program of field work experiences in family life and sex education for upper undergraduate and graduate students. The three-month, independent study program applies academic knowledge to classroom situations through guided observations of public school sex education-family life education classes and public school teacher training and adult education programs. Students also receive personal tutoring, participate in seminars and weekly encounter groups, and are offered a course in human sexuality. Students pay only for housing, board and transportation. For further information, write to: The Family Health Association, 3300 Chester Avenue, Cleveland, OH 44114.

NEW FAMILY STUDIES NEWSLETTER

Focus on the Family, a bi-monthly newsletter produced by the E.C. Brown Foundation/Center for Family Studies, is available without charge from the Foundation/Center. A regular feature of the newsletter is an annotated listing of recent publications on the family for research and professional use. The newsletter also includes research notes and in-depth reports on family-focused research and action programs. A listing of other Foundation/Center publications is included in each issue. For a copy of *Focus on the Family*, write to: E. C. Brown Foundation/Center, 1802 Moss Street, Eugene, OR 97403.

Continued from page 3

Haven Hospital. Informal exploration of the student grapevine suggests that very close to 100% of students with an unwanted pregnancy do seek help through the Sex Counseling Service.

Why is the pregnancy rate at Yale so low? The answer appears to be that a given campus can create a climate of feeling backed up by well "advertised," appropriate, accessible services, the kind of climate wherein students can and will be highly responsible about their sexuality. The very large number of couples seen by the Sex Counseling Service who come for contraception before they ever have intercourse testifies to this.

CONCLUSION

In this age of competing priorities and slender budgets, it may be difficult to make a case for sex-counseling on the campus. Yet, if higher education is truly committed to enhancing the quality of human existence, then what better place to start than with the most compelling issues in the lives of its own students? SIECUS has eloquently broadcast the message that sexuality is an important dimension of personality. Unquestionably, sexuality is a particularly crucial and evolving issue in the years between 17 and 21. Our colleges and universities are in a unique position to affect this aspect of personal development, for good or ill. The Yale experience suggests that a multi-faceted program, combining sex education and sex counseling, can have a profound influence for maturation on a student population. Hopefully, more colleges and universities will see the value of such programs and will evolve these tailored to meet their own needs and circumstances.

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REFERENCES

¹Lewis Barbato, M.D., "Study of the Prescription and Dispensing of Contraceptive Medications at Institutions of Higher Education," *Journal of the American College Health Association*, Vol. XIX, No. 5 (June, 1971).

²This includes regular gynecologic services, prescription of contraception and the "morning after" pill.

³P. M. Sarrel and H. Coplin, "A Course in Human Sexuality for the College Student," *American Journal of Public Health*, 61:1030, 1971.

⁴These figures are for the years 1971-72.

NCC PROMOTES SEX STEREOTYPE ELIMINATION

The National Council of Churches' Division of Christian Education is promoting the elimination of sex-stereotyping through a recently released set of guidelines for writers, editors, artists, and photographers of Christian educational materials.

The NCC cautioned the media against maintaining old-fashioned societal and occupational stereotypes. These included the use of sex-biased generic terms such as "man" when neutral terms such as "person" would be equally appropriate; the reinforcement of rigid and traditional sex role separation; the pictorial under-representation of girls and women in general, and particularly in the professions, business, and industry; and the lack of visibility given to positive female role models for emulation by young people.

These guidelines have been sent by Church Women United to the editors of denominational women's magazines as well as to the general media. In addition, current sex-stereotyping in church school curricula has been criticized in a recent issue of *Spectrum*, the NCC's Christian education bi-monthly. The article noted that "The church did not invent these [stereotyped] images; they are the collective image of reality which most of us believe in even if we don't actually live that way . . . and they are the assumptions we pass on to our children." It also asked that parents and teachers compensate for curricular sex bias whenever possible.

S. LEON ISRAEL MEMORIAL FUND ESTABLISHED

An S. Leon Israel Memorial Fund has been established by colleagues, friends, and students at Pennsylvania Hospital and The University of Pennsylvania School of Medicine, where Dr. Israel was Professor of Obstetrics and Gynecology. The memorial will appropriately embody Dr. Israel's emphasis on excellence in teaching.

The late Dr. Israel, a valued former SIECUS Board member, was editor of the *American College of Obstetrics and Gynecology's* official journal, *Obstetrics and Gynecology*, from 1965 until his death in 1971. He was co-author, with

the late Isadore Rubin, Ph.D., of SIECUS' Study Guide, *Sexual Relations During Pregnancy and the Post-Delivery Period*.

Contribution checks to the Fund should be made out to Pennsylvania Hospital, and marked "S. Leon Israel Memorial Fund" in the lower left corner. Please send checks to Edward E. Wallach, M.D., Director of Obstetrics and Gynecology, Pennsylvania Hospital, 807 Spruce Street, Philadelphia, PA 19107.

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Articles from *Archives of Sexual Behavior: An Interdisciplinary Research Journal* will be reviewed regularly in the SIECUS Report. *Archives*, a quarterly which began publication in 1971, is the first scientific publication to bring together high-quality research from the various academic disciplines engaged in current research. Former SIECUS Board members John Money and Ira Reiss are among the journal's editors. *Archives'* emphasis is on original research, and prospective contributors are invited to submit their manuscripts to: Richard Green, M.D., Department of Psychiatry, University of California School of Medicine, 760 Westwood Plaza, Los Angeles, CA 90024. The journal costs \$26.00 for organizational and \$16.00 for personal subscriptions (outside U.S. add \$1.80), and can be ordered from: Plenum Publishing Corporation, 227 W. 17th Street, New York, NY 10011.

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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:

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